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**FACTORS AFFECTING PERFORMANCE OF QUALITY ASSURANCE AND
STANDARDS OFFICERS - A CASE STUDY OF KIAMBU COUNTY.**

BY

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DECLARATION

This research is my original work and has not been presented for any examination in any University for award of a degree. All references from various sources of literature have been acknowledged as required.

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DEDICATION

To my lovely children Bonita and Barbara who gave encouragement all the time in the course of my study which took considerably a long time? Thanks to my mother also for her encouragement.

ACKNOWLEDGEMENT

I thank my supervisor Mr. Julius Murungi for his persistent prodding to ensure I completed the work in time. I would also want to thank my Director Mr. Enos O. Oyaya, OGW who ensured I was given time to attend to matters of my studies. I thank also my colleagues, Samwel Macharia, Joseph Wambua and William Osewe for their continued support. Special Thanks to Luke Shiroya and Florence for every now and again availing statistics about Kiambu County.

Finally not to forget my creator for good health and strength accorded to me during my studies.

ABSTRACT

This is an investigation into the performance of QASOs in Kiambu County. The main objectives are to determine the reasons behind the dismal performance of QASOs in this County and by extension in the country at large, to identify any intervening factors which can be put in place to help enhance their performance, to establish whether it is only administrative factors which make QASOs not to perform.

The study will adopt a descriptive survey design. The target population will be all the DEOs, DQASOs and QASOs in the whole county. Simple random sampling design will be used sample the QASOs.

Standard questionnaires for the QASOs and interview schedules for DEOs will be used to provide quantitative and qualitative data. The collected data will be coded and analyzed using Statistical package for Social Sciences (SPSS) software. The analysis will be based on frequencies, percentages, means and standard deviation and subsequently be presented in form of tables, charts and graphs.

The findings of this study will help improve on service delivery by QASOs which will consequently improve quality of education provided in the country. The ministry of education can use this study in identifying the relevant strategies to be used to improve the performance of QASOs.

OPERATIONAL DEFINITION OF TERMS

1. **Access:** This is unrestricted opportunity to **enroll** in, **attend** and **complete** formal or non-formal education
2. **Assessment:** This is the process of determining the level of performance of a person in a particular skill or subject area; or determining the level of performance of an institution in comparison to other institutions using minimal standards and key indicators. It involves the estimation of the nature, quality or value of somebody or something.
3. **Evaluation:** Methods used to obtain a feedback regarding one's actions and actions of others for purpose of adjusting, improving or maintaining standards
4. **Inclusion:** This refers to the acceptance of all learners in an education program and recognition of their equal rights to education.
5. **Key Indicators/ Benchmarks or All Round Performance Indicators.**
These are signals or parameters that show whether the standard has been attained.
6. **Minimum Standards:** These are qualitative in nature and specify the minimal levels to be attained in the provision of education at each level or grade.
7. **Quality:** This refers to the value or standard of something when compared to other things like it, or how good or bad something is .This is the degree of goodness of something.
8. **Quality Audit:** This refers to taking stock of levels of achievement attained against the set standards or goals or objectives of education nationally or internationally e.g. Numeracy, Literacy, etc.

9. **Quality Assessment:** This is a review of school systems carried out by the school (self-evaluation) or the QASOs (external-evaluation).
10. **Quality Assurance:** This means the determining of the degree of goodness or worthiness while expressing certainty or success in educational standards.
11. **Quality Conformance:** This is a negotiated quality between the school and other stakeholders to form part of the performance contract e.g. parents meet obligations like paying boarding or development fees and buying uniform while teachers take charge of teaching and molding the child to obtain the agreed mean.
12. **Quality Control:** This refers to conducting of regular assessments/review/inspections/visits with a bid to ensuring that high educational standards are maintained e.g. establishing staffing norms, basic requirements, etc.
13. **Quality Development:** This refers to provision of advisory and consultancy services, staff development opportunities, subject mastery and pedagogical skills upgrading of teachers and development of teaching/learning materials as a result of identified needs arising from the standards assessment visits or studies/surveys.
14. **Quality Education:** This includes a multitude of elements (but not limited to) :a safe learning environment, the Quality of the teaching force, curriculum content, relevant instruction materials and equipment, conducive learning environment assessment and monitoring of learning achievements and addressing internal inefficiencies of education at all levels.(MOE-Draft Secondary Education Strategy January,2007)
15. **Retention-**ensuring that those who go to school go through full cycle without any wastage or dropping out.

16. **Special Education Needs:** refers to learners with social and cultural disadvantages (including social, religious and economic challenges) as well as those with specific disabilities/challenges (including cognitive, physical or emotional deficiencies).
17. **Standards:** refers to a level of quality or specified level of quality (which once established must be maintained or improved on and those who are below it must aspire to attain it).
18. **Stakeholders:** are persons or groups with a common interest in a particular action and its consequences and who are affected by it.
19. **Standards Assessment** is the ensuring that established standards are maintained and improved on, and where they are not available, they are established.
20. **Transition:** generally this refers to the process or period of changing from one state or condition or grade or level to another

ABBREVIATIONS

1. **ECED**-Early Childhood Education and Development
2. **AIE**- Authority to incur expenditure
3. **ASAL**- Arid and Semiarid Lands
4. **CDF**-Constituency Development Fund
5. **DEB**-District Education Board
6. **DEO**-District Education Officer
7. **EFA**- Education for All
8. **FPE**-Free Primary Education
9. **GOK** – Government of Kenya
10. **KEMI**- Kenya Education Management Institute
11. **KEPSHA**-Kenya Primary Schools Heads Association
12. **KESI**-Kenya Education Staff Institute
13. **KESSHA**-Kenya Secondary Schools Heads Association
14. **KESSP**-Kenya Education Sector Support Program
15. **MDG**- Millennium Development Goals
16. **MOE**- Ministry of Education
17. **NGOs**-Non Governmental Organizations
18. **QA**-Quality Assurance
19. **QAS**- Quality Assurance and Standards
20. **QASOs**-Quality Assurance and Standards Officers
21. **SNE**- Special Needs Education
22. **TIVET**-Technical, Industrial, Vocational, Education and Training

23. **UPE**—Universal Primary Education
24. **UNCRC**- United Nations Commission on Child Rights
25. **UNICEF**-United Nations Children’s Education Fund
26. **UNESCO**- United Nations Educational, Scientific and Cultural Organization
27. **WDEA**-World Declaration on Education

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a human right with immense power to reform. On its foundation rest the cornerstone of freedom, democracy and sustainable development. Education is a fundamental right for every child. The goal of a human right-based approach to education is simple; to ensure all children acquire quality education that supports and promotes their rights to a quality and optimum development (UNICEF/UNESCO 2007). The former United Nation Secretary General Kofi Anan in 1998 noted that, there was no higher priority, no mission more important, than that of Education For All (EFA). The inclusion of education in the Millennium Development Goals (MDGs) clearly indicates that education is a top development priority globally as it lays the foundation for overall economic, social and human development. In an increasingly interdependent world, the critical role of education in equipping learners with the skills and knowledge they need to cope effectively with the speed of change in the world cannot be over emphasised. The right to education does not only entail granting access to education but the quality of education and the learning environment are equally critical. The large investment by the government in education makes it a project of concern worth monitoring and to give a report on the monitoring and evaluation. The importance of education is seen in the Kenya Constitution (August,2010) as it is one of the Bill of Rights. The promotion of education in Kenya is the responsibility of the Minister for Education. The Education Act (Cap 211, Revised Edition 1980(1968), reads:

The Minister shall promote the education of the people of Kenya and the progressive development of institutions devoted to the promotion of education, and shall secure the effective co-operation, under his general direction or control of all public bodies concerned with education in carrying out the national policy for education.

The Act therefore gives the minister the power to perform all those duties related to the promotion of education in Kenya. On part V, Section 18, it further talks about Quality Assurance and Standards (by then was Inspection) whereby it reads:

The Minister shall appoint officers with authority to enter and inspect any school or any place at which it is reasonably suspected that a school is being conducted, at any time, with or without notice, and to report to him with respect to the school or any aspect thereof

...or audit the accounts of the school and advise the manager of the school on the maintenance of accounting records and may temporarily remove any books or records for the purpose of inspection or audit

An officer inspecting a school under subsection (1) shall have special regard to the maintenance of educational standards and to compliance with any regulations made ...

Under this section (18), the inspection directorate was established whereby in 2004 it was to be renamed Quality Assurance and Standards assessment. In the MOE Strategic Plan 2006-2011, Strategic Objective number nine; it is stated that the ministry '*to establish a robust and effective school-based quality assurance programme*'. This could be done by the ministry retraining existing Quality Assurance Officers as Trainer of Trainers (TOTs); mount a national training programme for head-teachers, Heads of Departments and subject heads in School-based Quality Assurance, empower Quality Assurance Officers to monitor systems effectiveness, train school level managers as frontline quality assurance officers and build the capacity of the TAC tutors to provide support to primary school teachers in curriculum supervision/implementation.

According to Inspectors Handbook of October-2000, there are two complimentary objectives which will help the MOE realise the national goals namely Quality Assurance and Quality Development. Quality Assurance is achieved through the assessment of the educational institutions and reporting on these assessments to the institutions and to the MOE whereas Quality Development is achieved through the work of the advisory services, the provision of staff development opportunities and the development learning and teaching materials, by the advisory wing of the Directorate. An INSET unit has been set at the MOE headquarters.

According to Holt (1998), quality can be defined as resultant from the system that produced it, and is an attribute of that system as much as of the product itself, its processes, its people and the way they work together.

Doherty-Delorme and Shaker (2001) define quality as the degree of excellence of the entire educational experience.

The Tempus (2001) defines quality as the totality of an entity's properties which make it capable of satisfying an expressed or hypothetical need, that is, acceptability or suitability for a given purpose.

The provision of quality education can only be realised by the participation of teachers, parents, school managers and Quality Assurance and Standards Officers. The Ministry of Education (MOE) through the Directorate of Quality Assurance and Standards (DQAS) attempts to bring together all the parties concerned to provide quality education. *According to Elimu Newsletter December, 2007*, the Directorate seeks to achieve the Millennium Development Goals (MDGs) under the vision 2030 and believes that Education For All (EFA) cannot be achieved without improving quality. It is the responsibility of the

directorate of QAS therefore to undertake quality assurance visits to all educational and training institutions to monitor this project. The introduction of Free Primary Education (FPE) and Free Day Secondary Education (FSDE) are projects which have faced challenges in ensuring quality of education. A study by the Ministry of Education on monitoring learners' achievement for class three in literacy and numeracy indicated that there were increased visits to schools by the quality assurance and standards officers after introduction of FPE. After FPE, the schools in Garissa that reported the highest visits of four times had improved from 55.5% to 63.6% after FPE. The same trend was seen for the teachers who were visited four times and above, with those before FPE accounting for 42.6% compared to 45.1% after FPE. These findings support the need for strengthening supervision and monitoring at the school level so as to enhance the quality of education offered. This can only be reached with increased number of QASOs who should be facilitated in terms of transport and finances to be able to reach all schools or by enhancing the QASOS technical capacity that is being multi-skilled.

The QASOs in their duty performance have adopted the basic tenets of principle centred leadership approach. These tenets include improved personal relationships, teamwork, trust worthiness and believing in others. The race for quality is guided by a proper vision to provide assessment feedback to all educational and training institutions.

According to Kenya Education Sector Support Program(KESSP) 2005-2010 one of the core functions of the Directorate of Quality Assurance and Standards (DQAS) is ' quality assurance'. This entails effective monitoring of curriculum delivery in schools to ensure effectiveness. To realise effective curriculum delivery, DQAS is expected to provide advisory services to schools on how best to improve their teaching. The advice is also given

to other stakeholders at school, district and national levels. The DQAS now emphasises the approach of objectivity and not subjectivity as was witnessed before 2004.

According to the MOE Strategic Plan (2006-2011), the function of Quality Assurance entails monitoring of schools and teachers to ensure that the curriculum is delivered appropriately. The Sessional Paper No.6 of 1988 underscored the importance of quality assurance in education and recommended that heads of institutions be trained as front-line QASOs. This will culminate in establishing quality assurance units in learning institutions.

It also recommended that QASOs to be given additional training to upgrade their skills.

However, efforts have been made by Ministry of Education to enhance effectiveness of QA by rationalizing their workload, operational zones and institutions to ensure that QA services are available to all learners. Further, the government has improved the mobility of QASOs by providing them with motorcycles and financial allocations to the District Education Offices. This has increased fuel allocation and other logistical requirements in the district to improve the quality services of QASOs. Other efforts by the Ministry to improve the performance of QASOs include changing the title from inspectors to QASOs, recruitment of qualified staff, increasing the minimum entry grade from job group K to M, developing a handbook and a guide on Quality Assurance, capacity building for QASOs in terms of training, equipment and appropriate software, reviewing the scheme of service for QASOs in harmony with officers in the entire civil service to attract motivate and retain the officers in the field. In 2008, the government also recruited 434 QASOs which increased their number to 1300 with a view to improve quality assurance services but very shortly; since a good number were again redeployed as District Education Officers (DEOs).

1.2 Statement of the problem

It has been noted that despite government efforts to deploy QASOs at the District Education Offices, effectiveness of QASOs is still a challenge and their level of performance, as reflected in the District monthly returns, is still dismal. This could be attributed to factors such as finance, environment, capacity, staffing levels and organization structures leading to reduced visits to schools and hence low performance.

The table below illustrates the performance of QASOS in the first quarter of the performance contract in the year 2011-2012

Table 2: Performance by QASOs: 1st quarter 2011-2012 performance contract.

SNO	District	ECD	PRI	SEC	COLLEGE	TEACHERS ASSESSED	INSERVICED TEACHERS	No. of QASOs
1	KIAMBU		4	5	-	36	81	2
2	KIKUYU		10		1	6	256	2
3	LARI		7	0	-	14	0	2
4	THIKA MUN		8	0	-	2	0	3
5	GATUNDU	9	25	1	-	50	242	1
6	GITHUNGURI	3	0	0	-	9	380	2
7	LIMURU	-	-	-	-	-	-	1
8	THIKA W.	-	-	-	-	-	-	4
9	THIKA E	-	-	-	-	-	-	2
10	GATUNDU N	-	-	-	-	-	-	2
11	RUIRU	-	-	-	-	-	-	5
12	KABETE	-	-	-	-	-	-	1
	TOTAL	12	54	6	1	117	959	32

Source: Monthly Inspection Returns 2011-2012

It was noted that four Districts like Ruiru, Limuru, Thika East & west and Kabete did not give their returns which shows they did not perform as expected. The performance of the districts is far below the expected. On average it is expected that twelve (12) institutions will be assessed in each month and at least two (2) teachers per school will be assessed resulting to an expected number of 36 institutions and 72 teachers in each district. In spite of the numerous changes in the conceptualization of educational quality assurance and standards assessment there continues to be a worry over the contribution of QASOs in enhancing the Quality of Education. Despite the QASOs being given targets in terms of the numbers they are required to assess in a given performance period they have always failed to meet the targets.

The indicators seem to contrast the expectations of the principles of QA system which include good education, administration, adequate financial resources and adequate qualified QASOs. The shortage of QASOs and the general public outcry regarding their service delivery is a concern to leaders, politicians, administrators, educationists, teachers, parents and other stakeholder. Empirical studies done have so far not addressed the comprehensive aspects of the external QA. The central purpose of this study therefore is to investigate the factors affecting performance of Quality Assurance and Standards Officers in monitoring and evaluating curriculum implementation as external Quality Assurance and Standards Officers.

1.2 Research Objectives

1.3.1 General Objectives

The main objective of the study is to establish the factors affecting the level of performance of QASOs in carrying out quality assurance and standards assessment in the county.

1.3.2 Specific objectives of the Study

The specific objectives of the study are:

- i. To establish the administrative factors that affects the level of performance of QASOs.
- ii. To establish the effect of staffing levels on performance by QASOs.
- iii. To determine the level of facilitation of officers from the DEOs office.
- iv. To examine how the work environment influences the level of performance of QASOs.
- v. To assess the relationship between capacity building and the level of performance of the QASOs.

1.4 Research Questions

- i. What are the administrative factors that affect the level of performance of QASOs?
- ii. To what extent does staffing factors that affect the level of duty performance of QASOs?
- iii. To what extent do financial factors that affect the level of performance of QASOs?
- iv. What does work environment influence the level of performance of QASOs?
- v. How will capacity building influence the level of performance of QASOs?

1.5 Significance of the Study

It is expected that the findings of this study will help education planners, both at national and regional levels, to develop policies and set strategies that will go along way in putting in

measures to improve quality assurance. Hence the government especially the department of Quality Assurance and Standards in the MOE will use it as a guide in policy formulation related to quality assurance. It may act also form a basis for further research in various dimensions of quality assurance in the education sector and other scholars may use the research proposal as a reference. This research will be important in that it can make the MOE to make an informed decision while re-designing the robust Quality Assurance department

1.6 Justification of the study

It has been observed that despite deployment and various capacity building workshops organized for QASOs their performance has not reflected on academic standards in the schools.

1.7 Delimitations of the Study

The study will be carried out in one county, that is, Kiambu county of Kenya. The questionnaires will be administered to the whole census. The study therefore limited itself to DEOs, DQASOs and QASOs in the County. For a more conclusive result a sample of educationists from all Counties in the country should be studied

1.8 Limitations of the study

The study also seeks to examine facilitation of QASOs by DEOs. However DEOs who do not facilitate their QASOs may be unwilling to give honest information for fear that they will be exposed and reprimanded. Furthermore DEOs are key in determining work environment in the district and those who make the environment unfavourable may be unwilling to give such information.

The researcher will address the limitations by assuring the respondents of absolute confidentiality and designing data collection instruments they are likely to be comfortable with. The researcher will also clearly explain to them the purpose of the study, build rapport with them to gain their confidence before administrating the data collection instruments.

1.9 Assumptions of the Study

The assumptions of the study are that respondents would be cooperative and provide reliable and unbiased responses. It is also assumed that KCPE and KCSE results and QASO returns are an accurate measure of performance.

CHAPTER TWO:

LITERATURE REVIEW

2.1 Introduction

This chapter gives a description of previous studies related to factors that influence performance of workers in any given workplace and on how the concept of quality is related to performance in education. It describes the relationship factors like administrative, financial, and managerial environmental and human and how they influence performance.

2.2. Theoretical Review

2.2.1 Theoretical Framework

The issue of performance of Quality Assurance and Standards Officers is based on organizational behavior and level of supervision vis-à-vis the supervised. The level of performance of an officer can be influenced by both intrinsic and extrinsic factors like motivation.

Organizational performance can be explained by theories X and Y as developed by Douglas McGregor at the M.T Sloan School of Management in the 1960s (Source Wikipenda, the free encyclopedia) [http://e.wikipenda.org/wiki/Theory X & Y](http://e.wikipenda.org/wiki/Theory_X_&_Y).

Theory X assumes that workers are naturally lazy and can only perform when closely supervised and comprehensive systems of controls are developed. A hierarchical structure is needed with a narrow span of control at each and every level. Managers rely heavily on threat and coercion to give their employees compliance.

On the other hand theory Y believes on employees being ambitious and self-motivated. A theory Y manager believes that given the right conditions, most people will want to do better

given the right conditions. The theory Y managers can develop trust in the workers and people are able to perform with less supervision as opposed to theory X managers.

Theory Y managers seek to create an enabling environment for workers and this could explain the case for QASO performance. According to this theory workers are to be appreciated, **rewarded and supported. Could this theory be applicable to my case of**

Kiambu County! This study seeks to establish the factors affecting the trend of performance of QASOs in carrying out Quality assurance and standards assessment in Kiambu County. QASOs are qualified individuals who know what is expected of them since all of them joined the profession out of choice. For example when 444 vacancies were advertised by the public service commission in 2007 there were over 5000 applicants, which was evidence of high interest people have in the service. Therefore for them to perform their duties effectively, most likely what they require is motivation; they should be well staffed to ensure they are not overworked; properly facilitated in terms of transport and lunch allowances; the work environment to be made favorable, for example, appreciated for job well done; capacity building to ensure they are continually capacity built to upgrade their skills. Based on the foregoing, Theory Y will be most appropriate/applicable to this study.

It should be noted that motivation can emanate from a conducive working environment, being fully facilitated with relevant working tools, being appreciated and expecting a reward at the end of it all. Furthermore being accepted by your Clients i.e. the teachers is quite significant to the QASOs. Where the teachers do not regard the work of the QASOs as collegial and corporate then the QASOs might feel demoralized hence low performance.

2.3 Empirical Review

2.3.1 Quality Assurance

According to Holt (1998), quality can be defined as resultant from the system that produced it, and is an attribute of that system as much as the product itself, its processes, its people and the way they work.

Quality exists in several dimensions which include performance, conformance features, reliability, durability, serviceability, aesthetics and perceived quality (Macharia, 2011). The most outstanding of the dimensions is performance which is an important primary operating characteristic of a product. It combines the user-based and the product-based views to quality. Performance depends on individual preferences where quality and performance are perceived as quality differences and product or service that performs very well is generally seen to be of higher quality. Performance in the education sector is one of the major indicators of quality in education. *Education stakeholders place a lot of importance to the performance of an institution especially in the national examinations, and good performance is perceived as high quality while poor performance is perceived as low quality in education (Enos Oyaya, 2005).* Therefore quality represents a fundamental approach for satisfying clients and justifying market presence and it leads to a new way of managing organizations where TQM (Total Quality Management) is embraced.

The development of quality management can be defined in four stages namely; quality inspection stage, quality control stage, quality assurance stage and total quality management stage (Dale and Plunkett, 1990). The quality assurance (QA) stage comes with the change away from product quality towards system quality.

Quality assurance can be defined as a systematic approach to identify customer needs and improving organization process to meet those needs (Freeman, 1993). Woodhouse (1999), states that quality assurance is about maintenance and enhancement of quality. An organization going through quality assurance process is expected to set up a system for controlling what is being done and the system is audited to ensure that it is adequate both in design and use. A major part of quality assurance is the use of second-party and third-party audits to assess the efficiency of the system. Its major characteristics are the use of quality manuals, procedures, work instructions, quality planning and quality audits. QA is important in ensuring quality in education hence a project. In secondary education quality assurance process has two main components namely internal and external quality assurance. The external quality assurance involves the work done by the designated officers while internal quality assurance involves engaging other school based stakeholders to offer quality assessment. There is a strong case for the adoption of QA in the education sector arising from the concerns of stakeholders. Education system in Kenya has undergone several reforms since independence in order to provide quality and relevant education and training to children throughout the country. It is for this reason that the Government of Kenya constituted the Kenya Education Sector Support Programme (KESSP), which is a comprehensive program focusing on identified priorities developed through extensive consultative process to offer a focused education delivery system. Quality assurance and standards assessment is one of the investment programmes out of the twenty-three programmes grouped around (six) 6 thematic areas of Financing, Access, Sector Management, Quality, Retention, Secondary, Tertiary and Higher Education. It lays emphasis on primary, secondary and tertiary education throughout the country with a view

of achieving Universal Primary Education (UPE), Millennium Development Goals (MDGs), Education For All (EFA) and delivery of policies set out in *Sessional Paper No. 1 of 2005*, on Policy Framework for Education, Training and Research for the realization of the vision 2030 (KESSP, 2003). Hence, the role of Quality Assurance and Standards officers is inevitable in supplementing the gains made by the Government and in particular, Quality Assurance and Standards Officers (QASOs) are expected to assure quality and assess standards of education in Early Childhood Education and Development (ECED), primary schools, secondary schools, Teacher Training Colleges, Technical, Industrial and Vocational Education Training (TIVET) and Non-formal Education centers. It is imperative that effective curriculum implementation countrywide cannot be achieved without effective supervision by QASOs. The Directorate of QAS was established in 2003 under Education Act, Cap 211, Section 18 of the Laws of Kenya. *The Act legally empowered QASOs with authority to; enter and inspect any place at which it is reasonably suspected that a school is being conducted at any time, with or without any notice and to report with respect to the School or any aspect thereof (Republic of Kenya, 2003).* This implies that, the role of QASOS is paramount in the assessment of quality and holistic education.. *Sessional Paper No. 6 of 1988* underscored the importance of QA and recommended that heads of institutions to be trained to supplement the work of QASOs for effective curriculum implementation in schools. It also recommended that QASOs be given additional training to upgrade their skills for effectiveness in their duties.

ISO 9000 compliance formally means that an enterprise carries out a set of activities that have been planned, documented and monitored according to precise standard methodologies: this ensures the quality of the supplied products and services. A continuous

improvement of the organization requires proper standards, to avoid the risk that innovative processes and changes remain confined to selected people and get lost when these people leave the organization. Standard methodologies represent a way of sharing best practices with colleagues and define a minimum guaranteed quality level for the product or service, while promoting transparency and effectiveness.

The Quality System is aimed at the satisfaction of *implicit needs* that is, what customers assume by default as available, as well as *explicit* ones that is, what customers expressly require. The QT approach is based on human resources, whereas the ISO 9000 guidelines recommend standards that people have to comply with.

Schools can offer high quality services only if they adapt to the requests from the outside world, re-elaborating them in the framework of their specificity. From the quality perspective, teachers' skills and competences are questioned, as they have to provide suitable answers to the request for personal growth and professionalism; the school's organization has to ensure effectiveness and efficiency in dealing with both internal customers (teachers, administrative staff) and external ones (pupils, families, employers). The school system can be considered as the union of three, mutually interdependent sub-systems: a professional sub-system: teachers, with their particular competences and skills; a customer sub-system: students, families and enterprises with their expectations; an organizational sub-system: the various professional profiles, resources, regulations and procedures that ensure the service supply (external quality assurance).

A high quality level of the school system can only be achieved if all three sub-systems are considered, paying special attention to the interrelationships within them. Synthetically, fostering a culture of quality in schools entails: Interacting with the external reality ;paying

proper attention to customers needs and expectations ;adopting methodologies that focus on the process, its objectives, phases and outcomes ;carrying out in-service training initiatives for teachers and operators, thus increasing their know-how and professionalism; defining explicit responsibilities for all the people involved in the educational process; and analyzing the effectiveness of processes on the basis of factual data. Therefore, the Quality System based on the ISO 9000 guidelines can significantly support the school system know-how management. The QA system is the starting point and TQ is the path to follow.

QA can be looked at as an all-embracing term referring to an ongoing, continuous *process* of evaluating ,assessing, monitoring, guaranteeing, maintaining, and improving the quality of a education system, institutions, or programmes(Campbell, C. & Rozsnyai, C., 2002).It focuses on both accountability and improvement, providing information and judgments (not ranking) through an agreed upon and consistent process and well-established criteria. According to Fraser(2001) QA has four components which include: Everyone in the enterprise has a responsibility for maintaining the quality of the product or service (i.e. the substandard rarely reaches the quality controllers because the have been rejected at source);Everyone in the enterprise has a responsibility for enhancing the quality of the product or service; Everyone in the enterprise understands, uses and feels ownership of the system that is in place for maintaining and enhancing quality; and Management (and sometimes the customer or client) regularly checks the validity and reliability of the systems for checking quality.QA seeks to prevent defects arising in the first place rather than weeding out non quality outcomes after the event Cuttance (1995). It is concerned with processes rather than outcomes, processes which address the need for accountability and quality improvement. Quality management complements quality assurance. It requires, for

example, a continuous review of the needs of a school's clients, however defined, and a continuing ability to meet them. It requires an integrative management approach to build ethos of continuous review and improvement of all aspects of a school's work.

The role played by education in the socio-economic development of every country is universally recognized. There is a close relationship between the levels of Socio-economic development of a country and the average education level attained by its populace. It is a human right enshrined in international treaties and conventions that legally bind signatory states to which Kenya is a party. Such convention is the World Education Forum that was held in Dakar, Senegal, in April 2000 which adopted six major goals for education. The Dakar goals covered improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (www.unescobkk.org). In essence quality assurance was emphasized at all levels of education.

Countries with a higher population of educated people are invariably more developed than those with low literacy rates. It is against this background that Governments make efforts to ensure provision of quality education to all. A National Conference on Education and Training held in November 2003 mandated the Ministry of Education, Science and Technology (MOES&T) to develop a new policy framework for the education sector. Based on the recommendations of the conference, and of the various studies undertaken on the sector, the Government policy on education and training embraced the Education for All (EFA) and Millennium Development Goals (MDGs).

The MOE which has been mandated to provide quality education to all Kenyans has been transformed and is broadly divided into two divisions; professional and administrative

divisions. The professional division is divided into five directorates, namely Quality Assurance and Standards, Basic Education, Secondary Education, Policy, Planning and East Africa Integration; and Field Services. The directorate of Quality Assurance and Standards has been grappling with many challenges arising from increased enrolment at both primary and secondary level. The function of Quality Assurance entails monitoring of schools and teachers to ensure that the curriculum is delivered appropriately (Strategic Plan 2006-2011). Hence the Directorate monitors curriculum delivery, implementation, and evaluation to ensure that quality education and training is provided in all primary, secondary and teacher training institutes.

The provision of education and training to all Kenyans is fundamental to the success of the Government's overall development strategy. First, the long-term objective of the Government is to provide every Kenyans with basic quality education and training.

2.3.2 Role of QASOs in Monitoring and Evaluating Quality of Education.

Quality assurance and standards are carried out with legal authority granted through section 18 of Education Act (Cap 211) of the laws of Kenya of 1968 and revised in 1980. Under this section the inspection directorate was established which in 2004 was to be renamed Quality Assurance and Standards assessment. The QASOS are mandated to enter any place where it is suspected education is being conducted with or without notice, inspect and write a report thereof. In the MOE Strategic Plan 2006-2011, Strategic Objective number nine; it is stated that the ministry *'to establish a robust and effective school-based quality assurance programme'*. This could be done by the ministry by retraining existing Quality Assurance Officers as Trainer of Trainers (TOTs); mount a national training programme for head-teachers, Heads of Departments and subject heads in School-based Quality Assurance;

empower Quality Assurance Officers to monitor systems effectiveness; train school level managers as frontline quality assurance officers and build the capacity of the TAC tutors to provide support to primary school teachers in curriculum supervision/implementation.

According to Inspectors Handbook of October-2000, there are two complimentary objectives which will help the MOE realise the national goals namely Quality Assurance and Quality Development. Quality Assurance is achieved through the assessment of the educational institutions and reporting on these assessments to the institutions and to the MOE whereas Quality Development is achieved through the work of the advisory services, the provision of staff development opportunities and the development learning and teaching materials, by the advisory wing of the Directorate. An INSET unit has been set at the MOE headquarters. In the Performance Contract between the DQAS and the PS in the financial year 2011-2012, the DQAS has been committing himself in the last three financial years as is shown in the table iii below

Table: Directors commitments in performance contracting 2009-2012

ACTIVITY	PERFORMANCE INDICATOR	wt	2009/2010	2010/2011	2011/2012
1. Subject content mastery and pedagogical skills upgrading	Number	4	15730	16803	11804
2. Quality Assurance and Standards Assessment of education institutions	Number	4	12144	13358	13358
3. Mainstreaming CFS conception in primary schools and PTTC's	Number	4	0	250	275
4. Monitoring CFS in the districts	number	4	0	100	110
5. Co-curricular	%	5	100	100	100

From the table we can see the heavy commitment of the director and by extension all the qasos.

2.4 Review of previous research and opinion

2.4.1 Administrative factors

The job of administrative leaders is primarily about enhancing the skills and knowledge of the people in the organization, creating a common culture of expectations around the use of those skills and knowledge, holding the various pieces of the organization together in a productive relationship with each other, and holding individuals accountable for their contributions to the collective results. According to the MOE structure, the DEO is the person in charge of a district. The DEOs' are therefore the managers. The job of managing according to Idowu (1998), involves among other things, the provision of leadership for men and women, coordinating both human and material resources to ensure the achievement of organizational goals.

The duties of DEOs' include among others: overall in-charge of all educational matters and programmes in the district and gives professional advice, guidance and interpretation of Government policy matters in Education; deals with identification, planning, implementation, and co-ordination of education projects and programmes including promoting and maintaining educational standards in the district in liaison with D.E.B; handles all confidential, classified, secret matters and annual staff appraisal reports; inspects and supervises primary, secondary, post-secondary institutions and private schools in the district; and takes action on administrative and assessment reports of all educational institutions in the district.

On the other hand the duties of the District Quality Assurance and Standards Officer (DQASO) includes among others: overall in-charge of all the Directorate of Quality Assurance and Standards matters in the district; co-ordinate, organize and supervise all Quality Assurance activities in the district at pre-primary, primary, secondary and post-secondary institutions; co-ordinate in-service courses, induction courses, seminars and workshops for pre-primary, primary and secondary school teachers, TAC Tutors and QASOs; co-ordinate and supervise pre-service recruitment into PTTCS and Diploma colleges; preparation of Quality Assurance work plans and activities; co-ordinate, supervise and assess performance of all Quality Assurance and Standards officers and TAC Tutors in the district; act on assessment returns and reports promptly –Establish and maintain a register for standards assessment report in the district; ensure adherence to safety regulations and specifications by schools; co-ordinate and ensure timely preparation and submission of monthly assessment returns; establish and maintain quality standards in curriculum development and implementation at all levels in the district; assist in the administration and management of public examinations; analysis, interpretation and action on KCPE and KCSE Examinations; ensure the existence and functioning of sound guidance and counseling services in all schools and colleges in the district; organize and co-ordinate all co-curricular activities in the district; co-ordination of KESSP Implementation in the district in liaison with the D/DEO and; any other duties assigned by the DEO/PQASO(Education Act, Cap 211).

For the DQASOs to be able to carry out their duties effectively and efficiently, they need the support and goodwill of their immediate supervisors, that is, the DEOs. They also require the necessary materials support and facilitation for mobility. These has not been possible

due to various factors which include; the recent creation of various districts across the country with no accompanying resource allocation, lack of vehicles for transportation and lack of facilitation and poor motivation and to the staff.

2.4.2 Financial factors

A good start in life is the right of every child. This calls for an investment in children which is an investment in the future.

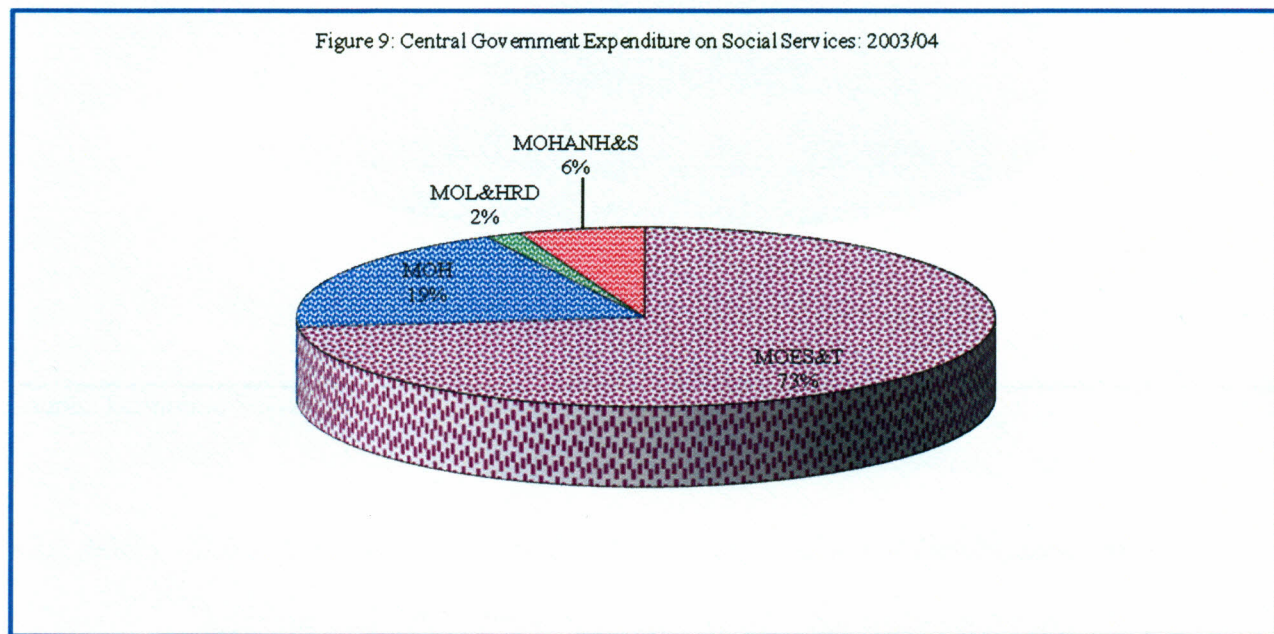
Investing in basic education greatly contributes to overall economic, social and human development through the attainment of literacy, numerically, life skills and improved health and nutritional status.

Huge investments have been poured into Kenya's education sector since universal free primary education was introduced in January 2003. As a result, enrolment in primary schools has increased dramatically between 2002 and 2003, the number of children in primary went up from 6.1 million to 8.2 million (KNBS 2009) and net enrolment rate increased from 61% to 86% (UNESCO 2010). During the *Sub-Sahara Africa (SSA) Regional Workshop for African Teachers* held on 24th to 28th September 2007 at Safari Park hotel, Nairobi, issues that emerged included limited decentralization of teacher management, inadequate physical, financial and human resource at the district level and inadequate teacher supervision. Prof. George Saitoti, the then Minister for Education noted that investment in education is the shortest route to poverty reduction while increasing economic development of the country (*Elimu Newsletter, 2007*).

Education and training financing encompasses all financial outlays by central and local Government, the private sector, NGOs, households, communities and external donors. The average Government spending on education and training, excluding the share by households

has ranged between 5 and 7 percent of the GDP (*Sessional paper No.1 of 2005*). At the national level, the recurrent Government spending on education has been higher than any other social sector spending – 73 percent out of the social sector expenditure as shown in figure 1 below.

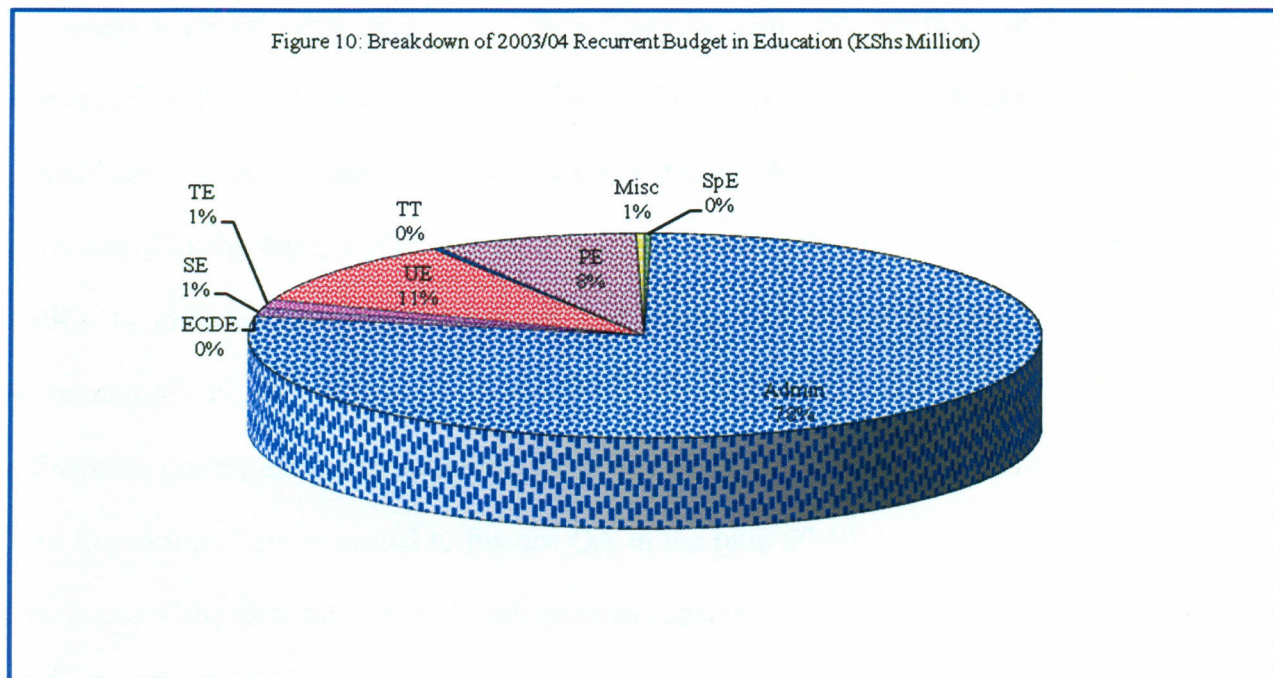
Figure 1: Central Government Expenditure on Social Services



Source: Economic Survey 2004

In addition, education recurrent budget has risen from 35 percent of public sector recurrent budget in 2000 to 39 percent in 2004, with about 79 percent going towards administration and planning as shown in the Figure 2. Out of 79 percent, 86 percent goes towards salaries and wages.

Fig.2 Breakdown of 2003/04 Recurrent Budget in Education (KShsMillion)



Source: Economic Survey 2004

Key; Admin – Administration and Planning, ECD – Early Childhood Development, Misc – Miscellaneous, PE – Primary Education, SE – Secondary Education, SPE - Special Education, TE – Technical Education, TT – Teacher Training, UE – University Education

Furthermore, out of the total allocation to the MOES&T, 50 percent of the resources go to primary education, with about 85 percent of the fiscal resources to primary schools being used to pay teacher’s salaries. At the District level the DEOs are expected to fund the quality assurance activities in the ratio 60:40 though sometimes this is not done. It is envisaged that mandated robust and independent directorate of QAS will in effect intensify standard assessment in Education Sector (Sessional Paper, No 1 of 2005) against the initial Education arrangements where duties and performance of QASOs were pegged on Authority to Incur

Expenditure (AIE) holders at National, Provincial and District levels .QASOs are expected to develop a costed work plan for a given financial year and the work plan has to be harmonized with the district education priorities in the district for implementation. In the harmonization process, the DEOs do rarely consider the implementation of QASOs' programmes in the district. Yet, the Strategic Plan (2006-2011) highlights the function of QASOs to include monitoring of schools and teachers to ensure that the curriculum is delivered properly.

In financing quality assurance activities, the DEOs being the custodians of AIE(Authority to Incur Expenditure) are expected to finance QA in the ratio 60:40. How much this policy is done is one of the facts this research endeavors to confirm.

2.2.3 Staffing Factors

According to the *Directorate of Quality Assurance and Standards Annual Newsletter of 2006*, the Directorate of Quality Assurance had a shortage of 935 field officers against the increasing number of pupil/students and schools. This trend has even worsened due to the creation of new districts across the country without addition of man-power to accompany the same. According to the Directorate of Personnel Management Circular Ref. No DPM1/20A Vol.X/27 dated 5th june 2006 on establishment of posts the approved posts for the directorate of quality assurance and standards country wide was 1696 as shown in the table below of which only 833 were in place by December 2011.

Table 4. Establishment of Posts-2006

Designation	Job Group	A.E
Director of Quality Assurance & Standards	S	1
Senior Deputy Director Quality Assurance & Standards	R	1
Deputy Director Quality Assurance & Standards	Q	10
Senior Assistant Director Quality Assurance & Standards	P	11
Assistant Director Quality Assurance & Standards	N	80
Snr. Quality Assurance & Standards Officer	M	714
Quality Assurance & Standards Officer II/I	K/L	870
Quality Assurance and Standards Officer II	J	5
Quality Assurance & standards Officer III	H	4
TOTAL		1696

The Approved establishment is supposed to cover all the Quality Assurance and Standards offices from the ministry headquarters to the Zones. Each district is expected to have at least five QASOs with each zone having one QASO. From the above the approved establishment for Kiambu County should be as shown in the table 5 below.

Table 5: Staffing of QASOs in Kiambu County by District-2011

Sn.	District	No. of Zones	AE	No. in place	Shortfall	Primary	Secondary
1	Kikuyu	4	9	2	7	139	44
2	Limuru	3	8	1	7	62	26
3	Lari	4	9	2	7	80	37
4	Githunguri	4	9	2	7	106	32
5	Kiambu	3	8	2	6	99	29
6	Gatundu North	3	8	2	6	85	31
7	Gatundu	3	8	1	7	72	35
8	Ruiru	1	6	5	1	125	26
9	Thika West	1	6	4	2	45	38
10	Thika East	4	9	2	7	44	19
11	Thika Mun.	4	9	3	6	78	-
	TOTAL	34	89	26	63	935	317

Source: statistical returns, PDE-central Jan 2012

This is not true in most districts and zones. As can be seen from the table above all the districts in the County with most districts having a shortage as high as seven (7). There should be 24 schools per zone and yet districts as Ruiru had as many as 151 schools in one zone. This shows that staffing should be taken into account while considering factors impacting negatively on the performance of QASOs in Kiambu county and the country at large. In carrying out Quality Assurance in Tharaka County I confirmed that Tharaka South district had only two QASOs against three zones. Majority of zones are manned by TACS.

However for QASOs in Kiambu County, there are certain factors that have affected the duty performance of QASOs so that the quality of education is far from being satisfactory. This could be as a result of inefficient/insufficient funding, QASOs inadequacy and poor administration at the education office

2.4.4 Capacity Building

The government through the *Sessional Paper Number 6 of 1988* underscored the importance of quality assurance in education and recommended that heads of institutions be trained as first-line quality assurance officers. It recommended that quality assurance officers be given additional training to upgrade their skills. *Sessional Paper Number 1 of 2005* has expanded the mandate of quality assurance officers to cover all education and training services regardless of the ministry under which providers fall. At present the positions they hold and are, therefore, professionally handicapped to discharge their duties (*Sessional Paper No.1 of 2005*). A comprehensive needs assessment conducted by MOE in 2008 with support from USAID and the Kenya Education and the Kenya Education Management Capacity Assessment (KEMACA), found that there is limited capacity at decentralized levels to manage education delivery. Among its recommendations were: development of training manuals on strategic planning and performance based; review of MOE Strategic plan and capacity building plans, improved coordination and harmonization of MOE and KESI capacity development plans and improve mechanisms for further decentralization, implementation, monitoring and evaluation of KESSP II. At the same time district-level personnel do not have the requisite qualifications for the performance of their duties.

2.4.5. Environmental Factors

An environment is defined as factors that include both the outside agent of injury and other factors of the working environment like lighting, noise and temperature. It is known that some QASOs work under extremely difficult environments like in the ASAL (Arid and Semi- Arid Lands) which are remote and hostile, in war- prone zones like Kenya-Somalia border districts. This makes some officers more exposed to hazards than others hence lowering their performance. If there is a hazard in the environment, there is always a possibility of an accident. Hazards should be eliminated or isolated so that there is no risk of accident (Lewis, 1920). Or the officer should be better equipped to deal with the hazard. This is hardly true in Kenya. Only a small token in the name of hardship allowance in the designated areas is offered but this cannot attract the highly trained personnel

2.5 Critical Review of Major Issues

From the above discussion we can clearly see that there are factors which contribute to the performance of quality assurance and standards officers. The DEO definitely being the supervisor have to closely work with the quality assurance and standards officers. The government has to ensure that adequate personnel is available and that appropriate deployment is done and until this is done we do not expect the QASOs to perform miracles. Also it is important to facilitate the QASOs both financially and materially.

2.6 Summary and Gaps to be filled by the study

In this chapter the available literature covering most of the research studies, articles and publications related to the topic will be assessed. Evidence that will emerge from the review of literature will show the various factors that influence the performance of QASOs. According to Adikinyi (2006), the QASOs are required to know and understand the goals

and objectives of education better so as to provide effective leadership in curriculum implementation. To do this the QASOs need to have superior knowledge of the curriculum. This calls for pre-service and in-service training to improve their capacity to perform. These are readily available save for the inadequate finance to conduct them. The guideline on how to carry out quality assurance was developed by the directorate in 2000 and improved on to produce *Quality Index: Guidelines for Quality Assurance and standards Assessment of Schools in Kenya* in October 2010. The guide is supposed to be used by QASOs in determining the quality of education obtaining in our schools. In quite a number of instances this tool has not been effectively used by the QASOs.

2.7 Conceptual Framework

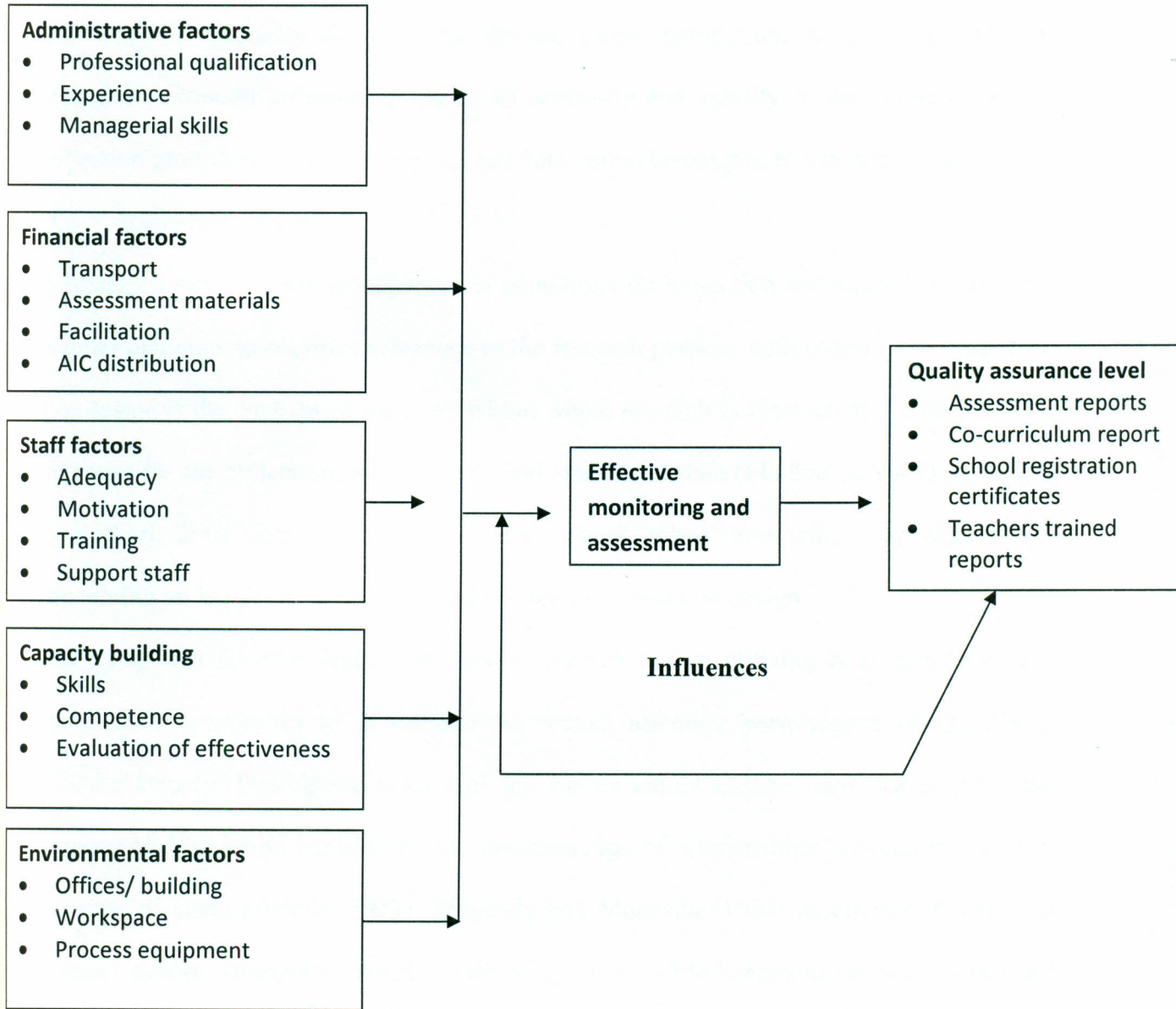
Figure iii below shows how the various variables of the study (dependent and independent) are inter-related. Performance is one of the parameters used to measure the effectiveness of quality assurance in education. Quality assurance ensures the provision of quality education by the various providers in the country. The quality of education is achieved after the various factors in the educational production process undergo what is referred to as educational production process. The factors of the production process include quality assurance which is dependent on the level of performance of QASOs. The effectiveness of QASOs is influenced by administrative, financial, environmental and human factors like staffing levels and capacity levels. If the factors are favorable then performance of QASOs will be high hence expectedly the quality of education is enhanced.

The conceptual framework is shown in fig.3 below

Independent Variable

Moderate Variable

Dependent Variable



(Source: Researcher, 2011).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the research design, target population, sample and sampling procedure, research instruments, testing of reliability and validity of the instruments, data collection procedures and data analysis and data output techniques to use in the study.

3.2 Research Design

A Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data (Mathooko, 2007). According to Kothari, 2004 decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design.

The study will adopt a descriptive survey research design utilizing both qualitative and quantitative approaches to investigate the factors affecting performance of QASOs in Kiambu County. Descriptive studies of the survey nature can be used not only for the purpose of description but also for the determination of relationships between variables at the time of study (Babbie, 1973). Mugenda and Mugenda (1999) assert that this type of research design attempts to describe such things as possible behaviour between values and characteristics. The research will use both primary and secondary data. Primary data will be obtained by using questionnaires and interviews, while secondary data will be found by use of journals, books and the internet.

The design is suitable for this study since it allows the researcher to gather well organized information on a particular problem, summarize, present and interpret for the purpose of clarification.

3.3 Location of the Study

The study will be carried out in Kiambu County of Central province. The County had 12 districts namely, Kiambu, Lari, Githunguri, Gatundu, Gatundu North, Ruiru, Thika Municipality, Kikuyu, Limuru, Thika East and Thika West. It is surrounded by the counties of Muranga, Machakos, Nairobi Nakuru and Nyandarua. The County had a total of 317 secondary schools, 935 primary schools teachers (Education Statistical Booklet, 2007). It also had a total of 26 QASOs (source: DEO Kiambu). The study will target all the DEOs, DQASOs and all QASOs in Kiambu County.

3.4 Target population

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or objects having common observable characteristics. Brinker (1980) defines a target population as a large population from which sample population was selected. The target population for this study included the DEOs, DQASOs, and all the QASOs in Kiambu County.

3.5 Sample Size and Sampling Strategies

Brinker (1980) defines sampling as a systematic selection of representative cases from the larger population. The objective of sampling is to get accurate empirical data at a fraction of the cost that it would take to examine all possible cases. Kiambu County has 26 QASOs found in the 11 districts and at the 34 zones. The DEOs, DQASOs and all the QASOs from the county have been included in the study.

Table v: Proportionate sampling

Strata/Group	Total Population	Sample Size
DQASOs	11	11
QASOs	15	15
Total	26	26

3.6 Research Instruments

According to Mugenda and Mugenda (1999), the most commonly used instruments in social science researches are; Questionnaires and interview schedules. Questionnaire consists of a set of questions printed or typed in a definite order on a form or set of forms, whereas schedules is a proforma containing a set of questions which are to be filled in by the enumerators who are especially appointed for the purpose, Kothari,2004. The study will use questionnaires for QASOs and DQASOs. The questionnaires will be ideal for collecting data from the QASOs because they could individually record and interpret the instrument. The questionnaires will be used to collect information on the factors affecting duty performance of QASOs in Kiambu County. The semi-structural interviews will be considered appropriate for the DQASOs, as they have varied knowledge and experiences. Thus the semi-structured interview schedule will be used to obtain in-depth information from the DQASOs regarding their opinion on the factors affecting duty performance of QASOs.

3.6.1 Questionnaires

The study will use both open-ended and close-ended items. The close-ended items will be included because they are easy to administer and analyse, therefore, they are economical in terms of time and allow the collection of data from a large group of respondents. The open-ended items, on the other hand, are easy to formulate and has helped in collecting more in-depth responses from the subjects.

3.6.2 Data Collection and Analysis

The researcher first visits the office of the District Quality Assurance and Standards Officer (DQASO) then explains about the study and sought permission to interview them. The researcher will also make a visit to all the sampled QASOs either at the DEO's office or at the zonal offices and prior arrangement will be made to meet them to administer the research instrument. After data is collected, the mean, frequency and percentage occurrences of various quantitative information will be determined and tables of frequency distribution prepared. Qualitative data will be analysed by the analysis of the main themes found in the study, followed by the analysis of the contents within these themes. The results will be tabulated to ease interpretation. The data from the interview will be carefully read and coded after editing the field notes. Descriptive statistics and some inferential statistics will be used to analyse the data. The analysis will be done using Statistical Packages for Social Science (SPSS).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The purpose of this study was to assess the factors affecting the performance of QASOs in Kiambu county. This chapter presents the study data analysis results and findings and discussions within the framework of the set study objectives and questions. Additionally, the focus of the study findings is based on the overall purpose of the study that was set to assess the factors affecting the performance of QASOs. Further, attempts have been made to address the set study objectives which were:

- i. To establish the administrative factors that affect the level of performance of QASOs.
- ii. To establish the effect of staffing levels on performance by QASOs.
- iii. To determine the level of facilitation of officers from the DEOs office.
- iv. To examine how the work environment influences the level of performance of QASOs.
- v. To assess the relationship between capacity building and the level of performance of the QASOs.

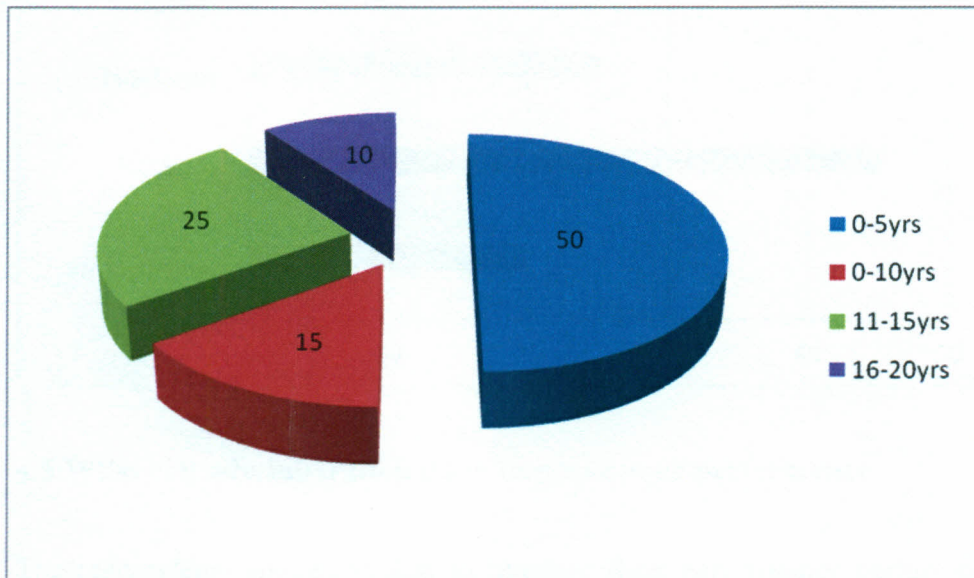
4.2 Effects of effectiveness of the administration on your work performance

All respondents said that the administration in their work stations affects their work performance.

4.3 Effects of employees' experience on work performance

Most of the respondents had less than five years' experience which they believed impacted on their work performance.

Figure 4.1 Pie chart on years of experience as a qaso

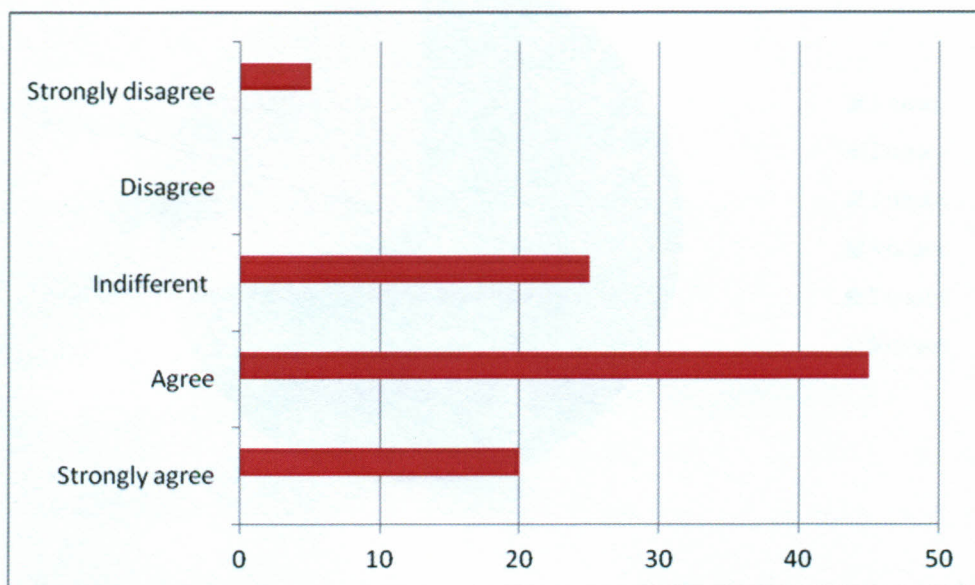


From the above majority of the qasos (65%) had less than 10 years experience in their work as QASOs. Consequently this would not offer them the requisite advantage above the teachers who were their clients.

4.4 Effects of work plans on performance

Most of the respondents either agreed or strongly agreed that individual work plans that were discussed and approved by the DEO were necessary for the effective discharge of their duties given that the DEOs were the people to finance their programmes.

Figure 4.2 Bar graph on availability of individual work plans discussed and approved by the DEO



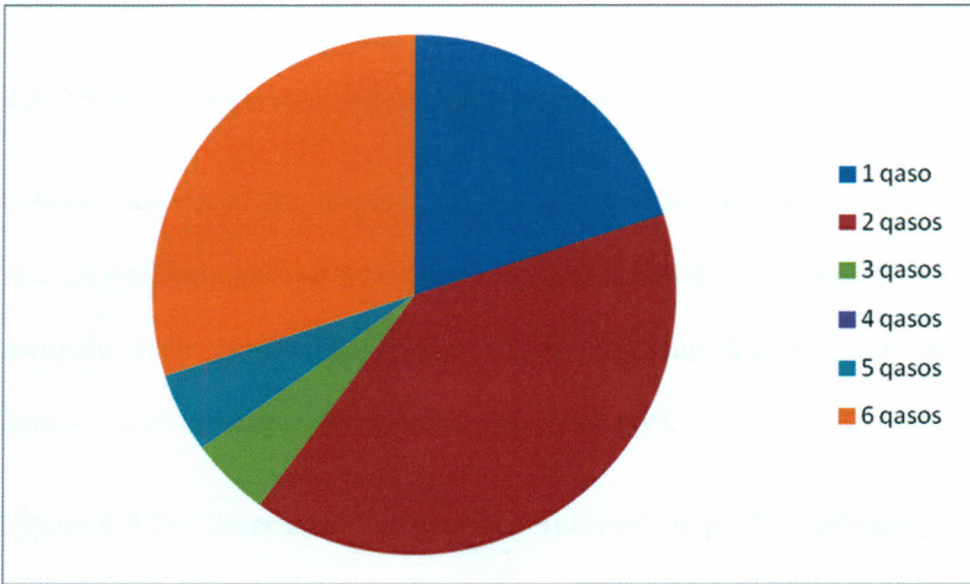
4.5 What can administration do to improve your performance

The respondents suggested that to improve their performance certain considerations were necessary. These included an open door policy, consultation, work facilitation, delegation of work, capacity building, motivation, independence of qaso's, avail more resources stop program interference and manipulation by **KEPSHA/KESSHA**, and reduction of administrative work assigned by DEO's.

4.6 Distributions of quality assurance and standards officers in the districts

The responses showed that the distribution of qasos was not balanced among different districts and most were seriously understaffed. Whereas the approved establishment would be to have seven QASOs at the district headquarters and one per zone, the shortage was too serious.

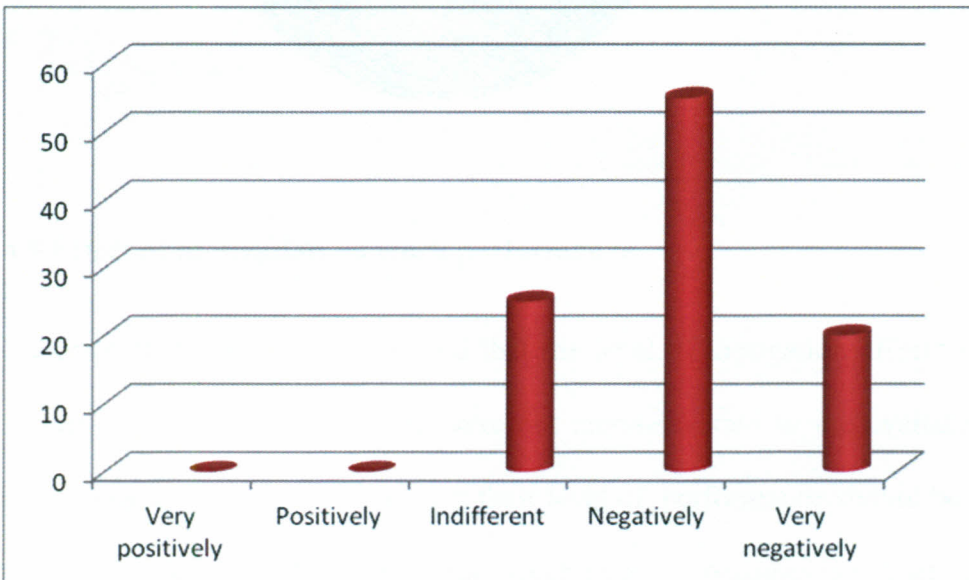
Figure 4.3 Pie Chart on number of qaso's in the districts



4.7 Effects of shortage of qasos on individual work performance

Most respondents indicated that staff shortages adversely affected their performance at work.

Figure 4.4 How has the shortage impacted on your performance?

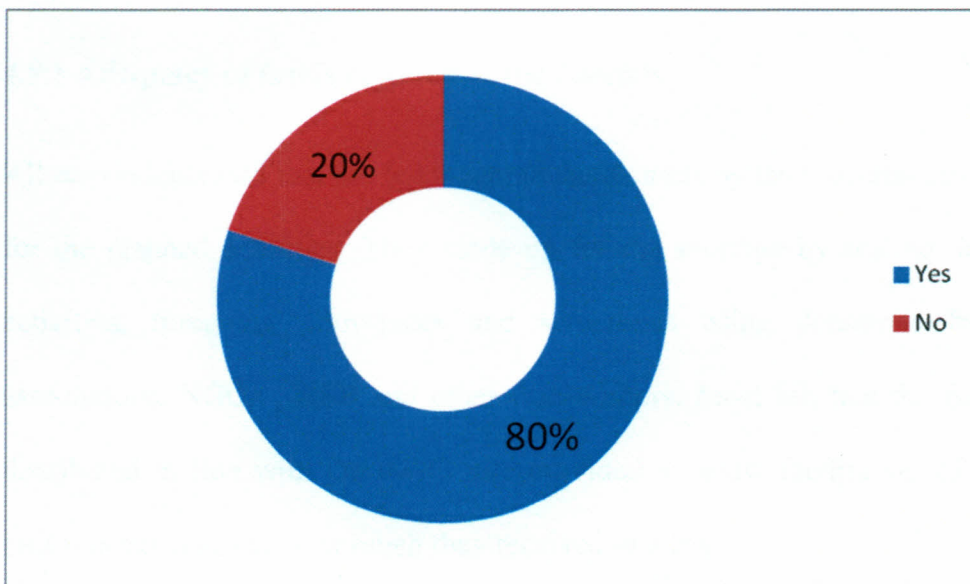


From figure 4.4 it was overwhelming that the shortage impacted negatively on the QASOs performance.

4.8 Effects of in-service courses on work performance

Seventy percent of the respondents had attended an in-service course in the past one year that they all believed were relevant. Most also said that the in-service courses had assisted them in their career progression. They however felt that the workshops were not decentralized enough to conveniently reach all staff.

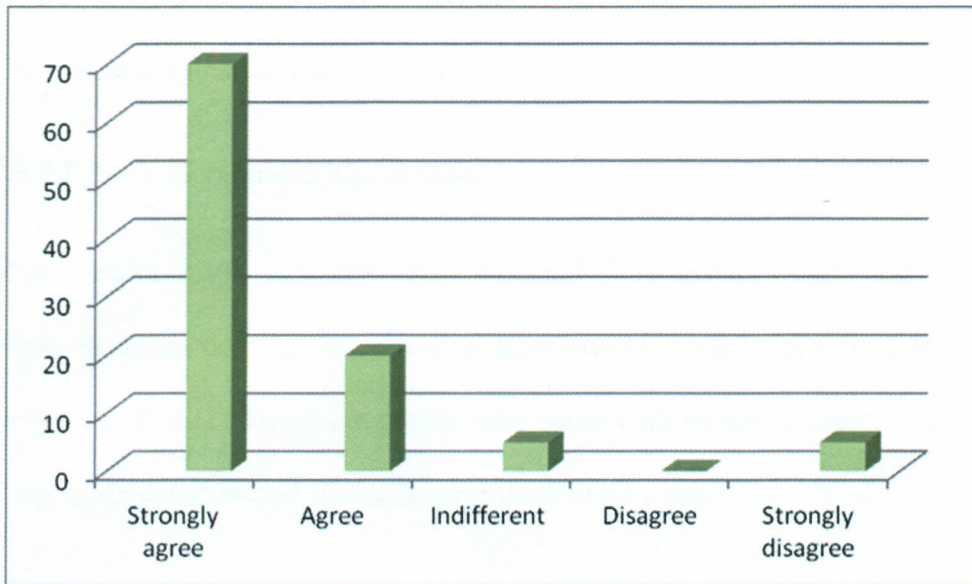
Figure 4.5 Pie chart on awareness of employer's capacity building plans



4.9 Effect of motivation on work performance

Majority of the respondents agreed that the level of motivation affects work performance. However the work expectations were not commensurate to the available motivations. As civil servants elsewhere they expect their level of performance should be taken into account when being considered for promotion which in some instances is not the case.

Figure 4.6 Bar graph on level of motivation



4.9.1 Adequacy of funds received at the districts

All respondents said that the funds sent to the districts by the Government were not adequate for the planned activities. They made up for the shortage by scaling down their planned activities, foregoing allowances and sometimes using donations from CDF, Heads associations, NGOs, DEB and other well-wishers. Most felt that the funds were also not distributed in line with the 60/40 rule provided to allow facilitation of their work. Some DEOs never revealed how much they received in AIEs.

4.9.2 Effects of environmental factors

All respondents agreed that working environment had a direct effect on their work performance. Most of the respondents believed their work environments were not conducive. Most also were not aware of any policies safeguarding officers against unsafe environment. In some instances officers shared offices and had no shafes to keep any

confidential reports leave alone any other equipments required in performing their duties. This in some instances resulted in pilferage of confidential information making the clients not to trust the quality assurance officers with information.

4.9.3 Effects of external interference

Most respondents believed that external interferences affected their performance. These included political interference, interference from local religious leaders like Imams clergy and KNUT. These are people who come with vested interests in cases involving their congregation and would like to protect them at all costs.

CHAPTER FIVE

SUMMARY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to assess the impact of factors affecting quality assurance and standards officers in Kiambu County in performance of their duties. This chapter presents summary, conclusions and recommendations based on the study results and findings on the factors affecting quality assurance and standards officers in Kiambu County. In addition, it presents recommendations to managements of organizations and further research area recommendations based on study findings and conclusions.

5.2 Summary of Findings

Although most districts in counties prepared formal work plans, the impact of factors affecting quality assurance and standards officers on the implementation of these work plans has not been addressed. Thus, the main purpose of this study was to assess the impact of these factors on work performance.

The main objective of this study was to establish the factors affecting the level of performance of QASOs in carrying out quality assurance and standards assessment in the county. Specifically, the study sought to establish the administrative factors that affect the level of performance of QASOs, to establish the effect of staffing levels on performance by QASOs, to determine the level of facilitation of officers from the DEOs office, to examine how the work environment influences the level of performance of QASOs, to assess the relationship between capacity building and the level of performance of the QASOs.

Kiambu County was randomly selected and a survey design adopted in carrying out this research. Random stratified sampling technique was used in the selection of respondents. Further, primary data was collected by use of questionnaires which targeted the qasos in the districts within Kiambu County.

The first stage of data processing and analysis involved computation of frequencies, percentages and generation of tables and graphs. The second stage involved a qualitative analysis of the information obtained from the respondents in order to come up with conclusions on factors effecting quality assurance and standards officers in Kiambu County. In data analysis, the researcher coded the responses on the questionnaires by assigning numerals in order to have a concise number of classes. Every class was defined in terms of only one concept. The researcher then tabulated the assembled mass of data into concise and logical order with the help of Microsoft excel and SPSS programs. This facilitated the process of comparison and provided a basis for computations.

Study findings indicate that districts in the county prepared strategic plans and work plans to direct their work process. They however did not put in place appropriate measures and structures to ensure that staffs were adequately facilitated to enable them work effectively. All respondents said that their districts had formal strategic plans and work plans. Similarly, all respondents affirmed that they had difficulties performing their duties effectively. Most of the respondents believed that factors beyond their control affected their contribution towards implementation of strategic and work plans in their county.

The most common factors affecting quality assurance and standards officers are lack of adequate facilitation followed by unsuitable working conditions and external interference.

Even though officers received relevant in-service training, they were not taken closer to the work stations.

Findings showed that inadequate quality assurance and standards officers affect their focus on strategic plan and work plan implementation and their productivity. This resulted in low morale amongst the officers. Another consequence is delay in the timely implementation of strategies and work plans. The challenges faced by the employer included poor realization of its targets and high turnover of staff which leads to a large percentage of new and inexperienced staff as well as high recruitment and training costs.

5.3 Conclusions

This section presents study conclusion based on the analysis and discussion of results and findings. The following conclusions can be drawn from the findings:

- Most of the districts did not have enough quality assurance and standards officers.
- Most of the officers had less than five years' experience.
- Most of the quality assurance and standards officers felt that facilitation was a major hindrance to their work performance.
- Funds disbursed for quality assurance and standards work were not used as planned.
- Inadequate number of quality assurance officers lead to the overworking of the existing staff and low morale.
- Delegation of administrative duties due to general shortage of staff left even less time to concentrate on their core duties.
- Work environments in most districts was not conducive.

- Measures to stop external interferences should be put in place to guarantee independence of quality assurance and standards officers.
- The impact of qasos shortage crisis can be reduced through an improved recruitment scheme and good working conditions and staff benefits to minimize staff turnover.

5.4 Recommendations

Based on the study findings and the research questions the study sought to answer, the researcher makes the following recommendations for improvements and further research.

5.4.1 Managerial action Recommendations

The number and motivation of qasos affect their work performance and contribution to the district's work plan. The qasos most likely to be affected are the less experienced between the ages thirty one to forty and in the middle level positions. The researcher recommends the following measures:

- i. The administrations of districts should identify potential de-motivators that might affect qasos and design effective management tools especially with regard to work facilitation and working conditions to minimize or alleviate low morale and performance.
- ii. Appropriate intervention measures should be put in place to keep the number of qasos in all districts at an optimum level.

5.4.2 Recommendations for Further Research

In consideration of the scope and findings of this study, the researcher recommends further research in the following areas:

- i. There is need to conduct a study to determine the optimal number of quality assurance and standards officers per district for overall success of their work performance.
- ii. A study can also be conducted to assess the extent of the impact of shortage of staff on work plan implementation.
- iii. Further research should be conducted to establish appropriate preventive measures that employer can put in place to minimize the effects of delayed and inadequate facilitation
- iv. Further research should be conducted to establish the most effective tools that can be specifically used to counter the commonly occurring de-motivators amongst qasos.

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APPENDICES

Appendix i

LETTER OF INTRODUCTION

Kenyatta University

P.O Box 43844

NAIROBI

Dear Sir/ Madam

RE: Questionnaire on the factors affecting performance of QASOs in Kiambu County

I am a postgraduate student at Kenyatta university undertaking Master of Business Administration (Project Management). I intend to carry out a research study on the above named topic.

Your assistance in responding honestly to all the items in the questionnaire is likely to generate data that will help in improving quality of education in Kiambu County.

Thanking you for your co-operation.

Yours faithfully,

OTEDO W.A.

Appendix ii

QUESTIONNAIRE FOR QUALITY ASSURANCE AND STANDARDS OFFICERS

INSTRUCTIONS:

Please respond to all items as fully as possible by ticking the correct option (s) or writing in the space provided. All your responses will be treated with utmost confidentiality. Do not write your name.

PART A

Background information

Name of your District:

Gender (i) Male () (ii) Female ()

How old are you? (a) 20 – 30 years () (b) 31 – 40 years ()

(c) 41 – 50 years () (d) 51 – 60 years ()

What is your academic qualification?

(a) Diploma () (b) B.ED () (c) Masters ()

(d) Others (specify).....

Years of experience as a QASO years.

PART B

A. Administrative factors

1. Do you think the effectiveness of the administration in your station affects your work performance?

(i) Yes () (ii) No ()

2. How would you rate your relationship with administration?

(i) Excellent () (ii) Good () (iii) Average () (iv) Bad () (v) Very Bad ()

3. The DEO gives QASOs support in their duty performance

I strongly agree

I agree

Indifferent

I disagree

I strongly disagree

4. The DEO engages QASOs in District improvement efforts

I strongly agree

I agree

Indifferent

I disagree

I strongly disagree

5. The DEO prepares the District work-plan in consultation with the DQASO

I strongly agree

I agree

Indifferent

I disagree

I strongly disagree

6. Do you have an individual work-plan which is discussed and approved by the DEO?

I strongly agree

I agree

Indifferent

I disagree

I strongly disagree

7.The DEO appraises all officers at the end of the financial year

I strongly agree

I agree

Indifferent

I disagree

I strongly disagree

7. How would you rate the quality of the DEOs Management?

Excellent

Very Good

Good

Poor

Very Poor

8. What can the administration do to improve your performance?

.....
.....

B. Staff Factors

1.How many QASOs are there in your district?

.....

2. Are they adequate?

(i) Yes () (ii) No ()

If no then how do you make up for their shortage

.....
.....

3. How has the shortage impacted on your performance?

Very positively ()

Positively ()

Indifferent ()

Negatively ()

Very negatively()

4. What is your subject of

specialization?.....

5. What is working experience as a QASO in years?

0-5 years	6-10 years	11-15 years	16-20 years	Above 20

6. Does the level of staffing affect your work performance?

Yes ()

No ()

7. Please indicate the KCPE mean mark and KCSE mean score for your District.

Year	KCPE Mean Mark	KCSE Mean Score
2005		
2006		
2007		
2008		
2009		

8. How relevant were the in-service courses attended above in your curriculum supervision?

Very relevant	Relevant	Moderately relevant	Not relevant

9. The level of QASO motivation affects work performance

I strongly agree

I agree

Indifferent

I disagree

I strongly disagree

C. Financial factors

1. How often does your district receive AIE in good time?

Very Often () Often () Moderate () Rarely () Very Rarely ()

2. Are the funds received adequate the work planned?

Yes () No ()

If no how do you compensate for this?

.....

3. Does this impact on your work plan?

Yes () No ()

If Yes how do you cope with this ?

.....

4. DEO usually facilitates QASOs to perform their duties

I strongly agree

I agree

Indifferent

I disagree

I strongly disagree

5. The district has enough vehicles for quality assurance work

I strongly agree

I agree

Indifferent

I disagree

I strongly disagree

6. The DEO gives QASOs support in their duty performance

I strongly agree

I agree

Indifferent

I disagree

I strongly disagree

7. The DEO distributes the AIE in line with the 60/40 rule.

I strongly agree

I agree

Indifferent

I disagree

I strongly disagree

8.The DEO discusses the budget with the DQASO.

I strongly agree

I agree

Indifferent

I disagree

I strongly disagree

C. Capacity Building

1.In the last 5 years how many in-service courses have you attended?

(i) Non () (ii) 1 () (iii) 2 () (iv) above 2 ()

2. Have they assisted you in your career progression?

Yes () No ()

3.How many of the in-services courses would you say were tailored for your performance of duty?

(i) Non () (ii) 1 () (iii) 2 () (iv) above 2 ()

4. Are you aware of your employers' capacity building programmes/plans?

Yes () No ()

5.Are the workshops decentralised enough to reach all staff?

Yes () No ()

D. Environmental factors

1. How many rooms are available for use by QASOs?

(i) Non () (ii) 1 () (iii) 2 () (iv) above 2 ()

2. If the officers share the offices, what is the average number of officers per room?

- (i) Non () (ii) 1 () (iii) 2 () (iv) above 2 ()

3. Are there any policies safeguarding officers against unsafe environment?

- (i) Non () (ii) 1 () (iii) 2 () (iv) above 2 ()

4. would you describe your working environment as conducive?

- (i) Yes () (ii) No ()

5. Do you agree that your working environment has a direct effect on your work performance

- (i) Strongly agree () (ii) Agree () (iii) indifferent () (iv) disagree ()
(v) strongly disagree ().

6. Is the location of your office appropriate for a good working environment?

- (i) Yes () (ii) No ()

7. Are there any external interference in your work environment that affects your performance?

- (i) Yes () (ii) No ()

If yes, name them

.....
.....
.....
.....
.....

Thank you for your cooperation.

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KERICHO CAMPUS