

**FACTORS INFLUENCING IMPLEMENTATION OF QUALITY ASSURANCE
AND STANDARDS POLICY IN PUBLIC SECONDARY SCHOOLS IN KEIYO
SUB COUNTY OF ELGEIYO MARAKWET COUNTY, KENYA**

BY

KIGEN VIOLA J.

**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT AND POLICY STUDIES IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF
PHILOSOPHY IN EDUCATIONAL PLANNING**

SCHOOL OF EDUCATION

MOI UNIVERSITY

2017

DECLARATION

Declaration by Candidate

This thesis is my original work and has not been presented for a degree in any university. No part of this thesis may be produced without prior permission from the author and/or Moi University.

Kigen Viola J.

Date

EDU/PGEP/1003/08

Declaration by Supervisors

This thesis has been submitted for examination with our approval as university supervisors.

Prof. Khaemba Ongeti.

Date

Department of Curriculum Instruction and Educational Media
Moi University

Dr. Wambua Kyalo Benjamin

Date

Senior Lecturer Department of Educational Management & Policy Studies
Moi University

DEDICATION

I dedicate this work to my beloved family: my husband William Kipkorio, children: Lagat, Jemu, Koech, Betie and Jero, whose support over the years have made it possible for me to come this far.

ACKNOWLEDGEMENT

I give thanks to the Almighty God for His wonderful grace upon me. Secondly my sincere thanks go to all lecturers of Moi University, Department of Education Planning who taught me during course work as well as my supervisors, Prof. Khaemba Ongeti and Dr. Wambua Kyalo for taking their time from their busy schedule to read my thesis and also for their inspirational guidance, support for the entire process and friendly encouragement which motivated me throughout the writing of this thesis. Lastly, I thank my classmates especially for the good time we shared as a family during our group discussions and research respondents for sacrificing their time to make my research a success.

ABSTRACT

Despite the Kenya government's introduction of free secondary education in 2008, there have been widespread perception that the quality of education and training in public secondary schools has declined. However, this is happening despite the fact that there exist internal Quality Assurance and Standards mechanisms (for teaching, learning, and assessment) in all public secondary schools and within their sub county education officers. Thus, raising concerns about the Implementation of the existing Quality Assurance and Standards mechanism. In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision. The purpose of the study was to investigate factors influencing the Implementation of Quality Assurance and Standards policy in public secondary schools in Kenya. The objectives of the study was to establish the mechanisms used in assessment, to determine the influence of institutional, technical and environmental factors on the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County. The study was based on the Effective Schools Theory by Lezotte. Descriptive survey research design was used. The target population was 38 schools, 38 head teachers and 190 heads of departments. The sample size was 228 respondents in charge of quality. Questionnaires was used to collect data from the respondents. Data was analyzed using descriptive (frequencies and percentages) and inferential statistics (Pearson product moment correlation and multiple regression) using Statistical Package of Social Scientist (SPSS V.20). Data was presented in form of tables and charts. The quality assurance and standards was compulsory in all public schools. Institutional factors ($r = .620$), technical factors ($r = .676$) and environmental factors ($r = .764$) influenced the implementation of Quality Assurance and Standards policy in public secondary schools positively. From a multiple regression model ($R^2 = .681$) showed that the predictors account for 65.1% variation in implementation of Quality Assurance and Standards policy. The mechanisms used in assessing quality assurance and standards included approved syllabus from ministry of education, timely preparation of schemes of work by teachers and approved schemes of work by principals. The government should provide adequate resources to the sub-counties that will allow more frequent supervision visits, increased in-service training and allow for sharing of experiences in quality assurance assessment. The government should provide means of transport to schools for the QASOs. They should also be provided with all the necessary working tools to enable them to work more efficiently. QASOs should visit schools more frequently for supervision and where possible have follow-up mechanisms in order to ensure that their recommendations are implemented.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
LIST OF ACRONYMS.....	xi
CHAPTER ONE.....	1
1.1 Introduction.....	1
1.2 Background of the study.....	1
1.3 Statement of the Problem.....	13
1.4 Purpose of the study.....	14
1.5 Objectives of the study.....	14
1.6 Research Hypotheses.....	15
1.7 Significance of the Study.....	15
1.8 Justification of the study.....	16
1.9 Scope of the Study.....	17
1.10 Limitations of the Study.....	17
1.11 Theoretical Framework.....	18
1.12 Conceptual Framework.....	21
1.15 Operational Definition of Terms.....	23
CHAPTER TWO.....	26
LITERATURE REVIEW.....	26
2.1 Introduction.....	26
2.2 Quality in Education Settings.....	27
2.2.1 Quality Assurance in Education Globally.....	29
2.2.2 Quality Assurance and Standards in Education in Kenya.....	33
2.2.3 Roles Played by Quality Assurance and Standards Officers.....	36
2.2.4 Challenges Faced in Educational Quality Assurance and Standards.....	42
2.3 Meaning and Purpose of Supervision.....	45
2.3.1 The Functions of the Directorate of Quality Assurance and Standards in Instructional Supervision.....	46
2.3.2 Basic Supervisory Skills.....	49
2.3.3 Types of Inspection.....	49
2.3.4 Relationship between Teachers and QASO.....	52
2.4 Institutional factors that influence Implementation of Quality Assurance and Standards policy.....	53
2.4.1 Legal Provisions Governing Inspection/Supervision.....	56
2.4.2 National Policy Governing Supervision of Schools in Kenya.....	56
2.4.3 Challenges Faced in Education that Could Affect Performance of QASOs.....	57
2.5 Technical factors that influence the Implementation of Quality Assurance and Standards policy.....	61

2.5.1	Frequency of QASO visits to public school.....	62
2.5.2	QASO Mentorship influence on teaching and learning process in public secondary schools.....	62
2.5.3	Teachers/QASO's academic qualifications and experience in curriculum implementation.....	63
2.5.4	Quality Education, Quality Assurance and Standards officers and Teacher Effectiveness.....	66
2.6	Environmental factors that affect the Implementation of Quality Assurance and Standards policy.....	68
2.6.1	Quality Learning Environment.....	69
2.7	Quality Assurance and Standards mechanisms used in assessing Quality Education.....	74
2.7.1	Internal Quality Assurance Approaches.....	74
2.7.2	External Quality Assurance Mechanisms.....	76
2.8	Strategies used by QASO in monitoring curriculum delivery.....	77
2.9	Knowledge Gap.....	77
CHAPTER THREE.....		81
RESEARCH DESIGN AND METHODOLOGY.....		81
3.1	Introduction.....	81
3.2	Research Design.....	81
3.3	Study Area.....	82
3.4	Target Population.....	83
3.5.	Sampling Procedure and Sample Size.....	83
3.6	Data Collection Instruments.....	84
3.7	Validity and Reliability of Research Instruments.....	85
3.7.1	Validity of Research Instruments.....	86
3.7.2	Reliability of Research Instruments.....	86
3.8	Administration of Research Instruments.....	87
3.9	Data Analysis Techniques.....	87
3.10	Ethical Considerations.....	88
CHAPTER FOUR.....		89
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION		89
4.1	Introduction.....	89
4.2	Background Information of Respondents.....	90
4.2.1	Designation of Respondents.....	90
4.2.2	School category.....	91
4.2.3	Gender of Respondents.....	91
4.2.4	Highest level of Education of Respondents.....	92
4.2.5	Age of Respondents.....	93
4.2.6	Experience Involved in quality assurance standards.....	93
4.3	The Quality assurance and standards process.....	94
4.3.1	How often quality assurance and standards officers visit school.....	94
4.3.2	Frequency of quality assurance and standards officers visiting school....	95
4.3.3	Implementation of Quality assurance standards in public secondary schools.....	96
4.4.	Pearson Correlation on the influence of institutional factors on the implementation of Quality Assurance and Standards policy.....	101

4.5	Technical factors influencing the implementation of Quality Assurance and Standards policy.....	102
4.5.1	Technical factors.....	102
4.5.2	Pearson Correlation on the influence of Technical factors on the implementation of Quality Assurance and Standards policy.....	106
4.6	Environmental factors influencing the implementation of Quality Assurance and Standards policy.....	107
4.6.1	Environmental factors.....	108
4.6.2	Pearson Correlation on the influence of Environmental factors on the implementation of Quality Assurance and Standards policy.....	110
4.7	Quality Assurance and Standards mechanisms currently used in secondary schools.....	110
4.8	Rating the factors influencing implementation Quality Assurance and Standards policy.....	115
4.8.1	Multiple Regression on implementation of Quality Assurance and Standards policy.....	116
4.8.2	Coefficients of implementation of Quality Assurance and Standards policy	117
CHAPTER FIVE.....		122
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....		122
5.1	Introduction.....	122
5.2	Summary of the Study.....	122
5.3	Conclusion.....	125
5.4	Recommendations.....	127
5.4.1	Suggestions for Further Studies.....	128
REFERENCES.....		130
APPENDICES.....		141
APPENDIX A: QUESTIONNAIRES FOR QAS OFFICERS.....		141
APPENDIX B: RESEARCH PERMIT.....		145
APPENDIX C: RESEARCH AUTHORIZATION.....		146
APPENDIX D: RESEARCH AUTHORIZATION (Moi University).....		146
APPENDIX E: RESEARCH AUTHORIZATION (County Commissioner).....		148
APPENDIX F: RESEARCH AUTHORIZATION (County Director of Education).....		149
APPENDIX G: MAP OF STUDY AREA.....		150

LIST OF TABLES

Table 3.1: Sampling Frame.....	84
Table 4.1 ___Highest Education Level of Respondents.....	92
Table 4.2 ___Age of Respondents.....	93
Table 4.3 ___Involved in quality assurance standards.....	94
Table 4.4 ___How often quality assurance and standards officers visit school	94
Table 4.5 ___Frequency of quality assurance and standards officers visiting school.....	95
Table 4.6 Implementation of Quality assurance and standards in public secondary schools.....	97
Table 4.8: ___Pearson Correlation on the influence of institutional factors on the implementation of Quality Assurance and Standards policy.....	101
Table 4.9 Technical factors that influences the implementation of Quality Assurance and Standards policy.....	103
Table 4.10: Pearson Correlation on the influence of Technical factors on the implementation of Quality Assurance and Standards policy.....	107
Table 4.11 ___Environmental factors that affects the implementation of Quality Assurance and Standards policy.....	108
Table 4.12: ___Pearson Correlation on the influence of Environmental factors on the implementation of Quality Assurance and Standards policy.....	110
Table 4.13 Mechanisms used in assessing Quality Assurance and Standards.....	112
Table 4.14 Rating the factors influencing implementation of QAS.....	115
Table 4.15 Model Summary on implementation of Quality Assurance and Standards policy.....	116
Table 4.16 ANOVA on implementation of Quality Assurance and Standards policy.....	117
Table 4.17: ___Coefficients of implementation of Quality Assurance and Standards policy.....	118

LIST OF FIGURES

Figure 1.1	Conceptual Framework	<u>22</u>
Figure 4.1	Designations of Respondents	<u>90</u>
Figure 4.2	School category	<u>91</u>
Figure 4.3	Gender of Respondents	<u>92</u>

LIST OF ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
BOM	Board of Management
CBE	Curriculum Based Establishment
CEB	County Education Board
CHE	Commission for Higher Education
DQAS	Directorate of Quality Assurance and Standards
EFA	Education for All
EMIS	Education Management Information System
ESK	Education Systems of Kenya
ESQAC	Education Standards and Quality Assurance Council
FDSE	Free Day Secondary education
FPE	Free Primary Education
FSE	Free Secondary Education
G&C	Guidance and Counselling
GMR	Global Monitoring Report
HIV	Human Immunodeficiency Virus
HMI	Her Majesty's Inspectors
INSET	In-Service Education and Training
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KESSP	Kenya Education Sector Support Programme
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
MDG	Millennium Development Goals
MOEST	Ministry of Education Science and Technology
OFSTED	Offices of Standards in Education
PTA	Parents Teachers Association
QAS	Quality Assurance and Standards
QASOs	Quality Assurance and Standard Officer
ROK	Republic of Kenya

SCEO	Sub County Education Officer
SEIA	Secondary Education In Africa
SPSS	Statistical Package for Social Sciences
TAC	Teacher Advisory Center
TSC	Teachers Service Commission
UNDP	United Nations Development Program
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USA	United States of America
ZIS	Zonal Inspector of Schools

CHAPTER ONE

1.1 Introduction

Quality assurance standards are management approaches that originated in the 1950's and have steadily become more popular since the early 1980's. Total Quality is a description of the culture, attitude and organization of a company that strives to provide customers with products and services that satisfy their needs. The culture requires quality in all aspects of the company's operations, with processes being done right the first time and defects and waste eradicated from operations. To be successful implementing Quality assurance standards (QAS), an organization must concentrate on the eight key elements: Ethics, Integrity, Trust, Training, Teamwork, Leadership, Recognition, and Communication. Quality assurance and standards is an approach to the art of management that originated in Japanese industry in the 1950's and has become steadily more popular in the West since the early 1980's. Total Quality is a description of the culture, attitude and organization of a company that aims to provide, and continue to provide, its customers with products and services that satisfy their needs.

1.2 Background of the study

Quality assurance and standards is a process that aims at gathering of information in order to make judgments as to whether there is progress towards achieving goals (Malunda, Onen, Musaazi & Oonyu, 2016). This is supported by Darling-Hammond

(2007) who noted that value judgment is made with a view to take action toward improvement therefore quality assurance and standard in schools is done to bring improvements in instruction and in the school in general during individual school visits by the QASOs (Kosgei, 2010). According to Okumber (1999), inspection is aimed at ‘catching’ workers red handed, this has fault finding element in it. This view may be ineffective in enhancing improvement in the performance of duties by the teachers. Quality assurance refers to a process of defining and fulfilling a set of quality standard consistently and continuously with the goal of satisfying all consumers, producers and the other stakeholders (Mupa, 2012).

O’Sullivan (2006) state that quality assurance and standards is a threatening activity to many teachers since it exposes their weaknesses or deficiencies. Due to fear by some teachers, they may withhold some information which may be vital to share. It is therefore important that quality assurance and standards officers handle teachers in a friendly manner and in an atmosphere that will promote trust to enhance free sharing; of both the strengths and weaknesses of individual teachers (Ndebele, 2013).

Idialu (2013) viewed quality assurance and standards in schools as a process of working with and through others in order to achieve the highest possible quality education for all the students. This indicates that quality assurance and standards needs to be collaborative (between teachers and leaders). There should be good relationship and mutual understanding between the teachers and QASOS so that they Can work together to support the students to benefit from them fully. According to Perera and Hettiarachchi (2014), quality assurance and standards is concerned with encouraging members of a working unit to contribute positively towards

accomplishing goals and objectives. Thus teachers are the members of the work unit concerned with the implementation of curriculum. They need to be encouraged to contribute positively towards quality learning and should not be intimidated. Teachers need to be given guidance to facilitate learning and need not to be reprimanded.

The desired quality is achieved by anticipation and avoidance of faults or mistakes that enables the top management in the organization to be focused in work scheduling, itemizing the procedures, monitoring and evaluating the process, documenting and reviewing the operational strategies, and communicating decisions to all concerned for the attainment of set goals (Ayeni & Olusola, 2013). Laine, Begrstock-Sherrat, Lasagna (2011) Viewed that quality assurance and standards therefore involves helping the teacher to achieve an improvement in their performance. From the above definitions, the study can, clearly note that quality assurance in education is the efficient management, monitoring, supervision, assessment and review of the resource inputs and curriculum implementation process to produce quality learning outcomes (product value) that meet set standards and expectations of the society . All educational provisions should be of good quality. A quality assurance system consists of the policies, attitudes, actions and processes necessary to ensure that quality is being maintained and enhanced. Quality assurance system is applied to the course/programmes/curriculum, the staff, learning methods, technology services; and the organisation and managerial structure (Mupa, 2012).

Education is central to economic and political development of any country, and vital to competitiveness in an increasingly globalizing knowledge society. In any group of individuals performing a certain task towards a set objective supervision has to be in

place to ensure that the desired objective is achieved (Khawas, Pietro-Jurand, & Nielsen, 2008). Educational reforms world-wide, and in post-communist countries in particular, are aimed at providing better quality in education, so the previous structures and institutions are reorganized in order to achieve this aim in the best possible way (Rimantas, 2011). Quality assurance in education is a systematic management and assessment procedures adopted by education institutions and systems in order to monitor performance against objectives, and to ensure achievements of quality outputs and quality improvements (Harman, 2000).

In many African countries, the inspection system lacks the capacity to provide effective quality assurance. Frequency of inspection is often low. When schools are visited, the inspection is often heavily focused on administrative, rather than pedagogical issues. The inspectors are also drawn into other functions of the ministry (Secondary Education In Africa (SEIA) Synthesis Report, 2007).

Inspection in Kenya dates back to the colonial days. The first colonial inspector was appointed in 1920 (Wairimu, 2016). In 1924, Jean schools were founded in Kabete to train supervisory teachers for bush schools. It was two year training for native teachers and teachers were trained on supervisory skills. It was from this that the inspection started. The first education commission in independent Kenya; the (Ominde commission) recommended that inspectorate be strengthened to check on the quality of education offered in schools This concern was reiterated in the subsequent education commissions. Asuko (1980) and Wairimu (2016) explain that the

inspectorate received sufficient attention. The government recognized the need to strengthen it so that it could effectively check on the curriculum in schools.

According to lecture series of University of Nairobi (1990), the inspectorate can be categorized into two orientations; the old system of inspection and the modern system of inspection as described below; In the old system, the inspection was mainly concerned with; a closed supervision in view of giving reports on teachers, imposing penalties (punishment) on teachers. Any teacher who was found weak in teaching was punished by either withholding his or her salary or dismissing him or her from the job and there was only one-sided communication between the supervisor and the supervised. The old system of appraisal did not encourage the satisfaction of the higher level needs of individuals, such as self-expression, creativity and individualism.

In the modern system of inspection, the primary purpose is a threefold concern with the teacher's growth on the job, his or her learning of more efficient methods and his performance and learning on the job. These three concerns are realized through the following training activities: in-service training, team teaching and cooperation in matter pertaining to; objectives, methods of teaching the curriculum and sharing and interpreting the programme to the community. However, Asuko (1980) asserts that Ministry of education through the inspectorate has not sufficiently coordinated the management practices in the schools. Quality assurance and standards (QAS), formerly, the inspectorate arm of the ministry of education is meant to play a supervisory and advisory role to teachers. Specifically, the QAS department checks on the quality of implementation of education policies at all levels; (zonal, sub county,

county and national levels). This covers quality instruction, quality materials, equipment and facilities and quality training.

Ajuoga (2009) investigated the perceptions of quality assurance and their competences in Kisumu Kenya. The study shows that the OAR", competence is average in areas such as human relations, knowledge of subjects, supervisory approach, and report writing. The study recommends that QASOS be given more training. The study did not explore the views of the teachers on their interaction with QASOS.

Kipkoech and Kyalo (2010) observes that the management challenges facing the implementation of Free Primary education in Keiyo District, Kenya one of the major challenges is the supervision of schools by education officers. The study reveals that the schools are visited by the officers, once in a while, mostly once a term. This is in spite of the fact that they have the responsibility of supervising educational programmes to ensure efficiency and effective implementation of the curriculum.

Chetallam (2010), in his investigation of factors affecting performance in Kenya Certificate of Primary Education, in Kabarnet Division of Baringo District, identified several factors and lack of adequate supervision is also mentioned. The study recognizes that the supervision has a positive effect on performance. However, the study reveals that there is inadequate supervision in Baringo district primary schools.

Wafula (2010) investigated the teachers' perception on the role of quality assurance and standards in promoting and maintaining quality education in Nairobi. The study

reveals that principals have perception that the QASOs are important in helping to improve the actual teaching. Teachers perceive QASOs to be very helpful in the role of preparation and in the keeping of teaching records. On the assessment and the evaluation of students, the principals perceive QASOs to be more helpful than teachers did. Similar findings are obtained in the provision of information on the organization of classroom resources and in acting as role models.

Kinayia (2010) investigated the - secondary school teachers' perceptions towards supervision by quality assurance and standards officers in Narok district. The study reveals that the teachers have a positive perception towards supervision. However, it reveals that QASOs face many problems in their job such as inaccessible schools, resistance from teachers, inadequate personnel, hostile environment and poor communication.

Chepkuto (2012) investigated contributions of quality assurance and standards to curriculum implementation in public primary schools in Baringo District. The study revealed that QASOs rarely visited schools and when they visited, they assisted greatly in organizing workshops on teaching methods. giving advice and ideas on ways of implementing the curriculum and overseeing the curriculum is fully implemented. On the hindrances and problems, the findings revealed that the major hindrances were; some QASOs were out to harass teachers, negative approach by the field officers, lack of frequent visits to schools, frequent quarrels with officers, fear to meet QASOs due to lack of preparation and insufficient teaching materials and professional documents.

Quality assurance and standards officers are expected to help teachers to effectively teach and encourage students to evaluate themselves. However, one of the impediments of quality assurance and standards work is inadequate training of QASOs as noted by Mutua (1996), Mwanzia (1985) and Njogu (2003). Another role of teacher is that of acting as role models to students .it is therefore expected tthat all teachers should be clean, appropriately dressed, motivating to students, welcoming and courteous. Olembo et a1 (1992) however note that the emphasis at times is on the smartness of the teachers instead of on the teaching and learning.

A study by Sisungu (2002) also reveals that teachers are frustrated clue LU luck of motivation leading to low output at the work place. QASOs should be close to teachers to encourage and guide them. Teachers are required to ensure proper organization of the classroom resources to enhance a conducive learning environment.

This includes the cleanliness and tidiness of the classroom, appropriate use of the chalkboard, proper arrangement of furniture in class and proper use of textbooks and any other learning resources. Teachers are also expected to improvise learning resources and to ensure that the classrooms are safe for the learners. This study endeavors to find out if the quality assurance and standards officers provide the teachers with advice and assistance so that they ensure there is a conducive learning environment in their classrooms. It is the duty of M.O.E to ensure that teachers perform all their roles well for the achievement of education quality.

A report by Siringi (2003) on a three-day conference held with the theme, “meeting the challenges of education and training in Kenya In the 21st Century” acknowledges the importance of the teacher in ensuring quality of education. It emphasizes that quality assurance should be done to improve the quality of the teacher graduates. This can only be achieved if quality assurance and standards is done through mutual understanding.

Caldwell (1992) further illustrates the importance of the teacher in determining the Quality of education by noting that the quality of education is determined by how the curriculum is defined, planned, implemented and evaluated. The QASO is expected to be very close to the teacher to ensure that the teacher interprets the syllabuses and plans before implementing it. The QASOs are therefore required to know and understand the goals and objectives of education better than the teacher so as to provide expert leadership to the teachers to enhance improvement of performance in schools. To achieve the expert leadership to the teachers, the QASOs need a more superior knowledge on educational matters than the teachers. The QASOs need pre-service and in-service trainings for the improvements of their skills. These trainings may be organized readily but the challenge is financial constraints as noted by Njogu (2003). Inadequate pre- service or in service trainings contribute to poor inspection thus decline in education quality as mentioned by Kosgei (2013).

In summary, quality assurance and standards is an important activity as noted by Wanjala (2005). Since it is fundamental, it should be incorporated with the school improvement programme. This will ensure that all that go on in schools are in line with the requirements of ministry of education. Being a fundamental activity, quality

assurance and standards exercises should have clearly laid down criteria for doing the work as revealed by Njooora (1988). As changes in DQAS took place, there is the introduction of the handbook for inspection (October 2000) which gives guidelines on how to carry out quality assurance and standards assessment.

Quality assurance and standard is also a corrective activity. As a corrective activity, it helps to validate if the right content is being taught in schools and if the correct procedures are being followed in dealing with deferent issues. The QASOs are expected to take corrective measures in the areas that may hinder the achievement of educational goals. This however does not call for harassment of teachers by QASOs. Wanjohi (2007) study found out that the behaviour of officers performing the quality assurance and standards exercises influence teachers' perceptions. The teachers are positive when corrected in a friendly and supportive manner. QASOs should also have humanitarian hearts (Wanjala, 2005).

QASOs are expected to help in the professional growth of the teachers. They are therefore required to help teachers develop various alternatives that they may use to solve different problems they may encounter while performing their duties. QASOs should thus have counselling sessions to help teachers grow and become self-reliant. To enhance free sharing of ideas between teachers and QASOs during counselling sessions, it is essential that an atmosphere of appreciation and acceptance is created between them.

QASOs should therefore be willing to consider the teacher concerns and understand their potentials then provide quality assurance feedback that will build the teacher confidence commitment and skills. This view is further supported by the findings of Wanyama (2005), which reveals that it is important for teachers views to be sought as this contributes to more effective teaching and learning. Fulmer (1998) emphasizes the need for technical skills, human relations skills, decision making skills and problem-solving skills among officers helping teachers grow professionally.

However, there is currently no special training of QASOs in the colleges of education in Kenya. Instead, QASOs 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 QASOs (Etindi, 2000). In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision. This has led to calls for the strengthening of the Directorate of Quality Assurance and Standards (DQAS), particularly improving the knowledge, skills and attitudes of the officers who carry out the role of supervision of education in educational institutions (Ajuoga, 2010). For a long time, however, it has been noted that those appointed to these roles were not qualified and didn't know their roles due to lack of training (Wanzare, 2006).

The QASO is seen as "snooper visitors", people (officers) who pounced on prey (teachers) with intent to "catch" and punish wrong doers. For a long time, to date, they are unwelcomed visitors to schools. In most cases during their visits, they focused on facilities, especially buildings at the expense of the curriculum and skills

of teachers during instruction. This reflects poorly on the relationship of this quality assurance component and other components, as regards achievement of the aims of education. With poor monitoring, chances are that every other component could be dysfunctional. With nothing done to correct this state, problems affecting the “system” could go undetected (Etindi, 2000). Based on the above background the study investigated factors that affect the implementation of Quality Assurance and Standards mechanisms employed in public secondary schools in Keiyo Sub County.

The role of ensuring that secondary schools in Kenya deliver the quality education and training to meet the country's needs is, in most cases, given to national bodies or agencies responsible for higher education. However, secondary schools have the primary responsibility for their own academic standards as well as quality processes that underpin them. The implementation of Quality Assurance and Standards mechanisms seem to be gradually undermined by internal and external challenges, hence the concern of the study (Lyambila, 2008). From a theoretical perspective, various studies (Mohamedbhai, 2006; Ncayiyana, 2006; Saffu, 2006; Titanji, 2006; Commission for Higher Education (CHE), 2006) that have been carried out on quality assurance in education sector have focused on higher education. Thus, by looking at factors influencing implementation of Quality Assurance and Standards at the secondary level, the study was important in filling this knowledge gap.

Keiyo Sub County is one of the Counties in Rift valley, which is yet to benefit from the public secondary school Quality Assurance and Standards policy. It has been observed that despite the provision for continuous Quality Assurance and Standards

assessments little seem to be accruing from the process. This study therefore, seeks to establish factors that affect the Implementation of Quality Assurance and Standards mechanisms employed in public secondary schools.

1.3 Statement of the Problem

Quality education is guaranteed by the existence of a robust and relevant quality assurance system. Despite changing the titles, from school inspectors to Quality Assurance and Standards Officers, some QASOs still play the role of inspectors by harassing teachers and serious engagements in fault finding. This has caused negative reputation, lowers their credibility, leading to poor performance in service delivery and draining the existing academic standards. Teachers and other stakeholders often express major concerns about the poor image pasted against very hardworking and diligent QASOs. Some Schools have complained of lack of quality assessment aimed at standard improvement. The bottom line is that, there is likely to be some QASOs who are conservative and maintain status quo due to lack of understanding of what their job demands. At the same time, in spite of the fact that the government's effort in strengthening the Quality Assurance Directorate by providing vehicles and motorbikes, there is an increasing concern regarding declining efficiency and effectiveness of quality assurance and standards officers by various stakeholders (Republic of Kenya, 2012a).

Koech (2008) further reports that parents, because of the numerous school strikes, have expressed major concerns about mismanagement of schools and poor performance on national examinations. Opinion is divided on where the focus should be to mitigate the deteriorating quality of education. However, there is a general

consensus on the need to investigate the factors influencing the implementation of Quality Assurance and Standards policy. Some have opined that, to improve the quality of learning, the government must focus on teacher recruitment, learning materials and inspection. Based on this premise and the fact that there have been claims questioning the Implementation of the existing Quality Assurance and Standards mechanisms, this study sought to examine factors influencing the implementation of Quality Assurance and Standards policy in public secondary schools in Kenya.

1.3 Purpose of the study

The purpose of the study was to determine the factors influencing the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County of Elgeiyo Marakwet County, Kenya.

1.5 Objectives of the study

The main objective of this study was to determine the factors influencing the Implementation of Quality Assurance and Standards policy in Public Secondary Schools In Keiyo Sub County of Elgeiyo Marakwet County, Kenya.

More specifically, the study sought to:

- i. To establish institutional factors that influence the implementation of Quality Assurance and Standards policy in Public Secondary Schools In Keiyo Sub County of Elgeiyo Marakwet County, Kenya

- ii. To explain technical factors that influence the implementation of Quality Assurance and Standards policy in Public Secondary Schools In Keiyo Sub County of Elgeiyo Marakwet County, Kenya
- iii. To determine the environmental factors that affect the implementation of Quality Assurance and Standards policy in Public Secondary Schools In Keiyo Sub County of Elgeiyo Marakwet County, Kenya

1.6 Research Hypotheses

The study was guided by the following null hypotheses;

H₀₁: There is no significant relationship between the institutional factors and implementation of Quality Assurance and Standards Policy

H₀₂: There is no significant relationship between technical factors and implementation of Quality Assurance and Standards Policy

H₀₃: There is no significant relationship between environmental factors and implementation of Quality Assurance and Standards Policy

1.7 Significance of the Study

This research will be of great beneficial to various stakeholders:

The public secondary school managers in Keiyo Sub County will be the first beneficiaries to understand the importance of considering various factors affecting the effective implementation of Quality Assurance and Standards policy in public secondary schools in the study area. This is because, the study will provide them with

information relevant on establishing the best policy guidelines for implementation of quality assurance and standard policy in public secondary schools.

To the academicians, the study will shed some light into the field of strategic planning and management of education sector in Kenya. In addition, the study would provide a database for future studies on Quality Assurance and Standards in public secondary schools, and more important the fact that there are few studies that have so far been done on the topic at secondary level. Hence, the study will also fill a knowledge gap.

The Kenya government has been undergoing reforms in the education sector and one of the issues behind the reforms is the fact that there is need to improve on the quality of education offered at all levels in Kenya. Therefore, findings of the study will be in line with the national reforms on education, which forms the policy recommendations.

1.8 Justification of the study

According to World Bank, (2007), following the Kenya government's introduction of Free Secondary Education (FSE) in 2008, there have been widespread perception that the quality of education and training in public secondary schools has declined. Lyambila, (2008) argues that, in a regional workshop organized in 2008 at Nairobi City on Quality Assurance and Standards of education in East Africa, it was emphasized by most of the speakers that there is need to assess the Implementation of the existing Quality Assurance and Standards mechanisms used in state-owned secondary schools in Kenya.

There has been a tendency to link the decline on student enrolment, inadequate and outdated teaching learning materials and equipment, frequent student unrests, and low staff morale which can be reversed through QAS. However, this is happening despite the fact that there exist internal Quality Assurance and Standards mechanisms (for teaching, learning, and assessment) in all public secondary schools and within their sub county education officers. Thus, raising concerns about the implementation of the existing Quality Assurance and Standards mechanism.

1.9 Scope of the Study

The study focused on factors influencing the Implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County. The respondents were the secondary school heads and heads of departments. The study revolved around understanding the existing Quality Assurance and Standards mechanisms; institutional, technical and environmental factors that influence the implementation of Quality Assurance and Standards policy in public secondary schools. This was restricted to the study objectives. Data was collected for a period of six months between June and December 2014.

1.10 Limitations of the Study

First the sample size was small and this also affects the generalization of the findings. The study only collected the data only from headteachers and teachers. Secondly the study is limited by the issue of subjectivity since the instruments were mainly developed on the basis of perceptual measures. Criticism can arise because perceptions may differ from what it is in reality. In addition, self-reported measures can be a source of common method variance as well as the tendency to agree with

items independent of content (Spector, 2006). Another more objective data is advisable, for example, based on observations.

1.11 Theoretical Framework

The study was based on the Effective Schools Theory by Lezotte (2001). According to Lezotte (2001), an effective school is measured in terms of student achievement and demonstrates evidence of quality and equity. After a series of studies, Lezotte (2001) came up with seven correlates of effective schools – among them are strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home–school relations, and opportunity to learn/time on task.

According to Lezotte (2001), strong instructional leaders are proactive and seek help in building team leadership and a culture conducive to learning and professional growth and hence performance in schools. In the effective school, the work of quality assurance and standards officers is to ensure that the principal and others act as instructional leaders and effectively and persistently communicate and model the mission of the school to staff, parents, and students. Having a clear and focused mission means everyone knows where they are going and why. A clear focus assists in aligning programs and activities for school improvement. Lezotte (2001) feels that to effectively determine a specific focus, school leadership and stakeholders should use a collaborative process to target a few school goals and then build consensus around them.

A safe and orderly school is defined as a school climate and culture characterized by reasonable expectations for behaviour, consistent and fair application of rules and regulations, and caring, responsive relationships among adults and students (Lezotte, 2001). Classrooms are warm and inviting and learning activities are purposeful, engaging, and significant. Personalized learning environments are created to increase positive relationships among students and between students and their teachers. Students feel that they belong to the school community, and are valued and honoured; their heritage and background are viewed as “assets,” not deficiencies. All these ingredients of an effective school are ensured when they are in place a well functioning quality assurance and standards system.

Lezotte (2001) states that, in a climate of high expectations, the mantra “all students can learn” must be followed by instructional practices and teacher behaviour that demonstrate that teachers believe in the students, believe in their own efficacy to teach students to high standards, and will persist in teaching them. Teaching advanced skills and teaching for understanding together with basic skills are required for all students to achieve high levels. The frequent monitoring of teaching and learning requires paying attention both to student learning results and to the effectiveness of school and classroom procedures. Learning is monitored by tracking a variety of assessment results such as test scores, student developed products, performances, and other evidence of learning. Teaching is monitored by teachers themselves through self-reflection and by QASOs for program and teacher evaluation. Assessment results are used for planning instruction for individual students as well as for school-wide decision making and planning. Classroom and school practices are modified based on the data.

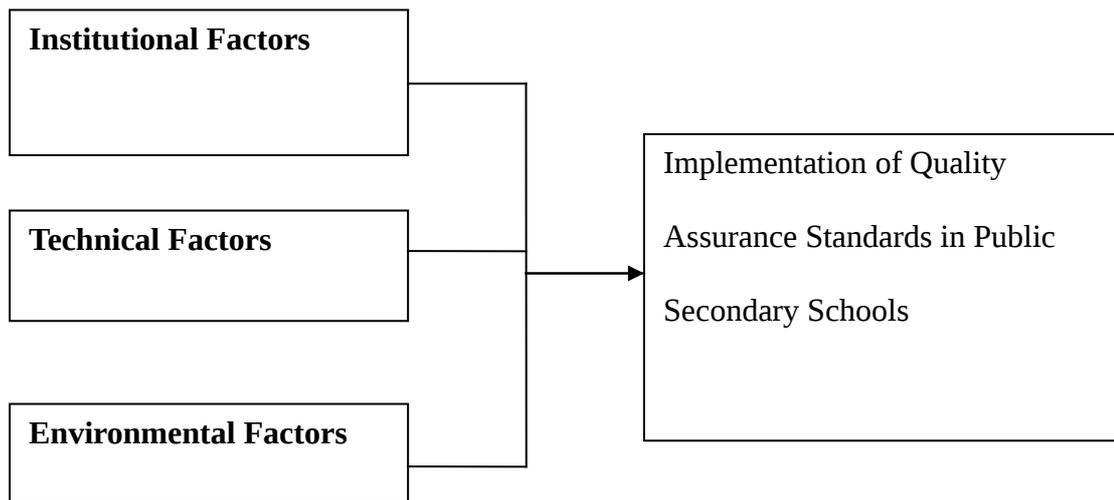
According to the Effective Schools Model (Lezotte, 2001), family and community involvement is a general term used to describe a myriad of activities, projects, and programs that bring parents, businesses, and other stakeholders together to support student learning and schools. Families and other adults can be involved in the education of young people through a variety of activities that demonstrate the importance of education and show support and encouragement of pupil's learning. These are legitimate approaches for involvement and do not necessarily require adults spending time at the school site. QASOs are expected to guide schools to meet such goals. Opportunity to learn and learner time on a task simply means that students tend to learn most of the lessons they spend time on. Time on task implies that each of the teachers in the school has a clear understanding of what the essential learner objectives are, grade-by-grade and subject-by-subject.

Once it is clear what students should be learning, they should be given time to learn it. In an effective school, teachers allocate a significant amount of classroom time to instruction on the essential skills. Students of all abilities, races, gender, and socio-economic status have equal opportunities to learn. The theory is relevant to this study in that the seven indicators of effective schools require supportive work environments, with manageable teacher-pupil ratios and adequate physical and material resources. The study investigated the factors that influence the Implementation of Quality Assurance and Standards policy in public secondary schools in the context of Free secondary Education, which has strained teaching resources – both human and physical.

This theory explored factors influencing the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County. In relation to the study, the theory was important in guiding the definition and conceptualization of the relationship among the key variables under observation. For instance, identifying how such factors as the availability of books and other learning resources, qualification of the teacher, frequency of school inspection, student' social-cultural background, teacher-student ratio, among others, influence Implementation of quality assurance and standards in schools.

1.12 Conceptual Framework

An effective school exhibits strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, and opportunity to learn/time on task. Quality assurance and standards officers are charged with the responsibility of ensuring that schools meet these qualities. However, the challenges related to free secondary Education may lead to obstacles to effective work by QASOs. The independent variables of the study consist of the obstacles faced by QASOs in supervision of the implementation of Quality Assurance and Standards policy in public secondary school. These include institution, technical and environmental factors, which influences effectiveness of the implementation of the curriculum, that was considered as the dependent variable of the study. The study identified these factors by assuming the conceptual framework presented in Figure 1.1.

Independent Variable**Dependent Variable**

Research Author, 2017

Figure 1.1 Conceptual Framework

1.15 Operational Definition of Terms

Definitions of significant terms of the study are as follows:

Activity- refers to actions carried out in schools by QASOs such as inspection of infrastructure and assessment on implementation of curriculum

Directorate of quality assurance- refers to the department in the Ministry of Education Science and technology in charge of the supervision of curriculum implementation.

Education- refers to the process of acquiring knowledge, skills, attitudes and values.

Environmental: it refers to learning conditions that is safe, protective, gender sensitive and endowed with adequate resources and facilities

Implementation- It is the realization of an application, or execution of a plan, idea, model, design or policy for the benefit of a school.

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

Institutional factors: it refers to the indicators that are limited or originating from the school setting.

Learners- refer to people, including children, youth and adults of both sexes who participate in education programs of a school.

Mechanisms: is an approach designed to transform teaching and learning into a desired set of output among students.

Policy- is a guide to help all stakeholders and partners respond to the rising demand for high-quality services for young children, parents and caregivers. The Policy also includes actions and services for mothers, fathers and legal guardians.

Quality - Refers to “fitness for purpose” meeting or conforming to generally accepted standards as defined by an institution. It is internal efficiency, relevance and external effectiveness (educational outputs and outcomes)

Quality Assurance and Standard Officers (QASO)- refers to Officers of the Ministry of Education whose duty entails monitoring of school and teachers to ensure that curriculum is delivered appropriately. Are education officers responsible for supervision of curriculum implementation in schools.

Quality Assurance and Standards - is a planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced.

Quality assurance- is a planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced. In this study it refers to the process of assessing and reporting on educational institutions to ensure smooth co-ordination of the teaching/learning process.

Secondary school- refers to the second level of the 8-4-4 system of education, also referred to as high school

Standards in education- How well the education offered can meet the set goals.

Technical: it refers to the legal provisions guiding the inspection and supervision of schools. The procedure and decision to inspect an institution on special needs or concern of the community or other emerging issues

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is focused on works done by other scholars in relation to quality assurance and standards in schools. The chapter emphasises on the objectives of the study; find out the Quality Assurance and Standards mechanisms that are currently used in assessing Quality Assurance and Standards in secondary schools in Keiyo Sub County, to establish institutional, environmental and technical factors that influence the implementation of Quality Assurance and Standards policy in public secondary schools in Kenya.

The chapter is sub-divided into various sub-sections. The initial sections takes a global overview of the emergence of quality assurances in the world, then African and Kenyan context in particular. It further discusses the various types of quality assurance and standard mechanisms, the state of QAS in kenya, and factors that influence effective implementation of quality assurance and standard policy in schools. Finally it gives the technical factors, environmental factors and institution factors that affect the implementation of Quality Assurance and Standards and finally gives the knowledge Gap.

2.2 Quality in Education Settings

The term quality refers to fitness for use or conforming to generally accepted standards as defined by an institution, quality assurance bodies and appropriate academic and professional communities. Fitness for purpose varies tremendously by field and program (El-Khawas, Jurand, & Nielsen. 2008). The discussion on supervision of schools, principals and teachers for effective implementation of curriculum to yield high academic standards has received top priority not only in most sub-Saharan African countries but also in Kenya (Ngware, Oketch & Ezeh 2012; Orodho, 2014). Measurement of the quality of education using academic and non-academic indicators in secondary education in Kenya cannot be achievable or sustainable without the continuous assessment of these indicators on how they influence the delivery of quality education by public schools in the country.

Quality assurance in learning institutions has become not only an institutional issue but also a global one. Schools throughout the world today are focusing special attention on designing and implementing new quality assurance mechanisms and systems in order to ensure that students receive high quality and relevant education. The core function of the Directorate of Quality Assurance and Standards is ensuring quality education. This entails supervision of curriculum implementation in schools. The members of staff of the directorate are expected to visit schools regularly, conduct seminars and in-service courses for teachers, and promote advisory services among other activities. Therefore, the Directorate of Quality Assurance and Standards (DQAS) is expected to enhance education effectiveness and efficiency by working in collaboration with teachers and schools. Quality Assurance and Standards is important

to school success in terms of its mission, goal and objectives. It is, therefore, imperative that school leadership put in place mechanisms to ensure that quality assurance practices are being followed in their schools with a sole aim of improving education quality and standards (Ajuoga et al, 2010).

According to Abenga (2009) in Kenyan secondary schools, there have been concerns expressed by government bureaucrats, politicians and a big proportion of the public over what they perceive as lack of and/or inadequate Quality Assurance practices in schools. Demand for educational quality is also increasing, as the Government of Kenya views the satisfactory performance of her basic education systems not only instrumentally but also strategically in relation to economic development and international competitiveness (Republic of Kenya/UNESCO, 2012).

According to the Basic Education Act 2012, the supervisory role of schools is deeply entrenched in the Laws of Kenya Chapter 211. The act gives the inspectorate a legal backing. Section 18 of the Education Act states that “school inspectors appointed by Ministry of Education be charged with authority to enter and to inspect any school, or any place at which it is reasonably suspected that a school is being conducted, any time, with or without notice and to report”(Republic of Kenya, 2013). This mandate is further enhanced in the Basic Education Act 2013 which also transformed the Directorate of Quality Assurance and Standards (DQAS) into Education Standards and Quality Assurance Council (ESQAC).

The responsibility of the inspectorate is elaborated in MOEST Handbook (2000) and in the Legal Notice Number 11 of 2014 on the regulations on Education Standards and Quality Assurance Council. The handbook gives a guide to the inspectors and other stakeholders in education on their role (Republic of Kenya, 2012a). Since the establishment of the Directorate of QAS, there has been no evaluation regarding the factors influencing the implementation of Quality Assurance and Standards policy. This gap in knowledge spurred the undertaking of this study.

2.2.1 Quality Assurance in Education Globally

The topic of quality assurance has become one of the central topics in the context of recent educational reforms, and the concept of quality has become one of the most fashionable concepts in contemporary educational terminology. Duff, (2000) defines Quality Assurance as a process through which an education institution guarantees to itself and its stakeholders that its teaching, learning and other services constantly reach a standard of excellence. However, the understanding of quality and the possible ways and means of assuring quality in education varies. One could name different structures and institutions in the system of education which are supposed to assure quality.

According to Manakin (2010), quality assurance is a planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced. Essentially, quality assurance systems aim to provide appropriate evidence to substantiate claims made about quality and so to enable key stakeholders to have confidence about the management of quality and the level of outcome achieved.

Quality is at the heart of education and what takes place in classrooms and other learning environments is fundamentally important to the future well being of young people and adults (Manakin, 2010).

Quality assurance principles are necessary to ensure accountability and the improvement of education. Quality assurance therefore, is an integral part of the internal management of education and training institutions. There is greater recognition that monitoring and evaluation and development and other community based initiatives should be participatory (Aubel, 2004). The growing interest in participatory monitoring and evaluation parallels concepts such as empowerment, democratization, partnership and sustainability which in one way or the other attempts to give a voice to the poor and disenfranchised whose voices have not been adequately heard (UNDP, 1997).

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. 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 were being implemented in schools. This notion created a rift between the inspectors and the teachers. Teachers tended to shy away from interacting freely with the “inspector” for fear of fault finding and victimization (Wanzare, 2006).

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

Quality assurance and standards has been a thorny issue both regionally and internationally. In United Kingdom (UK), there is a long history of “Inspection” thoroughly documented (Taylor, 1996). Starting in 1839, Her Majesty’s Inspectors (HMI) were employed as masters in their fields to inspect schools without “fear or favour”. They reported to the education minister and the chief (HMI). However, the inspections were few and far between, and in 1993 HMI were either disbanded or re-employed in the Offices of Standards in Education (OFSTED). These offices were headed by a part-time chief who was to inspect one school in four each with teams headed by trained registered inspectors including lay members (Taylor, 1996).

In Scottish schools the initiative of quality was formally launched in June (1997) as a partnership between schools, education authorities and the Scottish office. The intention was to raise educational standards and deliver excellence by improving the quality of educational provisions in Scottish schools. The quality initiative in Scottish schools was improved to include a culture of co-operation, collaboration and consultation (Clark, 2000).

Nigeria has experienced massive growth in aspect of quantitative growth. In the process however, quality seems to have suffered with all the attendance consequences. Without quality, education becomes wastage and even poses danger to individual beneficiary and the society. The quality of education in Nigeria being provided for children has been a source of grave concern for a long time as reported by Nwagwu, et al., (2000). Quality control practices in Nigerian education are based essentially in school inspection, monitoring and control. School inspection has been criticized for its inadequacy to assist classroom teachers to improve their performance (Tuoyo,1999).

In South Africa quality education has been compromised with high number of learners compared to teachers. However, the country has expressed its seriousness in managing quality in education. There are several concerns on the problems the quality assurance and standards officers are facing. These problems include short time frames and notices, unavailability of transport and shortage of assessment tools, (Horsolman, 2002).

Participation can be used as a means or as an end or both. If stakeholders are more involved in the design, implementation, management and evaluation of quality assurance, they will be empowered and there is greater chance of implementation of recommendations. In fact the whole process of quality assurance in learning institutions revolves around implementation of recommendations made. Participatory

evaluation has emerged as a dynamic educational process through which social groups produce action oriented knowledge about their reality, clarify and articulate their norms and values, and reach consensus about further action (Cousins 1998; Suarez-Herrera 2009). The assertion by Cousins and Suarez- Herrera fits into the quality assurance goals especially to foster national unity.

2.2.2 Quality Assurance and Standards in Education in Kenya

In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision (ROK, 1988, 1999). This has led to calls for the strengthening of the Directorate of Quality Assurance and Standards (DQAS), particularly improving the knowledge, skills and attitudes of the officers who carry out the role of supervision of education in educational institutions. According to RoK (2000), the objectives of quality assurance are among others; to monitor the performance of teachers and educational institutions in accordance with All Round Performance indicators, have regular reporting to the ministry of education on the general quality of education in Kenya at national, County, Sub-County and school levels and encourage a collaborative and corporate approach to educational institutional management among the various stakeholders. This implies that an effective quality assurance practice must involve all the stakeholders. Experience has shown that participation improves the quality, effectiveness and sustainability of development actions (UNDP, 1997).

According to RoK (2012), quality assurance and standards officers in the education sector shall facilitate compliance with standards by promoting a collegial and collective approach to quality assurance. Consequently, the practice of quality

assurance does exhibit participatory monitoring and evaluation principles. Quality Assurance and Standards Officers (QASO) are persons appointed by the DQAS, which is a department in the Ministry of Education, to supervise curriculum implementation in the schools (Wanzare, 2006).

In order to play their role effectively, the 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 currently known as Curriculum Support Officer(CSO). Such appointees would normally have merely undergone primary teachers" training without specific training as QASO (Etindi, 2000). Therefore, they need special training as QASOs because this job is not the same as that of teaching.

The Directorate of Quality Assurance and Standards (DQAS) formerly Inspectorate is the Professional arm of Ministry of Education and is charged with the responsibility of improvement of standards of education in Kenya (Waweru, 2005). In Kenya, the provision of education opportunities to all Kenyan children is central to the government's poverty eradication strategy and the economic recovery strategy. To realize their goals and to provide primary students with opportunities to acquire basic education to enable them exploit their potential to the fullest, Ministry of Education should put in place effective quality assurance mechanisms (Ministry of Education, Science and Technology, 2005).

The Quality Assurance and Standards (QAS), formerly known as the inspectorate, arm of the Ministry of Education is meant to play a supervisory and advisory role to teachers. Specifically, the QAS department checks on the quality of implementation of educational policies at all levels: (zonal, divisional, County and national). This covers quality of instruction, materials, equipment and facilities and quality of training. Ajuoga (2009), investigated the perception of quality assurance and standards officers and their competence in Kisumu, Kenya. The study revealed that the QASOs' competence was average in areas such as human relations, knowledge of subjects, supervisory approach, report writing and action research. The study recommended that the QASO needed to be trained. The study did not however explore the views of the teachers on their interaction with the officers.

Kipkoech and Kyalo (2010), observed the management challenges facing implementation of free primary education in Keiyo Sub County, Kenya. One of the major challenges was the supervision of schools by education officers. The study revealed that the schools were visited by the officers once in a while mostly once a term. This was despite the fact that they were charged with the responsibility of supervising education programs to ensure efficiency and effective implementation of the curriculum. Chetalam (2010), investigated the factors affecting performance in Kenya Certificate of primary education in Kabarnet Division of Baringo County. Several factors were identified and lack of enough supervision was also mentioned. The study acknowledged that the supervision had a positive effect on performance. However it was noted that in Baringo County the supervision was inadequate.

Wafula (2010), investigated the teacher's perception on the role of quality assurance and standards in promoting and maintaining quality of education in Nairobi. The study revealed that principals had perception that the QASOs were important in helping to improve actual teaching. Teachers perceived QASOs to be very helpful in the role of preparation and keeping of teaching records. On assessment and evaluation of students, principals perceived QASOs to be more helpful than did teachers. Similar findings were obtained in the provision of information on organization of classroom resources and in acting as role models.

Kinayia (2010), investigated the secondary school teachers' perceptions towards supervision by Quality Assurance and Standards Officers in Narok County. The study revealed that the teachers had a positive perception towards supervision. However it also revealed that the QASO faced many problems in their job such as inaccessible schools, resistance from teachers, inadequate personnel, hostile environment and poor communication.

2.2.3 Roles Played by Quality Assurance and Standards Officers

Quality Assurance is an all-embracing term covering all policies, processes and actions through which the quality of higher education is maintained and developed (Campbell and Rozsnyai, 2002). According to Elsbree and Nally (1976), supervision of teachers i.e. inspecting the work of teachers in many school Counties in England was done by Inspectors. They say that supervision meant inspection of the work of the teachers and it was not an attempt to help the teachers improve their performance but to determine whether or not teachers did what they were supposed to do and if they did not to replace them with other teachers.

Clark, (1975) reports that during his time as an Inspector of schools, it was his habit as it was with most of other inspectors to watch the teachers at work, hear children read, set them arithmetic and composition tests and then gave their findings to the teachers. The inspectors were expected to write a report of the inspection after doing it. Today's inspection approach is cooperative, it concerns itself with the improvement of the total teaching and learning situation. It enlists the cooperative efforts of all the school staff in the study of educational problems in the school. Much attention is directed to the function and operation of the processes and the contribution of all members, as members of the group, is deliberately sought. Leadership for all members is provided for and encouraged (Clark, 1975).

According to Wasanga (2004), the Ministry of Education, Science and Technology (MoEST) in 2003 was structured into departments which coordinate and oversee the implementation of all the education sector policies. These departments are: (1) Basic Education, (2) Higher Education, (3) Quality Assurance and Standards, (4) Technical Education, and (5) Educational Planning and Policy. The Department of Quality Assurance and Standards which was established in 2004 used to be called "*the Inspectorate*". It changed this in 2004 to be called the "*Department of Quality Assurance and Standards*". This demonstrates the importance the Government of Kenya is placing on issues of quality education. The mandate of this department is to ensure quality and standards in Kenya by working closely with other stakeholders in the education sector.

According to Republic of Kenya (2000), the mission of the Department of Quality Assurance and Standards (DQAS) is to “establish, maintain and improve educational standards in the country” while the vision is to “provide quality assurance feedback to all educational institutions in Kenya”. Wasanga (2004) cites that the purpose of quality assurance in education is to have an overview of the quality of education in Kenya based on agreed “all round performance” indicators of the performance of an educational institute. According to Republic of Kenya (2000), experience has shown that some schools are good at recycling their inefficiencies in the name or under the cover of tradition and experience. Inspection is therefore carried out with the purpose of ascertaining whether the institutions have added value to the education of their students. To establish value added by the QASO and compare the entry behaviour of learners with the end results. Therefore, the DQAS does this with an aim of reporting back to the educational institutions, so that they can plan to improve the standards of education that are being offered to their students. It operates under two complementary objectives - quality assurance and quality development.

Quality assurance is achieved through inspection of institutions and reporting on these inspections to the institutions and to the MoEST. It is also achieved through assessing the curriculum through valid and reliable national examinations whose results are used as indicators of quality of education in the country. Quality development is achieved through the work of advisory services, the provision of staff development opportunities and the development of teaching and learning materials. Therefore, the major responsibilities of the DQAS include conduct of public examinations in conjunction with the Kenya National Examinations Council (KNEC), approval of syllabus as well as instructional materials before being used in schools in conjunction

with Kenya Institute of Curriculum Development(KICD), and inspection of learning institutions.

According to the Republic of Kenya (2000), the role of the DQAS is three fold: advisory, inspectorial, and administrative. The advisory role involves inspecting all educational institutions regularly and compiling appropriate reports, while administrative role involves establishing and maintaining professional linkages with institutions of higher learning and providing career guidance to educational institutions. It also involves establishment and maintenance of register for inspectors of these institutions.

Wasanga (2004) spells out the role of the DQAS in depth as: -

- a) Inspecting all educational institutions regularly and compiling appropriate report.
- b) Advising the government on the type and quality of education being offered in the country.
- c) Advising the government on the trends in the learning institutions in areas of equity, access, equality, gender enrolment, wastage and retention among others.
- d) Reviewing the teaching and learning materials in collaboration with KICD.
- e) Advising on curriculum evaluation in collaboration with KNEC
- f) Assisting quality development service with the design of in-service training programmes for teachers.
- g) Advising stakeholders on education matters pertaining to curriculum delivery assessment and the provision of resources.

- h) Monitoring and advising on standards in education based on “all round standard performance” indicators for various areas including: sports, games, drama, music, science congress and environmental conservation among others.
- i) Establishing and maintaining professional linkages with institutions of higher learning on matters of educational standards.
- j) Providing career guidance to educational institutions.
- k) Developing curricular based on market demands and aligned to the country’s national goals and aspirations.
- l) Developing quality national examinations to assess the quality of education in the country.

The DQAS executes its responsibility through its officers known as Quality Assurance and Standards Officers (QASO) or Educational Inspectors. An Educational Inspector according to the Republic of Kenya (2000) is an official of the MoEST who identifies and provides feedback on strengths and weaknesses in educational institutions so that these institutions can improve the quality of education provided and the achievement of their students. They do this by carrying out visits to schools during which they get to know the condition and quality of facilities, equipment, administration, and knowledge of the teacher in actual teaching.

According to Ontiria (2003), this enables QASOs to make a report on any observations made and also recommendations to correct the situation. QASOs therefore play an important role in the education system and their work is aimed at achieving higher standards of education for students as well as professional

development and individual fulfilment for teachers. They are seen as advisors who are expected to offer guidance to teachers and schools and also enforce certain rules.

According to Casteel (1999), the role of the QASO can be summarized as: assessing and evaluating the educational programmes at all levels, assisting in identifying children with learning disabilities for the purpose of providing appropriate education programmes, providing educational support to teachers, liaising with KNEC on all matters related to examinations setting, moderation, proof-reading, administration and supervision, co-ordinating inspection at all levels, co-ordinating donor funded project such as SPRED, PRISM, Tusome, Tayari, organizing and co-ordinating co-curricular activities. In inspection of the educational institutions, the officers carry out various types of inspections which according to Wasanga (2004), include: -

- i. **Panel inspection** – It involves a full diagnostic and situational analysis of the institution to examine the strengths and weaknesses or limitations of the institutions while suggesting the type of intervention to be administered for the improvement of the educational standards.
- ii. **Subject-based inspections** – These are specialized inspections which are carried out by the inspectors in their areas of subject specialization. Such are planned and prompted by: performance trends in a particular subject, inspectors program of work, inquiring into teachers needs with a view to make suggestions for In-Service Training (INSET), monitoring visits to gather data and information about teaching and learning in subject areas and assessing the interpretations and implementations of the curriculum.

- iii. **Educational institutions registration inspection** – Carried out upon the request of the County Education Board (CEB) for the purpose of registering new institutions.
- iv. **Advisory inspection** – involves one or more inspectors who visit a school and sample some aspects of the school for purpose of giving advice accordingly.
- v. **Inspection of teachers** – Teachers are assessed for the purpose of promotion, appraisal of competence, grading or re-grading and pre-service teachers and final teaching practice.
- vi. **Inspection for the introduction of a new subject in the school curriculum** - Usually prompted by a school's request to the DQAS to introduce a new subject which is being offered in the school for the first time.
- vii. **Block inspections** – Carried out as a block covering all or most schools in a given County. It is usually organized at national level with inspectors drawn from all over the country.
- viii. **Mass inspections** – Carried out for a specific purpose, like school awards, to determine to what extent recommendations have been implemented.

Other than the above specified duties, according to Republic of Kenya (2000), inspectors should also be; well informed and conversant with the government policies, conversant with the civil service code of conduct and regulations and code of regulations of teachers, able to collect, collate analyze and disseminate data and able to manage projects. Based on the literature presented above, it is clear that QASOs play an important role in ensuring that schools provide quality education and that

education standards are maintained. However, performance of their duties could be affected by various challenges, which this study seeks to unearth.

2.2.4 Challenges Faced in Educational Quality Assurance and Standards

There is a growing concern by various stakeholders about the status of education in Kenya. Abagi and Odipo (1997) report that the government, parents, non-overnmental organizations and donors recognize that although major strides have been made in ucation, there are serious shortcomings in the education system. There is a urgeoning national debate on the quality of teaching and learning, with Odhiambo (2008) noting that at the core of the challenges facing Kenya's education is quality.

In a widely read paper, Kenya's Ministry of Education Science and Technology recently admitted that there is a problem with the quality of the teaching force and blamed this for the lack of quality in Kenya's education. The ministry identified a number of factors affecting the quality of the teaching force in the country. Ministry of Education, Science and Technology (2004) states that these factors included the fact that many teachers took teaching career as a last and only available option, others are trained or selected to join teaching not in the areas of their interest but in a field where vacancies existed, and the lack of comprehensive teacher in-servicing programme. It further states that apart from such challenges, ineffectiveness of the Department of Quality Assurance and Standards hampers the achievement of quality education that Kenya longs for. Yet, the vision of Kenya's Ministry of Education Science and Technology is "Quality education for development". Wasanga (2004)

noted that the work of the Department of Quality Assurance and Standards is hampered by the following:-

- i. Inadequate legal provision which limits enforcement of inspection recommendations;
- ii. 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;
- iii. 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
- iv. 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; 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. It is also determined, by the products of an education system and the focus should therefore be broad and not limited to teacher performance only even though there is much, which needs to be done concerning the development of teachers. However, Odhiambo (2008) notes that most of these variables are lacking in Kenya's education system and those being introduced such as quality assurance lack details and are introduced without wide consultation with those involved especially the teachers.

2.3 Meaning and Purpose of Supervision

Many authors have come up with various definitions of supervision. Acheson (1987) defines supervision as the ability to perceive desirable objectives in school and to help others contribute to the vision and act in accordance with the process of bringing about improvement of instructions by working with people who are working with students. Supervision is also a specialized function which involves leadership in studying, improving and evaluating teaching and learning (Acheson & Gall, 1987).

According to the MoE Hand Book on Inspection (RoK, 2000) the purpose of inspection is to have an overview of the quality of education in Kenya based on All Round Performance Indicators of an educational institution so that it can be planned effectively to improve the standards of education which is being offered to the students. The inspection should ascertain whether the institution has added value to the education of the students. To establish the value added by the QASO should compare the entry behaviours with the end result. For example students entry point for Kenya Certificate of Primary Education (KCPE) marks at Form I in Mathematics and

the performance of the same Cohort at Kenya Certificate of Secondary Education (KCSE) four years later.

2.3.1 The Functions of the Directorate of Quality Assurance and Standards in Instructional Supervision

Provision of quality education opportunities to all Kenyan children is central to the government's poverty eradication strategy and the economy recovery strategy. To realize these goals, the MoE has put in place effective quality assurance mechanisms. It is important to point out that the department of the MoE is responsible for the provision of quality education in learning institutions is the DQAS. The DQAS was formerly known as the inspectorate department. It is imperative to remember that with the new policy that emphasizes partnership, mentoring, integrity, trust and collaboration the DQAS must increasingly becomes a team player and not a policing service as it has been perceived in the past (MoE, 2007).

The DQAS is the professional arm of the MoE charged with the establishment maintenance and improvement of standards of education in Kenyan schools and colleges (School Management Guide, 1999). As the watch-dog of the MoE, the DQAS is responsible for assessing the standards and quality of education provided and assisting in providing guidance in raising these standards. Under this provision, the directorate is empowered to enter all educational institutions, except the universities, to observe, advise, assess the teaching and learning process that goes on (Oketch & Asiachi, 1992). The function of quality assurance entails ensuring that curriculum is delivered appropriately (MoE, 2007).

Being the custodian of standards, the DQAS plays the role of quality assurance and quality development. Quality assurance is achieved through inspection of institutions and reporting of these inspections to the institutions and to the MoE. On the other hand quality development is achieved through the work of advisory services, the provision of staff development opportunities and the development of learning and teaching materials, by the advisory wing of the directorate (RoK, 2000). It has to ensure that fresh thinking and trends in curriculum and instructional approaches are diffused everywhere. In an advisory capacity, the directorate plays the professional role of liaising closely with the classroom teachers for the purpose of attaining the required educational standards.

The DQAS participates actively in all matters pertaining to curriculum innovation and development. The directorate plays this role through local and national curriculum development activities. For instance the Kenya Institute of Curriculum Education subject and course panels are chaired by experts from the Directorate in all major deliberations of curriculum planning and development at (KIE) (MoE, 2007). At the local levels, the QASO organize seminars and workshops for teachers through which they discuss curriculum changes with teachers, advising them on important aspects of implementation in schools. The government through the DQAS is monitoring school level curriculum delivery to determine existing discrepancies in institutions methodology and areas that need attention (RoK, 2000). According to Eshiwani (1993) since the inspectorate Department (now Directorate of Quality Assurance and Standards) decides what should be taught and because it is in touch with every aspect

of educational development, it has sometimes been referred as the —nerve center of the MoE.

The DQAS is the main source of information and advice to the senior administrators in the MoE on the formation of education policy in the country. Such advice may be on trends in the learning institutions in areas of access, quality, gender, enrolment, wastage, retention, learning and teaching materials, leadership, staffing, governance, health care, career guidance, discipline, curriculum evaluation, pre-service and in-service training of teachers, costs, institutional development etc. (RoK, 2007). Education Institutions are advised on how to collaborate with examination bodies like Kenya National Examination Council (KNEC). Other stakeholders are advised on curriculum issues affecting education and assessment tools that are in place. Through the function of supervision the government is advised on the identification, selection and promotion of the education personnel, for example teachers.

Olempo and Cameron (1992) stated that the school inspectors now, QASOs function is to see what is going on in the school as a whole and in the classroom in particular. The QASO is there to observe children learning and teachers teaching. When necessary, the QASO advises the head teachers on how to do their jobs better. Quality Assurance and Standards Officers monitor schools. They find out whether activities are being implemented as planned and whether they are producing desired results. All activities in a school should be monitored to ensure they are properly implemented. Performance should also be monitored. It should measure against the standards set during planning process so that necessary actions can be taken (Nyakwara, 2009).

2.3.2 Basic Supervisory Skills

In order to ensure effective supervisory leadership, supervisors require some basic skills. Rue and Brays (1993) and Okumbe (1999) identify three basic supervisory skills; technical skills, interpersonal/human relations skills and conceptual skills. Technical skills include understanding and being able to perform effectively the specific processes, practices and techniques required of specific jobs in an organization. Although the supervisors may not be expected to have all the technical answers, they need an overall knowledge of the functions they supervise and sources of specific information. While the supervisors can seek advice from specialists, they need to have enough technical knowledge in order to make sound judgments. For instance, QASO need to be experienced teachers to understand what constitute effective classroom instruction. A supervisor should, therefore endeavour to achieve both good quality work as well as the satisfaction of the teachers by combining both nomothetic and idiographic considerations of administration. Supervisors should enhance their supervisory effectiveness by acquiring newer and emerging concepts and techniques in supervision. Through further training and staff seminars the conceptual capacities of supervisions can be expanded.

2.3.3 Types of Inspection

According to MoE Handbook for Inspection of Educational institutions (RoK, 2000) there are the following types of inspection in Kenya (RoK, 2000):

Panel Inspection is variously referred to as Full Inspection, External School Review or External School Audit. It involves a full diagnostic and situational analysis of the institution. This type of inspection is referred to as an institutional review, or audit,

because it is usually carried out with a view to examining the strengths and weaknesses, or limitations of the institution and suggesting interventions to be administered for the improvement of educational standards. Panel inspection can be County, province or nationally based. A good panel should be composed of a team of specialists. For example subject specialists and other specialists such as gender, guidance and counseling, management, auditors etc. Such inspections are more meaningful if institutions are given notice. An educational institution should be panel inspected after every three years. The MoE intends that panel inspection should be the main type of inspection in future.

Subject Based Inspection are specialized inspections carried out by the inspectors in their areas of subject specialization. These inspections are planned and prompted by the following factors:- performance trends in a particular subject in the national examinations by school, zone, County or province, the inspector's work programme, inquiring into teachers needs with a view to making suggestions for INSET to be carried out, and monitoring visits to gather data and information about teaching and learning in the subject or another aspect of school life, and provision made for it, for the purpose of producing a national review on practices and standards.

Education Institutions Registration Inspection should be carried out on the request of the County Education Board (CEB). Before an inspector conducts such an inspection he/she must ascertain that the desire to register the institution is expressed by the CEB, by verifying the minutes of their deliberations. The minutes recommending the school for registration must be quoted. The QASO should verify as to whether facilities available and school catchment area warrant its registration. It is

mandatory for such an inspection to be accomplished by a public health NEMA report.

Advisory Inspection is a routine type of inspection where one or more QASO visit a school and sample some aspects of the school. The frequency of this type of inspection is not certain, for it depends on the number of schools in a County and the QASO's work programme. The MoE is planning to replace this type of inspection by panel inspection as Teachers Advisory Centre (TAC) tutors should focus on advisory work and quality improvement, while QASO focus on the complementary functions of quality assessment and assurance.

Inspection of Teachers include assessment of teachers for: promotion, appraisal of competence, grading or regarding; Pre-service teachers and final teaching practice. The frequency of such inspections depend on the need. Inspection of Educational Institutions for the Introduction of a New Subject in the School is a specialized form of inspection usually prompted by a school's request to the DQAS to introduce a new subject especially in applied technical subjects and other languages. The requirement is that before such a subject is introduced the DQAS has to send the relevant QASO to assess the readiness of the school in terms of learning and teaching resources. After which if Director is satisfied with the report findings, the school is given permission to introduce the subject.

Block Inspection as the name suggests the inspection is carried out as a block covering all or most schools in a given County. For example primary schools, secondary schools etc. It is usually organized at the national level, with QASO drawn all over the country. The QASO are then put in groups of 6-10 based on their

specialities. The groups can range between 5-10 persons and the inspection can last for a full week, with a day allocated to each school. The chairpersons of the groups are under an overall chairperson known as block chairperson. The block inspection is important for it provides the strengths and weakness of standards of education in a County.

Mass Inspection is a general inspection, whose members are not necessarily QASO. For example County Officers, County Commissioners, and Health Officers can be part of the inspection. Mass inspections are for a specific purpose. For example Trophy.

Follow inspection is a follow-up of a previous inspection to determine to what extent recommendations have been implemented. For a special measure school, follow up inspections should be done annually or more regularly, until the school satisfies MoE benchmarks.

2.3.4 Relationship between Teachers and QASO

Olembo (1992), Observed that whenever a QASO visited a school, the atmosphere between him/her and the teacher was usually so tense that the latter was not encouraged to improve his/her work. UNESCO (2005), Stated that teachers had a lot to say on the role of QASO and other Educational Officers; many teachers were unhappy with QASOs because they were more of “fault finders” than professional advisors. The teachers said the officers intimidated them instead. However, many researches have indicated that the working relations between Quality Assurance and Standards Officers (QASOs) and the teachers have been characterized at best by fear and suspicion. In the light of this, inspection of schools in the past has been viewed by

teachers with reservations and this may be to the detriment of effective instruction in schools. The Ministry of Education has been conducting in-service training for Quality Assurance and Standards Officers with a view to improving professionalism in the way they performed their duties. Therefore the study investigated whether there exist the same fear and suspicion.

2.4 Institutional factors that influence Implementation of Quality Assurance and Standards policy

Governments, policy makers, and civil society have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed, to maximize limited funds allocated to the sector to ensure cost-recovery measures are adopted. United Nations Educational, Scientific and Cultural Organization (UNESCO) (2000), states that, many governments in developing countries allocated much of their resources to education after independence. This was in recognition of the fact that education was needed to foster national development. This resulted to considerable growth of educational activities world over. To date, according to UNESCO (2005), education is one of the largest sectors in most countries. Kenya is no exception to this trend of increasing allocation of resources towards education.

The President of the Republic of Kenya, Mwai Kibaki asserted that his government is committed to ensuring that all children in the country have access to quality education for education plays a vital role in national, social and economic development (Teachers Service Commission, 2007). The president's assertion on education calls for the need to have sound quality assurance services. The

commitment of the Ministry of Education (MoE) to provide quality education is manifested by the establishment of the Directorate of Quality Assurance and Standards (DQAS) to replace the Department of the Inspectorate (MoEST, 2005). The role of ensuring quality in educational institutions in Kenya rests with the inspectorate arm of the Ministry of Education. The Ministry of Education (2000) states that Quality Assurance and Standards Officers (QASOs) are charged with the responsibility of inspection of schools and supervision of teachers to promote effective implementation of curriculum and ensure education programs are being delivered thus acting as an important quality audit.

The MoE through strategic plan 2006-2011 asserts that the function of quality assurance entails monitoring of schools and teachers to ensure that curriculum is delivered appropriately. Recently efforts have been made to enhance the quality assurance function in the ministry. The MoE has stepped in to rationalize work load, operational zones and institutions to ensure that quality assurance services are available to all learners. To improve the mobility at the local level, Quality Assurance and Standards Officers (QASO) have been provided with motorcycles and financial allocations to County education officers increased to finance fuel and other logistical requirements (RoK, 2007).

According to the Republic of Kenya (2000), the role of DQAS is in three folds; Advisory, inspectoral and administrative. The advisoral role involves inspecting all educational institutions regularly and compiling appropriate reports, while administrative role involves establishing and maintaining professional linkage with

institutions of higher learning and providing career guidance to educational institutions. The objective of Quality Assurance in Kenya according to National Development plan 2002 – 2008 are to identify educational institutions that needs improvement, to ensure quality teaching is taking place in the institutions, to monitor the performance of teachers and educational institutions in accordance with —All round standard performance||. To ensure that the appropriate curriculum is in operational in educational institutions. Carry out regular inspections in all education institution and advice on the provision of proper and adequate physical facilities in educational institutions.

Koech (2008) and Republic of Kenya/UNESCO (2012) documented that despite the government's effort in strengthening quality Assurance directorate by providing vehicles and motorbikes, there is an increasing concern on efficiency and effectiveness of quality assurance and standards officers by various stakeholders. Parents because of the numerous school strikes have expressed major concerns, mismanagement of schools and poor performance in national examinations (Koech Report, 2008; Republic of Kenya, 2012a). The recent observation by Republic of Kenya (2012) and Orodho (2014) that the supervisory roles of QASO is meant to enhance quality inspection and supervision since both the quality assurance and standards officer and the head teacher are expected to have a very good grasp of all curricular subjects, how best these should be delivered to the students and the optimum use of resources that can achieve effective teaching and learning.

2.4.1 Legal Provisions Governing Inspection/Supervision

As supervision is a professional service, the QASO need to be conversant with the laid down procedures and criteria to be followed. Criteria for supervision are derived from the existing legal provisions. The statutory provision in the Education Act, Chapter 211, Section 18 of the laws of Kenya stipulates these criteria. This section of the law gives the supervisor 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 any notice and report with respect to the school or any aspect thereof|| (RoK, 1980).

According to this section the procedure is that an institution can be inspected formally, that is with notice or specially, on emergency, that is without notice. The decision to inspect an institution with notice requires that it is informed in adequate time and that information on areas to be inspected is also communicated to the institution. The decision to inspect an institution without notice depends on the circumstances prevailing there, especially the special needs or concern of the community or other emerging issues. Once an inspection is conducted it is mandatory that the QASO report with respect to the school or any aspect thereof, by writing an inspection report. This legal statement therefore not only confers upon the supervisor the necessary authority to carry out his/her duties, but also defines the obligation and manner of performing these duties as a responsible professional. This is indeed what makes the inspection report to have a legal authority and bearing (RoK, 2000).

2.4.2 National Policy Governing Supervision of Schools in Kenya.

The Kenya school inspection has made its historical roots in the colonial era, before Kenya gained her independence. The practice of inspecting schools is therefore highly influenced by the British system because Kenya was a British colony. Inspection of schools in Kenya is a function of the Ministry of Education, in accordance with the provision of the Education Act, chapter 211, Section 18 and 19 of the law of Kenya (Republic of Kenya 1980). The National Report on the Development of Education in Kenya (2001) puts it clear that Kenya's education system is managed through a network that extends from the headquarters through the Provinces, County, Division and Zones. The Ministry of Education, Science and Technology (MOEST) which is responsible for all education matters in Kenya is structured into departments which co-ordinate and oversee the implementation of all the education sector policies. The Department of quality Assurance and standards at the national level is managed by the Director of Quality Assurance and Standards. At the provincial level, the Provincial Director of Education is both the administrative and professional head of education. They are assisted by Provincial Quality Assurance Officer and Standard Officer. At the County levels, education is guided and directed by County Education Officer, who is assisted by County Quality Assurance and Standard Officer. In the zones, there are zonals QASO, who monitor the quality assurance and standards in education.

2.4.3 Challenges Faced in Education that Could Affect Performance of QASOs

In 2003, the Kenya government declared primary education free and compulsory. The government policy on free primary education is in line with the Millennium Development Goals (MDG), Poverty Reduction Strategy Paper (PRSP) and the Economic Recovery Strategy (ERS) for Wealth and Employment Creation goal of

achieving Universal Primary Education by 2015. (Gatimu, 2005) says, after the introduction of Free Primary Education (FPE), an estimated 1.3 million children, who were previously out-of-school, enrolled for primary education. In many schools, the headteachers found themselves with more children to enrol than before. Siwolo (2004) adds that since the government had not given an age limit, even those who were “over-age” were enrolled in schools.

Researchers like Mugo (2006) have indicated that a number of factors pose considerable challenges to implementation and quality of FPE. These factors include acute shortage of teachers, drought and famine, and enhanced students’ enrolment. For example, the introduction of FPE resulted in increased enrolment, but the increase in enrolment was not coupled with increase in number of teachers, classrooms, desks, latrines, textbooks and other teaching and learning resources. The school heads had not been trained for the implementation of the programme as it was introduced without any prior strategic planning. These problems all could pose challenges in supervision of curriculum implementation, affecting the quality of teaching in public primary schools. Apart from the above, Quality Assurance and Standards Officers in Kenya are faced with a number of challenges. According to Casteel (1999), these problems include:

- i. **Lack of strategic planning** - There is 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.

- ii. **Role ambiguity** - There is confusion of roles between quality assurance (inspectorate) and quality development (advisory staff). Most of the officers do not know what is expected of them in these two areas and so they end up concentrating more on quality assurance, abandoning quality development.
- iii. **Lack of effective training and service provision** - Casteel (1999) notes that there is poor staff selection and that the calibre of staff appointed as TAC tutors and Zonal Inspector 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.
- iv. **Transport problems** - Lack of useable transport is a key reason cited over the year for the inspection officers not being able to fulfil their duties.
- v. **Inability to retain well qualified and experienced officers.** Due to poor conditions of service, for example, lack of transport and lack of career structure for TAC tutors, there is consequent loss of trained staff to other posts.

According to an article, “Woes still linger despite reform” in the Standard (12th July 2006), the Department of Quality Assurance and Standards still experiences problems such as: -

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

- ii. **Lack of upward mobility** - There is lack of career mobility. According to the reporter in this article, teachers who are an obvious choice are reluctant to join the field because they are not assured of upward mobility.
- iii. **Transport problem** - Despite provision of vehicles at the County level and motorbikes at the zones, transport is still a problem. Bikes have been faulted and many argue that they favour men and are not helpful during the rainy season.

Wanjohi (2005) observes that most inspectors are accused of being autocratic and authoritarian; always insisting on maintenance and observance of departmental rules, and that whenever they visit schools, they focus on fault-finding instead of advising and encouraging teachers. According to the Kenya Times Editorial (1995), the problem all along was the officiality with which the inspectors went about their duties, putting teachers on the defensive. Wanjohi (2005) contends that many inspectors went to schools not to make them better but to put teachers in their place. They only visited schools whenever there was a crisis and when their advice was least likely to be sympathetic to the plight of teachers.

Wanjohi (2005) further states that, there was a time when the mention of “school inspector” was enough to make teachers faint. The officials caused terror as they looked for teachers mistakes. They were known of storming in to schools where they harassed, victimized and scared teachers by threatening to write negative reports about them. They would abuse or slap teachers as students watched and teachers used to refer to them as “flying squads”. It also observes that the inspectors would descend on a school without notice, carry out their work and not inform the headteacher of their findings. They wrote reports without consultations and would leave the school without a word. 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 faultfinders 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.

Maranga (1981) mentions lack of commitment and positive approach as a challenge. He argues that training and quality of personnel do not guarantee improved supervisory practices unless such are accompanied by total commitment, dedication and change of attitude by both QASOS and teachers towards each other. Another problem is that of irregular schools assessment and inadequate follow up of assessment visits to schools and services. Assessment has at times, been marked by impromptu, irregular visits by QASOS aimed at “catching” the teacher doing wrong (Maranga, 1981).

2.5 Technical factors that influence the Implementation of Quality Assurance and Standards policy

The supervision of instruction is by design a developmental process with the main purpose of improving the instructional program, generally and teaching, specifically. Only when this process is carefully planned and executed can success be assured. The supervisory function is best utilized as a continuous process rather than one that responds only to personnel problems. Administrators with supervisory responsibility have the opportunity to have tremendous influence on the school program and help ensure the benefits of a strong program of instruction for children. Despite these reforms this sector of education continues to experience problems in achievement of its goals.

2.5.1 Frequency of QASO visits to public school

The supervisor is available and approachable, communicates confidence in the worker, provides perspective, excuses failure when appropriate, sanctions and shares responsibility for different decisions, provides opportunities for independent functioning and for probable success in task achievement (Kadushin 1992). The knowledge of this makes difference in the attitude or perception to supervision by the seniors and in our case the QASOs. External supervision is a requirement that is executed by the QASOs.

There are several factors that have been seen to influence the teacher's perception of frequency of supervision by seniors. Psychological factors such as personality, past experiences and learning and motives affect an individual's perceptual process to considerable extent. Quality Development is also a requirement which is achieved through the work of the advisory services, the provision of staff development opportunities and the development of teaching and learning materials. A teacher who has a positive attitude towards the school supervision by QASO will modify his ideas and accommodate new and important ideas derived from the supervision process which are aimed at improving learning and teaching.

2.5.2 QASO Mentorship influence on teaching and learning process in public secondary schools

Since supervision is an activity that is aimed at improving quality of education, supervisors specific responsibilities tend to include mentoring of beginning teachers to facilitate supportive induction into the profession bringing individuals teachers up

to maximum standard.(Blumburg 1980). Mentoring is the part of the leadership role that has learning (competence & proficiency skills, know – how, wisdom) as its primary outcome. Learning impacts performance and that in turn impacts the accomplishment of important goals. A mentor is simply someone who helps someone else learn so

One of the greatest challenges of teacher supervision by their mentor is that, the supervisory responsibilities are rarely appreciated by the teachers targeted. In fact, most teachers react defensively and hostilely towards supervision even though it is a standard part to most programs. Teachers often view supervision as a threat and become anxious when interacting with their supervisors. These adversarial attitudes often stem from traditional supervisor-supervisee relationships and the unsystematic and subjective nature of traditional classroom visits that are usually unannounced, supervisor-centered, authoritarian, directive, and judgmental. Whether to supervise teachers for the purposes of retention, review, dismissal, promotion, reward, or reprimand, the efforts need not be viewed as negative or unproductive. Hence the study seeks to address the importance of mentor and supervision as a tool for improvement of quality education in Kenya.

2.5.3 Teachers/QASO's academic qualifications and experience in curriculum implementation

According to Republic of Kenya (2000) the modalities of identifying potential QASOs is based on the track records of the applicant in relation to previous and present performance. The level of education of the applicant and experience is an evidence of potential of quality assurance in education courses. Teachers who are the

personnel in-charge of teaching and implementing educational policies desire to attain educational goals cannot be neglected. No matter how good an educational policy may be on paper, it may fail to accomplish its desired goals if not properly implemented by teachers who are educational policy implementers.

In light of the above observation a Nigerian scholar, Ogunsaju (2004) argued that one of the things that bother him most, as an individual, is the expectation of teacher effectiveness by the general society while the incentives likely to generate teacher's interests have been virtually absent. It should be noted that this usually has adverse effects on the quality of teachers' instruction, which consequently reflects in the students' academic performance. Whether educational standard has fallen or not, it is imperative that teachers at various levels of education are committed to their job so as to put in their best in the attainment of school goals.

Because of the central position teachers occupy in influencing academic performance of students, this study embarks upon to prove how teachers professional qualification may determine their attitude on supervision and performance at this juncture, it is noted that the success of the students in any examination depends largely on how qualified and dedicated teachers are. Duyilemi and Duyilemi (2002) reiterated that students in any country cannot perform beyond the quality of the teachers. In his own contribution, Bangbade (2004) found out that teachers' attributes have significant relationship with students' academic performance. According to him such attributes include: teachers' knowledge of the subject matter, communication ability, emotional stability, good human relationship and interest in the job. No wonder Darling-

Hammond (2000) asserts that the states interested in improving student academic performance should look at the preparation and qualification of the teachers they hire and retain in the profession and their mentors (QASO's).

Wasanga (2004) and Oyaya (2007) maintains that QASOs should have good academic qualification, specialized skills and well established staff development programs. They, however, both concur contends the department of Quality Assurance is hampered due to inadequacies in skills. This is mainly caused by lack of a specific policy on recruitment and deployment of Quality assurance and standards officers. Such a policy should take into account an officer academic background and experience in the education sector.

Macharia (2008) contends that quality assurance and standards officers should possess a repository of pedagogical skills, which could enable him, organize upgrading workshops for trainees and have capability and exposure to new approaches in Education. The whole aim is to improve performance and organization standards. According to UNESCO Global monitoring report (2004) attempts should be made in order to improve on the quality of education by traditionally embodying accountability measures where an outside body intervenes in the school or classroom area. Examples of these external interventions include school inspection (UNESCO, 2005a, 2005b).

2.5.4 Quality Education, Quality Assurance and Standards officers and Teacher Effectiveness

According to the Education for All (EFA): Global Monitoring Report (GMR) 2005- The Quality Imperative (EFA: GMR), two principles characterize most attempts to define quality in education: the first identifies learners' cognitive development as the major explicit objective of all education system and the second emphasizes education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. Quality education determines how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits. Goal number 6 of the Dakar Framework for Action (2000) emphasizes that it is through teaching and learning process that brings the curriculum to life and determines what happens in the classroom and subsequently the quality of the learning outcomes. These core values are what create quality education and promote an exceptional pupil education.

Campbell, Kyriakides, Muijs and Robinson (2004), posit that the issue of teacher effectiveness in the context of quality education refers to the power to realize socially valued objectives agreed for teachers' work, especially but not exclusively, the work concerned with enabling students to learn. It also refers to the impact that classroom factors, such as teaching methods, teacher expectations, classroom organization and use of classroom resources, have on students' performance. Nacino (1994), contends that teacher effectiveness can be defined as the extent to which the teacher leads students towards the successful achievement of the set goals

and objectives. A corollary of these definitions is that effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved.

According to Darling-Hammond (2002), teacher quality- knowledge and effectiveness is the number one school based factor in student achievement. Fully prepared teachers are more effective in the classroom and their pupil demonstrate large achievement gains than students whose teachers are not fully prepared. They are able to diagnose pupil problems and have an in- depth knowledge of content and how it can be taught effectively so that students learn. However, Rowan (2002) indicates that, teachers vary in their quality depending on: general knowledge and ability, experience, subject matter knowledge, intensive and focused in service training offered and alignment between teacher training and standard based reforms.

Varnava and Koutsoulis, (2006) indicate that, teacher supervision can contribute to quality education and enhance academic performance in school.

According to Omuga (2009), DQAS has put measures in enhancing teacher effectiveness hence provision of quality education. They include: emphasis of syllabus coverage, emphasis of extra time teaching, transfer of teachers who have overstayed in one school, discouraging absenteeism, sensitizing parents on the importance of ensuring quality education, encouraging maximum use of instructional materials, and timely preparation of professional records by teachers.

2.6 Environmental factors that affect the Implementation of Quality Assurance and Standards policy

A school has many stakeholders including others who have less or no knowledge of school activities. Quality assurance in learning institutions has become not only an institutional issue but also a global one. Schools throughout the world today are focusing special attention on designing and implementing new quality assurance mechanisms and systems in order to ensure that students receive high quality and relevant education. Quality assurance in education can be defined as a systematic management and assessment procedures adopted by education institutions and systems in order to monitor performance against objectives, and to ensure achievements of quality outputs and improvements (Harman, 2000).

According to Manakin (2010), quality assurance is a planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced. Essentially, quality assurance systems aim to provide appropriate evidence to substantiate claims made about quality and so to enable key stakeholders to have confidence about the management of quality and the level of outcome achieved. Essentially, quality assurance systems aim to provide appropriate evidence to substantiate claims made about quality and so to enable key stakeholders to have confidence about the management of quality and the level of outcome achieved. Quality is at the heart of education and what takes place in classrooms and other learning environments is fundamentally important to the future well being of young people and adults (Manakin, 2010)

2.6.1 Quality Learning Environment

One of the effects of the introduction of Free Primary Education (FPE) in 2003 was an upsurge in pupil enrolment. Consequently, the quality of education declined due to understaffing, inadequate learning materials and crowded classrooms (MoE, 2012). Quality education is holistic and covers political, cultural and economic aspects. Quality education includes quality learners in quality learning environment (UNESCO, 2000). Quality learners are those who are healthy, well-nourished and ready to participate in the learning process. A quality learning environment is one that is safe, protective, gender sensitive and endowed with adequate resources and facilities (UNESCO, 2000).

The learning environment comprises of physical, psycho-social and service delivery elements. For instance, the classroom should have adequate space, proper ventilation and adequate lighting. Learners who study in open spaces, under trees and such areas which do not offer protection from weather elements like rain are likely to experience disruptions and difficulties in the learning process (UNESCO, 2008). Learners' exposure to the curriculum is reduced and this affects the quality of education received by such learners. In addition, low performance could be attributed to the inadequate finances which result to inadequate supply of teaching and learning materials and equipment (Gogo, 2002).

The government of Kenya introduced Free Primary Education (FPE) in 2003, fees and other levies for tuition were abolished (Sifuna, 2004). Free day Secondary Education was introduced in Kenya in 2008. However, the building of new

schools has often not kept pace with the increase in the demand for secondary education.

The increased enrolment in primary schools consequently spilled over to secondary schools in which facilities have not been expanded proportionately to cope with the large number of students, (Ayodo, Omukoba, & Simatwa, 2011). Thus, at secondary level the issue of crowded classrooms impacts negatively on provision of quality education.

The quality of the learning environment also includes non-physical and psychological elements (UNICEF, 2001). The environment should be free from fear, harassment or intimidation to the child. A quality learning environment should be welcoming, pleasant to the child and make learning a pleasurable experience. The education sector in Kenya has also kept abreast with this situation by trying to make the school more friendly and inclusive to both sexes from different backgrounds.

The UNESCO report (2000) also sites conflict in form of war, civil unrest, riots, and domestic violence as issues which affect the children's ability to learn. In Kenya, the post-election violence of 2007/2008 greatly affected the education sector. Teachers did not feel safe in areas with tribes that appeared to antagonize them. Equally, students learning in schools outside their tribal area were affected by ethnic violence which took place. These had a negative psychological impact on the quality of education received by the child. To this extent, the Ministry of Education introduced a Diploma in Educational Management for head teachers and principals.

The course administered by the Kenya Education Management Institute (KEMI) is meant to equip the school managers with requisite skills to manage and implement educational policies in a contemporary education sector, (MoE, 2011).

According to UNESCO (2008), quality teachers need to work in quality surroundings with quality learners in order to produce high quality education. Also, quality teachers should be sufficient and well distributed. Overcrowded classrooms reduce actual contact time to address different learning abilities. Quality teachers may not perform optimally if the teaching work-load is high. This research sought to examine issues that led to such unsatisfactory performance, quality assurance methods and prospective mitigation measures for public secondary schools in. According to Grisay & Mahlck (1991), when assessing the quality of education the determinants of students' results should be put into perspective.

Determinants of students' results include adequacy and qualifications of teachers, physical learning infrastructure and curriculum among others. Consequently, the root quality of education emanate from quality of human and material resources available for teaching (inputs), quality of teaching and learning practices (process) and the quality of results (outcomes). The Kaizen Philosophy of quality management lays bare the idea of incorporating quality within the process of production. Quality at the source shifts the responsibility of ascertaining quality from the overall supervisors to the hands of the actual implementer or operator who has the requisite and adequate tools in conducive working environment (Ortiz, 2009).

The idea is to ascertain quality at every stage of production instead of checking quality of the end product. At the end point, there is no way of making corrections. Continuous reflection allows stakeholders to assess the impact of the evaluation and the direction of the process as they learn from their own successes and mistakes. Active participation of stakeholders can result in new knowledge or a better understanding of their environment.

United Nations Children's Fund (UNICEF) (2000) indicates that Quality education includes: Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; Processes through which trained teachers use child-centred teaching approaches in well- managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities; and Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

From the attribution theory the internally caused behavior is perceived to be under the control of individual while externally caused behavior results from environmental forces that are perceived to influence people's behavior like rules. Therefore the roles

of QASO's can be influenced by internally caused behavior (either from QASO's themselves or teachers) or the roles can be influenced by externally caused behavior from the environmental forces like the school administration rules, the community which surrounds the school.

The introduction of FDSE brought with it a number of challenges that could compromise quality of education. These challenges include over enrolment, shortage of teaching and learning resources, inadequacy of teachers as well as enrolment of students with special needs. These challenges called for changes in the way schools are managed, and teaching/learning conducted. However, very little, if any, training was conducted to induct teachers and headteachers on how to handle their roles in the new environment. These challenges could influence the way QASOs conduct their business of school inspection and supervision of the teaching and learning process. The study sought to find out the obstacles facing Quality Assurance and Standards Officers (QASOs) in supervising implementation of curriculum in secondary schools. Kinayia (2010) revealed that the QASOs and head teachers faced many problems in their job such as inaccessible schools, resistance from teachers, inadequate personnel, hostile environment and poor communication.

Classrooms are warm and inviting and learning activities are purposeful, engaging, and significant. Personalized learning environments are created to increase positive relationships among students and between students and their teachers. Students feel that they belong to the school community, and children are valued and honoured; their heritage and background are viewed as "assets," not deficiencies. All these ingredients of an effective school are ensured when they are in place a well functioning quality

assurance and standards system.

2.7 Quality Assurance and Standards mechanisms used in assessing Quality Education

Quality assurance in secondary schools falls under the Ministry of Education. At the top is the Cabinet Secretary (CS). The structure cascades to the Directorate of Quality Assurance and Standards officer at the national level, County Director at County level, Sub-County QASO at Sub-County level. At school level, the principal, deputy principal and Departmental heads follow in that order (MoEST, 2004). School students' councils are mandated to assist school administrators in carrying out duties and responsibilities that enhance quality of education for instance, collection of lesson attendance statistics.

The functions of Quality Assurance and Standards Officers (QASO) include regular reporting on the general quality of education, identifying educational institutional needs for enhancement, guaranteeing that quality teaching is taking place in the institutions, monitoring and evaluation in accordance with holistic standard performance indicators, ensuring equitable distribution of teachers according to the curriculum based establishment (CBE), regular assessment of educational institutions, advising on the suitable facilities in educational institutions, encouraging a collaborative approach to educational institutional management among the various stakeholders among others (Republic of Kenya, 2004).

2.7.1 Internal Quality Assurance Approaches

Quality assurance approaches focus on the concept of monitoring and evaluation in order to provide feedback on teaching and learning practices. The Kenya Education

Task Force report (2012) noted that provision of quality education in Kenya is constrained by severe shortage of teachers, inadequate learning materials, insufficient relevant training, and inadequate budgetary allocations (MoE, 2012). According to the Kenya Education Staff Institute (KESI), a body established under the Ministry of Education with the function of upgrading the core competencies of school principals, knowledge and skills of education managers, the school principal or head teacher has a vital role to play in curriculum implementation. The principal is a manager on the ground tasked with actual implementation of the curriculum as envisaged in the national goals of education (MoE, 2011).

Further, the role of the school principal in quality assurance is outlined by KESI as: mobilizing resources, overseeing preparation of professional records, subject allocation and time tabling, organizing resources to support the curriculum implementation process, assessment of curriculum implementation and curriculum supervision. Internal quality assurance in a school setting starts with the principal and cascades down to the deputy principal, departmental heads, subject heads and class leaders. The specialization by secondary school teachers in two teaching subjects makes it imperative for the head teacher to use other officers with specialization in the relevant subject area to enforce quality practices. For instance the head of department Science is responsible for quality enforcement and checking records in Physics, Chemistry and Biology. The student/class leaders assist in maintenance of lesson attendance forms. All the records are periodically forwarded to the school principal for final approval and corrective action. Therefore, the follow up, assessment and feed-back provide leadership to teachers' better

management of the teaching and learning process. (Clark, Clark, & Good, 1997).

2.7.2 External Quality Assurance Mechanisms

Quality Assurance and Standards in Education in Kenya, is a function of the Directorate of Quality Assurance and Standards which is the professional arm of Ministry of Education. Before 2003, the directorate was formerly known as the Inspectorate Division. The rationalization of the operations of the Ministry of Education headquarters staff bore five directorates running education. These were the Directorate of Basic Education, Directorate of Policy and Planning, Directorate of Quality Assurance and Standards, Directorate of Higher Education.

The officers in the field, hitherto known as inspectors, a term that gave the negative perception of fault finding (Okumbe, 1987), were re-designated as Quality Assurance and Standards officers. The new title was to portray an image of a supportive and advisory stakeholder with aim of assisting the school managers and teachers effectively provide quality and relevant education using the available resources. An external quality assurance officer is deemed to be neutral, objective and devoid of any stereotypes, prejudice or bias that are likely to influence performance of duty.

The education task force report noted that provision of quality education in Kenya was constrained by shortage of quality assurance and standards officers, insufficient relevant training, shortage of resources such as vehicles for external quality assurance and standards officers and inadequate budgetary allocations (MoE, 2012).

Performance in the Kenya Certificate of Secondary Education (KCSE) is a matter of great interest to all education stakeholders in Kenya. The performance of a sub-county in the KCSE national examinations gives a picture of the level and quality of education in the sub-county.

2.8 Strategies used by QASO in monitoring curriculum delivery

Hanushek's (1989) Findings indicated that instructional supervision was viewed as a process of checking other people's work to ensure that bureaucratic regulations and procedures are followed and that loyalty to the higher authorities is maintained. The benefits of supervision practices included facilitating students' academic performance, improving the quality of teachers and teaching, and enabling instructional supervisors to monitor teachers' instructional work. The major problems frustrating the practices of instructional supervision are those associated with a lack of consistency, questionable supervisor practices and lack of resources. Suggestions for change include developing clear policies on instructional supervision and providing needed resources, feedback and follow-up support. The supervisor may take the steps like building trust, because if teachers perceive as fair, honest, and forthright the process of supervision, regardless of their experience they will accept supervision, allow questions and answer honestly, or give room for further research with reasonable time limit. Such an approach may change the whole scenario of the supervision perception, Breadwell & Claydon, (2006).

2.9 Knowledge Gap

Developing standards in education and maintaining the desired quality remains a major challenge across education systems throughout the world. Quality in education

is perceived as the degree to which education can be said to be of high standard, satisfies basic learning needs, and enriches the lives of learners and their overall experience of living (UNESCO, 2000). During the World Education Forum held in Dakar in 2000, participants committed themselves to improving the quality of all aspects of education. The delegates concluded that quality is at the heart of education and is one of the key goals in achievement of Education for All (EFA). The role and character of standards and quality assurance varies from country to country. The purpose of quality assurance is to identify strengths and weaknesses at schools and wider institutional level so that a school may maintain effective school management systems, improve the quality of education provided and raise the educational standards achieved by pupils (RoK, 2012).

The overall policy of the government of Kenya is to achieve education for all. The priority is to ensure equitable access and improvement in quality and efficiency at all levels of education. The ultimate goal is to develop an all inclusive and quality education that is accessible and relevant to all Kenyans. This is guided by the understanding that good education can contribute significantly to economic growth, improved employment prospects and income generating opportunities.

The government policy also entails allowing a broad based participation in the provision of education with all stakeholders taking responsibility for planning and implementation. In tandem with this policy is the decentralization of decision making and resource management at lower level structures of the ministry. The Constitution of Kenya (2010) provides for two levels of government: the central government and

47 county governments which are distinct yet interdependent. Education policies are formulated by the National Education Board and executed by the County Education Boards. Despite these glaring similarities, quality assurance and standards officers in the education sector have not fully integrated participatory monitoring and evaluation approaches in order to implement Quality Assurance and Standards policy.

Literature reviewed in this chapter has shown the important role played by Quality Assurance and Standards Officers in school supervision and the quality has always been an issue of concern in education. The introduction of free secondary education introduced new challenges that require school inspectors to be more vigilant to ensure that quality of secondary education is not compromised. In the present result-based educational economy, quality remains a critical subject considering the value of financial input by various stakeholders against constrained resources.

QASO roles seems to lack the value of being perceived as important, objective and focused on the issues most important in improving performance by the teachers as implementers of the curriculum. The poorly motivated and not that qualified principal, can do process control by making periodical checks to ensure that they are continuously operating within certain pre-established tolerances to prevent defects by making timely adjustments. This calls for the improvement of the internal school supervision processes. Previous studies on quality of primary education have concentrated on the challenges faced by head teachers in school management, while the obstacles faced by QASOs in supervision of curriculum instruction have not been documented.

However the studies did not assess the views of the teachers on the contributions of the QASOs in curriculum implementation. The studies did not outline the areas in which the QASOs had contributed positively in enhancing proper curriculum implementation. The studies had not assessed the problems facing the co-operation of the QASOs and teachers in curriculum implementation. Hence this study assessed the contribution of the QASO in curriculum implementation as well as the problems facing the co-operation of the QASO with teachers. The literature indicates that training and quality of personnel do not guarantee improved supervisory practices unless such are accompanied by total commitment, dedication and change of attitude by both QASOS and teachers towards each other but there was no any elaboration on what to be done to guarantee improved supervision. This study therefore sought to fill this research gap by investigating the factors influencing QASOs in implementation of Quality Assurance and Standards policy.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology; the study area, research design, study population, sampling procedures used, instruments of data collection (questionnaires, document analysis and interview), validity and reliability of research instruments and pilot study process. It describes the procedures that were used in collection of data.

3.2 Research Design

This study employed a descriptive research design as it involved gathering data as well as describes events. The design involved gathering of facts or obtaining precise information on the current status of phenomenon and whenever possible draw possible conclusions from the facts discovered (Orodho, 2009). Descriptive methods are widely used to obtain data useful in evaluating present practices and providing for decision. This method was appropriate as it gives a detailed description of the factors that influence the implementation of quality assurance and standards among public secondary schools which can be generalized to other parts of Kenya. Descriptive studies aimed at finding out "what is," so observational and survey methods frequently used to obtain data (Borg & Gall, 1989). Descriptive research simply reported the percentage summary on a single variable

Descriptive studies had an important role in educational research as it greatly increases our knowledge about what happens in schools. The design was intended to provide important information that is relevant to policy makers and educators. By involving a broad category of head teachers, and heads of departments, thus the study fitted within the descriptive survey study designs. It is therefore a self-report study, which requires the collection of quantifiable information from the sample. This enabled the researcher to collect data from various secondary schools in the Sub County. The design was adopted because the population to be studied was too large to be observed directly.

3.3 Study Area

The study was carried out in Keiyo Sub County, in Elgeiyo Marakwet County. The Sub-County is divided into five administrative divisions namely; Chepkorio, Kamariny, Soy, Metkei and Tambach. The bordering Counties are; Koibatek, Baringo, Eldoret East and Marakwet. The County has 38 public and 1 private secondary schools. Out of the 38 public schools 8, are boys boarding 10 are girls boarding and 20 are mixed schools. The total student enrollment is 11,362 of which 5,449 are boys while 5913 are girls. The Sub-County has 473 teachers. The Sub- County has 13 education zones (DEO'S Statistics, 2009). Based on the previous researches it was observed that Keiyo Sub County has been performing poorly in academics especially at secondary schools. This is despite the fact that there is continuous assessment of schools by the Quality Assurance and Standards officers. The Sub- County is also least studied, especially on the subject matter and therefore, provides a viable ground for scientific investigation, therefore this study sought to address these existing problems.

3.4 Target Population

According to Kombo and Tromp (2006) a population is a group of individuals, objects or items from which samples are taken for measurement. Each school contributed head teacher and 6 head of departments and made a target population of 228 respondents. The respondents were selected because they constitute the school management team alongside other stakeholders, and they are also implementers of all school policies. For instance, they are vested with the responsibility of ensuring Quality Assurance and Standards of their respective schools. They are also the ones that either fill the Quality Assurance and Standards forms or talk to Quality Assurance and Standards officers on behalf of the rest of the stakeholders in their respective schools. It's therefore clear that by the nature of their daily administrative duties, they are the best placed to provide a clear picture of the actual situation on the ground with regard to the topic of study. The target population comprised of 38 principals and 38 heads of departments each from science, language, humanities, mathematics and applied and technical subjects.

3.5. Sampling Procedure and Sample Size

Because the total target population is small and manageable, the study adopted a census study (Kothari 2003). In this technique, there is the total enumeration of all the target population. The method was simple to apply and it gives higher scores for reliability and accuracy as all the subjects under observation are selected for the study. The Keiyo Sub County has 38 public secondary schools. In each of these schools, there are six officers concerned with Quality Assurance and Standards.

Thus, in total, there were 38 schools of which five heads of departments and one principal/head teacher was selected to get 228 respondents in charge of quality in the whole Sub-County.

Purposive sampling was used to select five heads of departments and one principal/head teacher. Since, heads of departments and one principal/head teacher were more informed and have a similar characteristic that is near equal level of education, therefore more homogeneous than when teachers have different levels of education, included as part of the sample

Table 3.1: Sampling Frame

Respondent	Target population	Sample size
Head teacher	38	38
Head of Science Department	38	38
Head of Language Department	38	38
Head of Department- humanities	38	38
Head of Department-Mathematics	38	38
Head of Department-Applied and Technical Subjects	38	38
Total	228	228

3.6 Data Collection Instruments

Reliable data depends on the precision of the research instruments used. Therefore to have reliable data, suitable instruments were necessary to provide high accuracy for generalization. This study used questionnaires to collect information from the respondents. The use of questionnaires is suitable for obtaining relevant information

for the study as stated by Mugenda, (2008). It enabled collection of information from various schools over a short period of time. According to Kothari (2008), questionnaires are usually free from the interview bias as the answers are in respondent own words.

The questionnaire was the most appropriate research tool as it allows the researcher to collect information from a large sample with diverse backgrounds the finding remained confidential as respondents had adequate time to give well thought out answers. The questionnaire choice was based on the fact that they are free from bias of the interviewer and respondents have adequate time to give well thought out answers. It was appropriate for literate, educated and co-operative respondents where in this case all respondents of the study are considered meeting this requirement. The researcher constructed closed- ended and open-ended questionnaires, according to research objectives and administered to heads of departments and one principal/head teacher. This allowed the researcher to make conclusions based on the data obtained from the responses. Questionnaires were structured into various sections, section one providing the bio-data, while the rest of the sections was defined according to the specific objectives of the study. The questionnaire will therefore provide both qualitative and quantitative data.

3.7 Validity and Reliability of Research Instruments

Before the actual data is collected, the researcher conducted a pilot study in Uasin Gishu County among 10 head teachers and 10 heads of departments. The pilot study made the researcher to determine the reliability and validity, and to familiarize herself

with the administration of the questionnaires and therefore improve the instruments and procedures.

3.7.1 Validity of Research Instruments

According to (Paton, 2002) validity is quality attributed to proposition or measures of the degree to which they conform to establish knowledge or truth. The content validity of the instrument was determined by the researcher using expert judgment.

In determining the validity of the instrument the researcher discussed the items in the instrument with the supervisors, lecturers from the department and colleagues. Advice given by these people helped the researcher to determine the validity of the research instrument. The advice includes suggestions, clarifications and other inputs. This suggestion was used in making necessary changes to research instrument.

3.7.2 Reliability of Research Instruments

According to (Mugenda and Mugenda, 2003) the reliability is the measure of consistent results of an instrument after a retest. The test- retest method was used to establish the reliability of questionnaire administered within during the pilot study. Cronbach's Coefficient Alpha was used to determine the reliability of the research instrument. A reliability coefficient of 0.7 and above was assumed to reflect the internal reliability of the instruments (Fraenkel & Wallen, 2000). From the results the Cronbach's Coefficient Alpha was found to be 0.705 showed that the research instrument was consistent. Several typographical errors and omissions detected were corrected in the instrument confirming that it is sufficient to be used in the main study.

3.8 Administration of Research Instruments

The researcher sought an introduction letter from the school of Education, Moi University for the purpose of conducting the research. The letter was used to collect data from the field. After obtaining the permit the researcher sought permission from National Commission for Science Technology and Innovation (NACOSTI) and the Sub County Education Officer to conduct the study as well as from head teachers of the schools involved in the study. The researcher embarked on collecting data for pilot study on the neighboring Uasin Gishu County, to determine the reliability and validity of the research instruments. The study was conducted from January 2016.

After completion of the pilot study the researcher then embarked on the administering of questionnaires for the main study. The researcher personally administered the questionnaire to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the responses. The teachers were given about one week to fill in the questionnaires after which the filled-in questionnaires were collected.

3.9 Data Analysis Techniques

The reason for carrying out data processing is to prepare raw data for statistical analysis and presentation. After all data was collected, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses, which were corrected to improve the quality of the responses. After data cleaning, the data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 22.0. This research yielded both qualitative and quantitative data. Qualitative data was analysed qualitatively using content analysis

based on analysis of meanings and implications emanating from respondents information and documented data. On the other hand, quantitative data was analysed using inferential analysis such as pearson product moment and multiple regression.

The pearson correlation analysis was used to establish the relationship between two variables in a linear fashion. Pearson product moment Correlation Coefficient was employed to determine relationship between factors influencing implementation of quality assurance and standards policy in Kenya public secondary schools in Keiyo Sub- County. It was appropriate to use the technique for interval and ratio-scaled variables and determine the relationship between one variable and another. A Multiple linear regression was used to predict the factors influencing implementation of quality assurance standards policy. After analysis the data was presented using tabular and charts alongside inferential statistics.

3.10 Ethical Considerations

The researcher obtained research permit from the University, the permit was presented to Education Sub County director, Elgeiyo Marakwet County in which the study was to be carried out. The letter from the Sub County director together with the research permit was used to obtain permission from the head teachers of the selected schools. The respondents were assured of privacy and confidentiality of the information obtained from them. The respondent informed consent was obtained before the commencement of the study. The researcher preserved the anonymity of the informant by not writing the names on the research instruments.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The data for this study was collected through direct contact questionnaire, of which the resulting data was analyzed through descriptive (frequencies, percentages and inferential statistics). The data was presented in tables. This chapter presents the data analysis on the factors influencing implementation of quality assurance and standards policy in Kenya public secondary schools in Keiyo Sub- County. The data was analyzed to enable the researcher achieve the following research objectives;

- (i) To establish institutional factors that influences the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County.
- (i) To examine technical factors that influences the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County.
- (ii) To explore the environmental factors that affects the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County.
- (iii) To find out the Quality Assurance and Standards mechanisms that are currently used in secondary schools in Keiyo Sub County.

4.2 Background Information of Respondents

This section summarizes the respondents background information sought during the study. The information includes their designation, school category, gender, age, education level and teaching experience.

4.2.1 Designation of Respondents

The study sought to establish the designation of respondents as summarized in Figure 4.1. Majority of the respondents, 98 (60.9%) were head of department, 63 (39.1%) principals. The findings imply that the distribution of respondents were slightly based on the proportional sampling.

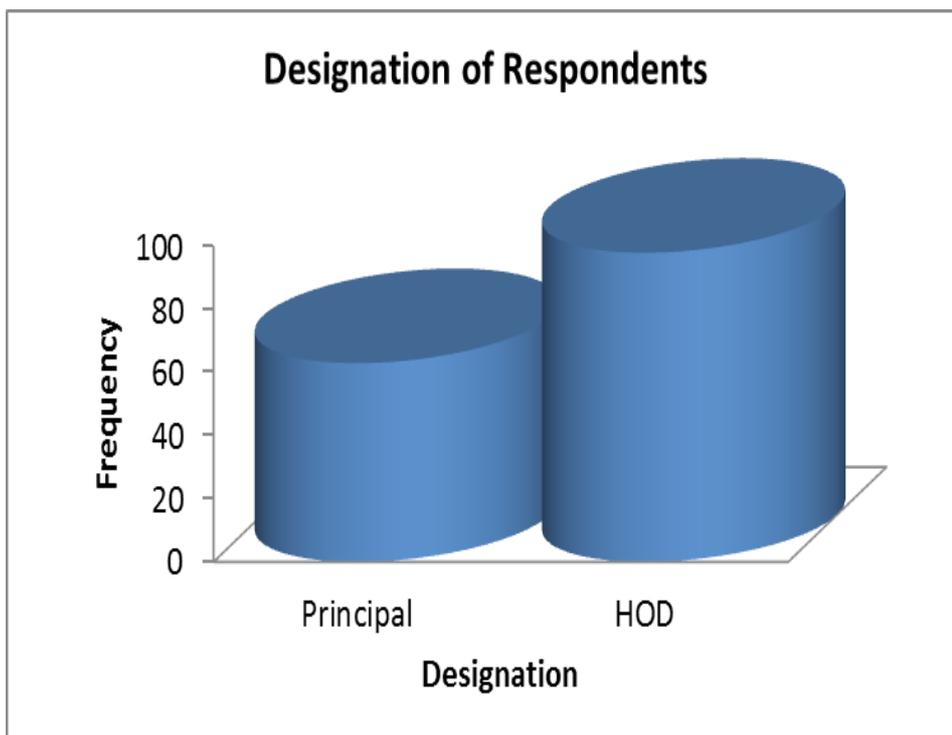


Figure 4.1 Designations of Respondents

4.2.2 School category

The respondents involved in the study were from various categories of schools as summarized in Figure 4.2. Majority 79 (49.1%) were from girls boarding, with 54 (33.5%) from mixed day and 28 (17.4%) from boys boarding. This indicated that most of the respondents were from various school categories and slightly distributed.

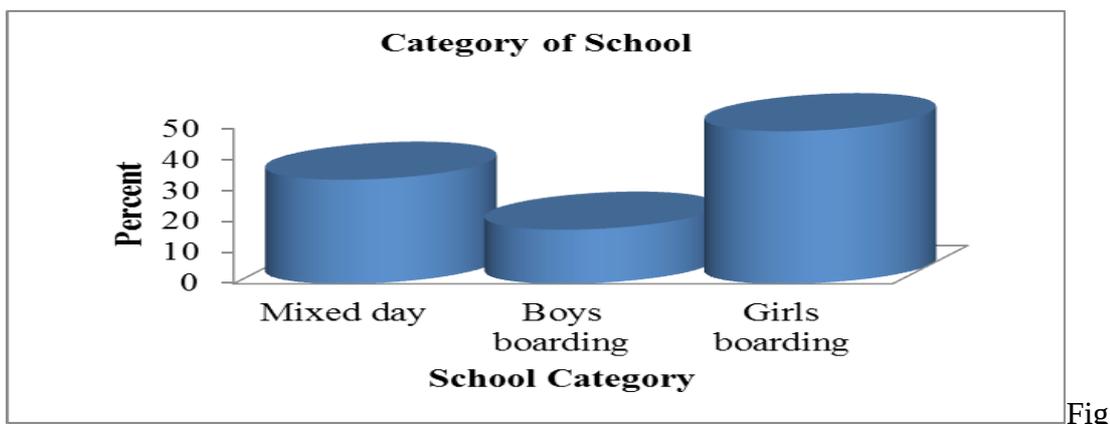


Figure 4.2 School category

4.2.3 Gender of Respondents

The gender of respondents who participated in the study was varied as summarized in Figure 4.3. 109 (67.7%) were male and 52 (32.3%) were female. This showed that majority of respondents were males, thus there was gender disparity in the distribution of respondents in study area.

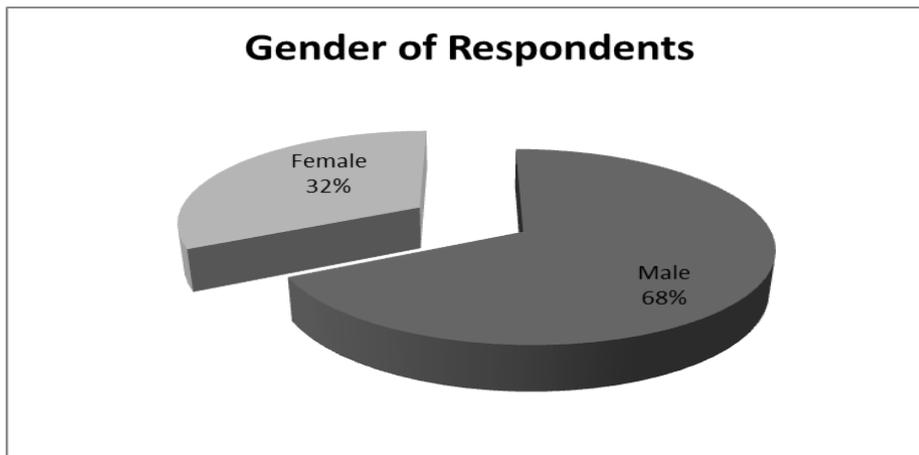


Figure 4.3 Gender of Respondents

4.2.4 Highest level of Education of Respondents

Professional qualification of respondents may affect the way they perceive and implement the concept of quality assurance. It was expected that the more qualified respondents are, the more positive their implementation of quality assurance and standards policy would be. This study sought to establish the highest education of the respondents and the findings are as presented in Table 4.1. Majority of the respondents 141 (87.6%) had degree level of Education, while 16 (9.9%) had diploma and 4 (2.5%) had masters qualifications. The findings indicated that all respondents had relevant professional training and were able to provide information on implementation of quality assurance and standards policy.

Table 4.1 Highest Education Level of Respondents

	Frequency	Percent
Diploma	16	9.9
Degree	141	87.6
Masters	4	2.5
Total	161	100.0

4.2.5 Age of Respondents

The age of the respondents involved in the study was varied as shown in Table 4.2. Majority of the respondents 86(53.4%) were aged between 31 and 40 years, however 47 (29.2%) of them aged between 41 and 50 years, with 24 (14.9%) aged between 20 and 30 years and 2.5% above 51 years. These findings indicated that majority of the respondents were in their youthful age and may be efficient in implementation of quality assurance and standards policy.

Table 4.2 Age of Respondents

	Frequency	Percentage
20-30 years	24	14.9
31-40 years	86	53.4
41-50 years	47	29.2
>51 years	4	2.5
Total	161	100.0

4.2.6 Experience Involved in quality assurance standards

Majority of the respondents were experienced and they assist in implementation of quality assurance and standards policy. The teaching experience of respondents was varied, as shown in the table 4.3. Most of the respondents 86(53.4%) had between 1 and 5 years experience, with 21.7% having below 1 year experience, 14.9% had between 6 and 10 years experience and 9.9% had above 11 years. The findings indicated that most of the respondents had below 10 years experience involved in quality assurance standards, therefore they were in a good position in implementation of quality assurance and standards policy.

Table 4.3 Involved in quality assurance standards

	Frequency	Percentage
0-1 years	35	21.7
1-5 years	86	53.4
6-10 years	24	14.9
>11 years	16	9.9
Total	161	100.0

4.3 The Quality assurance and standards process

The study sought to establish the Quality assurance and standards process in secondary school. This was determined through investigated the teacher's perception on the role of quality assurance and standards in promoting and maintaining quality of education.

4.3.1 How often quality assurance and standards officers visit school

During the study most of the respondents 137 (85.1%) identified that the quality assurance and standards officers often visit school once a term and 7.5% of them often visit the school twice and thrice a term as summarized in Table 4.4. This implied that the quality assurance and standards officers often visit the school once a term.

Table 4.4 How often quality assurance and standards officers visit school

	Frequency	Percent
Once a term	137	85.1
Twice a term	12	7.5
Thrice a term	12	7.5
Total	161	100.0

4.3.2 Frequency of quality assurance and standards officers visiting school

From the study the frequent quality assurance and standards officers visit schools was varied among the respondents as summarized in 4.5. Most of the respondents 105 (65.2%) identified that the quality assurance and standards officers randomly visit schools, with 31 (19.3%) annually, 8(5%) monthly, 13(8.1%) do not know and 4(2.5%) had other duration.

Table 4.5 Frequency of quality assurance and standards officers visiting school

	Frequency	Percent
Randomly	105	65.2
Monthly	8	5.0
Annually	31	19.3
Do not know	13	8.1
Others	4	2.5
Total	161	100.0

Supervision done by QASO's is quite critical to education instructions and indeed it's a useful vehicle which drives the education system towards the achievement of the desired goals with view of obtaining useful outcome (MOEST 2004). Therefore there is need for teachers to perceive supervision by QASO positively since negative perception leads to poor performance in the school. A research carried out by Ministry of Education (2000) Management Guide found out that inspection visits are often poorly planned and lack clear objectives. Plans to visit the schools are over ambitious and are carried out only when there is a crisis. This makes the teachers to have a negative attitude towards the officers (Njogu 2003).

Nyakwara, (2009) stated, QASOs' function was to see what is going on in the school as a whole and in the classroom in particular. The study revealed that QASOs visited schools although not frequently, an indication that QASOs were active and up to their tasks. These sentiments were further indicated by the head teachers who asserted that, QASOs visited their schools but not frequently.

4.3.3 Implementation of Quality assurance standards in public secondary schools

The respondents were requested to rate the implementation of quality assurance standards in public secondary schools. From the study descriptive statistics was used to determine the implementation of quality assurance standards in public secondary schools as summarized in Table 4.6.

Each statement explaining implementation of quality assurance standards in public secondary schools was obtained using frequency and percentages. Most of the respondents 76 (47.2%) disagree that the QAS officers are always on time, with 22.4% agreed, 14.9% undecided and 10.6% strongly disagreed. This indicated that most of the respondents 57.8% disagreed that the QAS officers were always there on time.

Most of the respondents 84 (52.2%) agreed that the QAS officers do not meet the number of visits they are supposed to make to each school, with 21.7% disagree and 19.9% undecided. This indicated that majority of the respondents 58.4% agreed that QAS officers do not meet the number of visits they are supposed to make to each

school. At least 42.9% of the respondents disagreed that QAS process remains an administrative (concerns the HoDs and principals only) issues at the school level, with 31.7% strongly disagree and 20.5% agreed. This implies that most of the respondents 120 (74.6%) disagreed that QAS process remains an administrative concerns for both the HoDs and principals issues at the sch

Table 4.6 Implementation of Quality assurance and standards in public secondary schools

Statement	SA		A		UD		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The QAS officers are always on time	8	5.0	36	22.4	24	14.9	76	47.2	17	10.6
The QAS officers do not meet the number of visits they are supposed to for each school.	10	6.2	84	52.2	32	19.9	35	21.7		
The QAS process remains an administrative issues			33	20.5	8	5.0	69	42.9	51	31.7
There is no feedback on the information we give on QAS in our school	11	6.8	27	16.8	24	14.9	68	42.2	31	19.3
The QAS is a government policy	10	6.2	102	63.4	24	14.9	9	5.6	16	9.9
The education officers in the County can decide whether to carry out the QAS or not	8	5.0	82	50.9	24	14.9	28	17.4	19	11.8
Information on QAS has been used to improve my school conditions	6	3.7	95	59.0	16	9.9	28	17.4	16	9.9
The current tools used in QAS are outdated	4	2.5	13	8.1	36	22.4	69	42.9	39	24.2
Those concerned with QAS in school are well trained and have control over the process			93	57.8	33	20.5	28	17.4	7	4.3

Most of the respondents 68 (42.2%) disagree that there is no feedback on the information given on QAS in our school, with 19.3% strongly disagreed, 14.9% undecided and 16.8% agreed. This indicated that most of the respondents 61.5% disagreed that there is no feedback on the information given on QAS in our school. Majority 82 (50.9%) of the respondents agreed that education officers in the County decides whether to carry out the QAS process in a school or not, with 17.4% disagreed, 14.9% undecided and 11.8% strongly disagreed. This implies that most of the respondents 55.9% agreed that education officers in the County were the ones to decide whether to carry out the QAS process in a school or not. Most of the respondents 95 (59%) agreed that the information from QAS had been used to improve school conditions with 17.4% disagree, 9.9% undecided and strongly disagreed. This indicated that majority of the respondents 62.7% agreed that information on QAS had been used to improve school conditions.

Most of the respondents 69 (42.9%) disagreed that the current tools used in QAS were outdated with 24.2% strongly disagree, 22.2% undecided and 8.1% agreed. This indicated that majority of the respondents 108 (67.1%) disagreed that current tools used in QAS were outdated. Majority 93 (57.8%) of the respondents agreed that those concerned with QAS were well trained and had control over the process, with 20.5% undecided, 17.4% disagreed and 4.3% strongly disagree and 20.5% agreed. This implies that most of the respondents 78.3% agreed that those concerned with QAS were well trained and had control over the process. Most of the respondents 102 (63.4%) agreed that QAS was a government policy, with 14.9% undecided, 17.4% disagree, 9.9% strongly disagreed and 6.2% strongly agreed. This indicated that majority of the respondents 69.6% agreed that QAS was a government policy.

From the study the implementation of quality assurance standards in public secondary schools was rated differently by respondents. Most of the respondents disagree that the QAS officers were always on time, QAS process remained an administrative concerns for both the HoDs and principals at the school level, there was no feedback on the information given on QAS in school and current tools used in QAS were outdated. This agrees with NAR, (2008) that school inspections are rare and teachers lack feedback on their classroom practices. According to a National Audit report, some schools have not been inspected for several year's rural community schools in particular.

For school assessment to be successful, frequent visits are necessary so that the QASOs are able to monitor the extent to which their recommendations are implemented, and assess the impacts of such implementation. The Handbook for Inspection of Educational Institutions (MoEST, 2000) recommends that an educational institution be panel inspected after every three years. This is supported by Wasanga (2004) who noted that the work of the QASOs is hampered by inadequacies in requisite skills of the officers. This is mainly due to lack of a specific policy on recruitment and deployment of Inspectors. There is also lack of a definite staff development policy. Although a number of QASOs 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.

Wanjohi (2005) observes that most inspectors are accused of being autocratic and authoritarian; always insisting on maintenance and observance of departmental rules, and that whenever they visit schools, they focus on fault-finding instead of advising and encouraging teachers. Wanjohi (2005) contends that many inspectors went to schools not to make them better but to put teachers in their place. They only visited schools whenever there was a crisis and when their advice was least likely to be sympathetic to the plight of teachers.

Most of the respondents agreed that the QAS officers do not meet the number of visits they are supposed to make to each school, education officers in the sub county decides whether to carry out the QAS process in a school or not, the information on QAS had been used to improve school conditions, those concerned with QAS at school level were well trained and had control over the process and QAS was a government policy. Olagboye, 2004 noted the change on modern approach to inspection which has bases in good human relations. This approach view the inspector as a consultant and adviser, teacher's friend, helper and guide who, in essence, advises teachers, schools heads and the Ministry of Education on how best the teaching – learning process can be improved (Olagboye, 2004). According to the Republic of Kenya (2000), the role of DQAS is in three folds; Advisory, inspectoral and administrative. The advisoral role involves inspecting all educational institutions regularly and compiling appropriate reports, while administrative role involves establishing and maintaining professional linkage with institutions of higher learning and providing career guidance to educational institutions.

4.4. Pearson Correlation on the influence of institutional factors on the implementation of Quality Assurance and Standards policy

Pearson moment correlation was used to describe the relationship between institutional factors on the implementation of Quality Assurance and Standards policy. There was a positive influence of institutional factors on implementation of Quality Assurance and Standards policy [$r=.620$, $n=161$, $p<.05$], as shown in Table 4.8. This indicated that institutional factors influenced the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County positively.

Table 4.8: Pearson Correlation on the influence of institutional factors on the implementation of Quality Assurance and Standards policy

		Implementation	Institutional
Implementation	Pearson Correlation	1	.620**
	Sig. (2-tailed)		.000
Institutional	Pearson Correlation	.620**	1
	Sig. (2-tailed)	.000	

*. Correlation is significant at the 0.05 level (2-tailed).

N=161

These findings were in line with Maranga, (1981) who asserted that the major problem was that of irregular schools assessment and inadequate follow up of assessment visits to schools and services. Further head teachers indicated that they were faced by the problem of insufficient materials and rare visits by QASOs, lack of enough time for interaction, lack of friendly environment, transferring teachers without consultation, lack of trust by teachers, teachers absenteeism and lack of preparation of schemes of work.

4.5 Technical factors influencing the implementation of Quality Assurance and Standards policy

The second objective of the study was to establish technical factors that influence the Implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County. This was established using both descriptive and inferential statistics. The descriptive statistics involved the use of frequencies and percentage. The statements used to explain technical factors were computed to create a variable and subjected to inferential analysis. The inferential statistics involved the use of Pearson correlation coefficient.

4.5.1 Technical factors

The respondents were required to rate the extent they agree or disagree with statements relating to the technical factors that influence the implementation of Quality Assurance and Standards policy in public secondary schools using a five point likert scale. From each statement explaining the technical factors was computed using frequencies and percentages as shown in Table 4.9.

Most 65 (40.4%) of the respondents agree that the level of training of the QAS officers influence the level of implementation of QAS policy, with 39.1% strongly agreed 8.1% undecided and 7.5% strongly disagreed. This indicated that most 79.5% of the respondents agreed that the level of training of the QAS officers influence the level of implementation of QAS policy. Majority 80 (49.7%) of the respondents agreed that the staffing level of the QAS officers influence the level of implementation of QAS policy, with 40.4% strongly agreed 7.5% strongly disagreed

and 2.5% were undecided. This implies that most 90.1% of the respondents agreed that the staffing level of the QAS officers influence the level of implementation of QAS policy.

Most 67(41.6%) of the respondents agreed that the innovativeness of the QAS influence the level of implementation of QAS policy, with 32.9% strongly agreed and 5% disagreed and 20.5% were undecided. This implies that most of the respondents 74.5% agreed that the innovativeness of the QAS influence the level of implementation of QAS policy. Majority 75 (46.6%) of the respondents agree that means of transport used by the QAS officers influence the level of implementation of QAS policy, with 17.4% agreed, 18.6% disagreed and 13% were undecided. This indicated that most of the respondents 64% agreed that the means of transport used by the QAS officers influence the level of implementation of QAS policy.

Table 4.9 Technical factors that influences the implementation of Quality Assurance and Standards policy

Statement	SA	A	UD	D	SD
------------------	-----------	----------	-----------	----------	-----------

	Freq	%								
The level of training of the QAS officers	63	39.1	65	40.4	13	8.1	8	5.0	12	7.5
The staffing level of the QAS officers	65	40.4	80	49.7	4	2.5			12	7.5
The innovativeness of the QAS	53	32.9	67	41.6	33	20.5	8	5.0		
The means of transport used by the QAS officers	28	17.4	75	46.6	21	13.0	30	18.6	7	4.3
The number of subjects handled by the QAS officers	45	28.0	89	55.3	7	4.3	12	7.5	8	5.0
The area of jurisdiction of the QAS	73	45.3	61	37.9	12	7.5	8	5.0	7	4.3
Availability of financial resources	45	28.0	76	47.2	12	7.5	12	7.5	16	9.9
Lack of feedback in the process of QAS	42	26.1	72	44.7	15	9.3	12	7.5	20	12.4
The methods used by the QAS officers	22	13.7	100	62.1	8	5.0	28	17.4	3	1.9

Most 89 (55.3%) of the respondents agree that the number of subjects handled by the QAS officers influence the level of implementation of QAS policy, with 28% strongly agreed 7.5% disagreed and 4.3% were undecided. This indicated that most 83.3% of the respondents agreed that the number of subjects handled by the QAS officers influence the level of implementation of QAS policy. Majority 73 (45.3%) of the respondents strongly agreed that the area of jurisdiction of the QAS influence the level of implementation of QAS policy, with 37.9% agreed 7.5% were undecided and 5% disagreed. This implies that most 83.2% of the respondents agreed that the area of jurisdiction of the QAS influence the level of implementation of QAS policy.

Most 76(47.2%) of the respondents agreed that the availability of financial resources influence the level of implementation of QAS policy, with 28% strongly agreed and 7.5% disagreed and were undecided. This implies that most of the respondents 75.2% agreed that the innovativeness of the QAS influence the level of implementation of QAS policy. Majority 72 (44.7%) of the respondents agree that lack of feedback in the process of QAS influences the level of implementation of QAS policy, with 26.1% strongly agreed, 12.4% strongly disagreed and 9.3% were undecided. This indicated that most 70.8% of the respondents agreed that that lack of feedback in the process of QAS influences the level of implementation of QAS policy.

Majority 100 (62.1%) of the respondents agree that methods used by the QAS officers influence the level of implementation of QAS policy, with 13.7% strongly agreed, 17.4% disagreed and 5% were undecided. This indicated that most 75.8% of the respondents agreed that methods used by the QAS officers influence the level of implementation of QAS policy. From the study most of the respondents agree that the level of training, staffing level of the QAS officers, innovativeness of the QAS and means of transport used by the QAS officers influence the level of implementation of QAS policy. The number of subjects handled by the QAS officers, area of jurisdiction, availability of financial resources and lack of feedback in the process of QAS and methods used by the QAS officers influence the level of implementation of QAS policy.

Training of QASOs is important especially on public relations. This is because the QASOs have in the past been accused of being cruel to teachers. For example

Wanjohi (2005) reported that in the past most inspectors were autocratic and authoritarian who always insisted on maintenance and observance of departmental rules, and that whenever they visited schools, they focused on fault-finding instead of advising and encouraging teachers.

Wanjohi (2005) further states that, there was a time when the mention of “school inspector” was enough to make teachers faint. The officials caused terror as they looked for teachers mistakes. They were known of storming in to schools where they harassed, victimized and scared teachers by threatening to write negative reports about them. 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 faultfinders 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.

4.5.2 Pearson Correlation on the influence of Technical factors on the implementation of Quality Assurance and Standards policy

Pearson moment correlation was used to show the relationship between technical factors on the implementation of Quality Assurance and Standards policy. There was a positive influence of technical factors on implementation of Quality Assurance and Standards policy [$r=.676$, $n=161$, $p<.05$], as shown in Table 4.10. This indicated that technical factors influenced the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County positively.

Table 4.10: Pearson Correlation on the influence of Technical factors on the implementation of Quality Assurance and Standards policy

		Implementation	Technical
Implementation	Pearson Correlation	1	.676**
	Sig. (2-tailed)		.000
Technical	Pearson Correlation	.676**	1
	Sig. (2-tailed)	.000	

*. Correlation is significant at the 0.05 level (2-tailed).

N=161

The findings agree with Kinayia (2010) that the QASO and head teachers faced many problems in their job such as inaccessible schools, resistance from teachers, inadequate personnel, hostile environment and poor communication.

4.6 Environmental factors influencing the implementation of Quality Assurance and Standards policy

The third objective of the study was to establish the influence environmental factors on the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County. This was established using both descriptive and inferential statistics. The descriptive statistics involved the use of frequencies and percentage. The statements used to explain environmental factors were computed to create a variable and subjected to inferential analysis. The inferential statistics involved the use of Pearson correlation coefficient.

4.6.1 Environmental factors

The respondents were required to rate the extent they agree or disagree with statements relating to the environmental factors that influence the implementation of Quality Assurance and Standards policy in public secondary schools using a five point likert scale. From each statement explaining the environmental factors was computed using frequencies and percentages as shown in Table 4.11.

Table 4.11 Environmental factors that affects the implementation of Quality Assurance and Standards policy

Statement	SA		A		UD		D		SD	
	Freq	%								
The location of QAS officers	16	9.9	43	26.7	20	12.4	68	42.2	14	8.7
The surrounding of the school	17	10.6	67	41.6	8	5.0	48	29.8	21	13.0
Topography	18	11.2	50	31.1	24	14.9	45	28.0	24	14.9
Socio economic activities of teachers	26	16.1	64	39.8	8	5.0	43	26.7	20	12.4
Weather conditions	34	21.1	84	52.2	8	5.0	16	9.9	19	11.8
Accessibility of school			12	7.5	32	19.9	52	32.3	65	40.4

Most 68 (42.2%) of the respondents disagree that the location of QAS officers influences the level of implementation of QAS policy, with 26.7% agreed, 12.4% undecided and 8.7% strongly disagreed. This indicated that most 50.9% of the respondents disagreed that the location of QAS officers influences the level of implementation of QAS policy. Majority 67(41,6%) of the respondents agreed that the surrounding of the school influence the implementation of QAS policy, with 29.8% disagreed, 13% strongly disagreed, while 10.6% strongly agreed and 5% were

undecided. This implies that most 52.2% of the respondents agreed that the surrounding of the school influence the implementation of QAS policy.

Most 84(52.2%) of the respondents agreed that weather conditions influence the implementation of QAS policy, with 21.1% strongly agreed, 11.8% strongly disagreed, 9.9% disagreed and 5% were undecided. This implies that most of the respondents 73.3% agreed that the weather conditions influence the implementation of QAS policy. Majority 65 (40.4%) of the respondents strongly disagree that accessibility of school influences the implementation of QAS policy, with 7.5% agreed, 32.3% disagreed and 19.9% were undecided. This indicated that most of the respondents 72.7% disagreed that accessibility of school influences the implementation of QAS policy.

At least 50 (31.1%) of the respondents agree that topography influences the implementation of QAS policy, with 11.2% strongly agreed 28% disagreed, 14.9% strongly disagreed and undecided. However, 64 (39.8%) of the respondents agreed that socio economic activities of teachers influence the implementation of QAS policy, with 16.1% strongly agreed 26.7% disagreed and 12.4% strongly disagreed and 5% were undecided. This implies that most 55.9% of the respondents agreed that the socio economic activities of teachers influence the implementation of QAS policy.

From the study most of the respondents disagree that the location of QAS officers and accessibility of school influences the implementation of QAS policy. Majority of the

respondents agreed that the surrounding of the school, weather conditions and the socio economic activities of teachers influence the implementation of QAS policy.

4.6.2 Pearson Correlation on the influence of Environmental factors on the implementation of Quality Assurance and Standards policy

Pearson moment correlation was used to show the relationship between environmental factors on the implementation of Quality Assurance and Standards policy. There was a positive influence of environmental factors on implementation of Quality Assurance and Standards policy [$r=.764$, $n=161$, $p<.05$], as shown in Table 4.12. This indicated that environmental factors influenced the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County positively.

Table 4.12: Pearson Correlation on the influence of Environmental factors on the implementation of Quality Assurance and Standards policy

		Implementation	Environmental
Implementation	Pearson Correlation	1	.764**
	Sig. (2-tailed)		.000
Environmental	Pearson Correlation	.764**	1
	Sig. (2-tailed)	.000	

*. Correlation is significant at the 0.05 level (2-tailed).

N=161

4.7 Quality Assurance and Standards mechanisms currently used in secondary schools

The fourth objective of the study was to establish Quality Assurance and Standards mechanisms currently used in secondary schools. This was established using

descriptive statistics involving the use of frequencies and percentage. The respondents were required to rate the extent they currently used Quality Assurance and Standards mechanisms in their schools as shown in Table 4.13. From the study most of the respondents 148(91.9%) used approved syllabus from ministry of education, with 157 (97.5%) had timely preparation of schemes of work by teachers and 95.7% used approved schemes of work by principals.

Other mechanisms include 116 (72%) using lesson allocation on timetable and regular lessons, lesson attendance registers by teachers and 97.5% records of work covered. Majority of respondents 141 (87.6%) used assessment of students, 149 (92.5%) frequent inset or induction of teachers, 154 (95.7%) prompt analysis of results, 68.3% students participation in co-curricular activities and 85.1% appropriate appraisals and motivations of students.

From the study the mechanisms used in assessing quality assurance and standards included approved syllabus from ministry of education, timely preparation of schemes of work by teachers and approved schemes of work by principals. Other mechanisms employed include the lesson allocation on timetable, lesson attendance registers by teachers and records of work covered. There was frequent INSET or induction of teachers, prompt analysis of results, assessment of students, student's participation in co-cur

Table 4.13 Mechanisms used in assessing Quality Assurance and Standards

Statement	Used		Not Used	
	Freq	%	Freq	%
Approved syllabus from ministry of education	148	91.9	13	8.1
Timely preparation of schemes of work by teachers	157	97.5	4	2.5
Approved schemes of work by principals	154	95.7	7	4.3
Lesson allocation on timetable and regular lessons	116	72.0	45	28.0
Lesson attendance registers by teachers	161	100.0		
Records of work covered	157	97.5	4	2.5
Assessment of students	141	87.6	20	12.4
Students progress records	86	53.4	75	46.6
Frequent inset or induction of teachers	149	92.5	12	7.5
Prompt analysis of results	154	95.7	7	4.3
Students participation in co-curricular activities	110	68.3	51	31.7
Appropriate appraisals and motivations of students	137	85.1	24	14.9

The heavy reliance on document checking by principals could be attributed to the fact that these documents are easy to check at a convenient time unlike the class visits which need pre-arranged sessions according to the lesson timetable. Further, checking schemes of work, records of work and attendance registers could be delegated to departmental heads and subject heads. The use of lesson attendance statistics could be due to the fact that it is relatively cheap to administer and can be maintained by student class leaders on a daily basis, then forwarded to the principal. The other reason for use of document review is that these documents are normally checked, per department, by external quality assurance officers. Thus, such records are mandatory during external assessments.

These findings agree with the findings of Mobegi, Ondigi and Oburu (2011) on quality assurance challenges in secondary schools in Gucha sub-county. Schools

have already established systems of testing learning outcomes by use of examinations. This could be due to teachers at all levels having adequate training and skills done as part of the teacher training curriculum. The practice is widely used due to the practice of providing report cards on students' progress at the end of each school term. All stakeholders, teachers, students, parents, guardians and sponsors, expect this document as a communication tool about the learner, on the basis of which a sponsor decides to continue to pay fees if the academic performance is satisfactory. Therefore, the demand for report cards by various educational stakeholders coupled with the school's attempt to verify learning outcome at the end of term necessitates the use of report cards.

Findings from the study showed that internal quality assurance and standards officers were not regularly used to check quality. In a number of recently established mixed day schools, acute teacher shortage made principals to delegate quality assurance duties to heads of department. The departmental heads were tasked with checking schemes of work, checking records of work, verifying quality of examinations, lesson distribution in the department, among other routine duties. Equally, the departmental heads periodically checked students' notes against schemes of work and record of work covered and alerted the principal of any discrepancies. This method of supervision was hindered by low morale among the departmental heads as they did not have appointment letters from the Teachers Service Commission.

Teacher appraisal, was, however an external requirement by the TSC for purposes of promotion rather than an internal quality monitoring mechanism. Nonetheless principals appreciated teacher appraisal as one way of monitoring teacher performance and quality of work done. Appraisal was also seen as interactive and corrective because the appraisee was an integral participant in the process. On how best teachers could work with Quality Assurance and Standards Officers in order to best implement the curriculum, the study revealed that, the intention of QASOs was to raise educational standards and deliver excellence by improving the quality of educational provisions in schools. The quality initiative in schools was improved when a culture of co-operation, collaboration and consultation was included (Clark, 2000). These findings by Clark are in line with the current study where they work best in preparation of lesson plan and implementation, stressing syllabus coverage, in preparation of teaching learning aids, in disciplinary matters for example guidance and counseling, proper selection of teaching and learning materials and resources, assessment of students work and progress and in mobilizing other stakeholders for support towards education.

The role of ensuring quality in educational institutions in Kenya rests with the inspectorate arm of the Ministry of Education. The Ministry of Education (2000) states that Quality Assurance and Standards Officers (QASOs) are charged with the responsibility of inspection of schools and supervision of teachers to promote effective implementation of curriculum and ensure education programs are being delivered thus acting as an important quality audit. Quality Assurance and Standards Officers monitor schools. They find out whether activities are being implemented as planned and whether they are producing desired results. All activities in a school

should be monitored to ensure they are properly implemented. Performance should also be monitored. It should measure against the standards set during planning process so that necessary actions can be taken. (Nyakwara, 2009). Teachers perceived QASOs to be very helpful in the role of preparation and keeping of teaching records. On assessment and evaluation of students, principals perceived QASOs to be more helpful than did teachers. Similar findings obtained in the provision of information on organization of classroom resources and in acting as role models.

4.8 Rating the factors influencing implementation Quality Assurance and Standards policy

The respondents were requested to rate the factors influencing implementation of Quality Assurance and Standards policy as shown in Table 4.14. Most of the respondents 153 (95%) rated the environmental factors to be the first, with 121 (75.2%) rated technical factors to be the second and 68 (42.2%) rated the institution factors to be the third factor that influence the implementation of Quality Assurance and Standards policy.

Table 4.14 Rating the factors influencing implementation of QAS

Statement	1		2		3	
	Freq	%	Freq	%	Freq	%
Institutional	48	29.8	45	28.0	68	42.2
Technical	16	9.9	24	14.9	121	75.2
Environmental	153	95.0	4	2.5	4	2.5

4.8.1 Multiple Regression on implementation of Quality Assurance and Standards policy

The purpose of this study was to investigate the influence of institutional, technical and environmental factors on implementation of Quality Assurance and Standards policy. A multiple regression model was used to explore the relationship between one continuous dependent variable and the predictors. The R^2 represents the measure of variability in implementation of Quality Assurance and Standards policy that the predictors are accounted for. From the model, ($R^2 = .681$) showed that the predictors account for 68.1% variation in implementation of Quality Assurance and Standards policy (Table 4.15).

Table 4.15 Model Summary **on implementation of Quality Assurance and Standards policy**

Model	R	R Square	Adjusted R Square	Std. Error of Estimate	Change Statistics				
					the R Square Change	F Change	df1	df2	Sig. Change
1	.829 ^a	.687	.681	.28451	.687	114.93	3	157	.000

a. Predictors: (Constant), Environmental, Technical, Institutional

The change statistics was used to test whether the change in R^2 is significant using the F ratio. The model caused R^2 to change from zero to .687 and this change gave rise to an F ratio of 114.93, which is significant at a probability of .05. The analysis of variance was used to test whether the model could significantly fit in predicting the outcome than using the mean as shown in (Table 4.16). The regression model significantly improved the ability to predict the implementation of Quality Assurance

and Standards policy. The F- ratio was 114.93 and significant ($P < .05$) and thus the model was significant leading to rejection of the null hypotheses.

Table 4.16 ANOVA on implementation of Quality Assurance and Standards policy

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.911	3	9.304	114.933	.000 ^b
	Residual	12.709	157	.081		
	Total	40.619	160			

a. Dependent Variable: Implementation

b. Predictors: (Constant), Environmental, Technical, Institutional

4.8.2 Coefficients of implementation of Quality Assurance and Standards policy

The β coefficients for independent variable was generated from the model and subjected to a t-test, in order to test each of the hypotheses under study. Table 4.17 shows the estimates of β -value and gives contribution of the theses factors to the model. The β -value for institution, technical and environmental factors had positive coefficient, indicating positive relationship, with implementation of Quality Assurance and Standards policy as summarized in the model as:

$$QAS = 1.145 + .073In + .233Te + .329Env + \epsilon \dots \dots \dots \text{Equation 4.1}$$

Table 4.17: Coefficients of implementation of Quality Assurance and Standards policy

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.145	.130		8.828	.000
Institutional	.073	.045	.102	5.304	.000
Technical	.233	.045	.322	5.200	.000
Environmental	.329	.035	.532	9.455	.000

a. Dependent Variable: Implementation

The coefficients results showed that all the predicted parameters in relation to the independent factor was significant, which implies that we reject the null hypothesis stating that there is no significant influence of institution, technical and environmental factors on implementation of Quality Assurance and Standards policy in public primary schools. This indicates that for each unit increase in the implementation of Quality Assurance and Standards policy among selected schools is contributed by (0.073) institutional, (.233) technical and (.329) environment in Keiyo Sub County.

The regression results in table 4.17 show that each of the predicted parameters in relation to the independent factors were significant. From the findings $\beta_1 = 0.073$ ($p < 0.05$) which implies that we reject the null hypothesis stating that there is no significant relationship between institutional factors and implementation of Quality Assurance and Standards policy in public secondary schools. This indicates that for each unit increase in the institutional factors, there is 0.073 units increase in

implementation of Quality Assurance and Standards policy in public secondary schools.

From the findings $\beta_2 = 0.233$ ($p < 0.05$) which implies that we reject the null hypothesis stating that there is no significant relationship between technical factors and implementation of Quality Assurance and Standards policy in public secondary schools. This indicates that for each unit increase in the technical factors, there is 0.233 units increase in implementation of Quality Assurance and Standards policy in public secondary schools.

From the findings $\beta_3 = 0.329$ ($p < 0.05$) which implies that we reject the null hypothesis stating that there is no significant relationship between environment factors and implementation of Quality Assurance and Standards policy in public secondary schools. This indicates that for each unit increase in the environment factors, there is 0.329 units increase in implementation of Quality Assurance and Standards policy in public secondary schools.

Quality assurance in education entails effective monitoring of curriculum delivery in schools to ensure effectiveness. With emergence of free market economy even in the education sector in Kenya and subsequent proliferation of private academies, the Quality Assurance division must be revitalized and strengthened. Quality Assurance is strengthened in order to ensure delivery of quality education at both private and public schools and also to objectively regulate private education (MOEST, 2008). In order to play their role effectively, the QASOs require special skills specific to the job

(Etindi, 2001). However, there is currently no special training of QASOs in the colleges of education in Kenya. Instead, QASOs are appointed from among classroom teachers, head teachers and curriculum support officers formally known as Teacher Advisory Center (TAC) tutors. Such appointees would normally have merely undergone primary teachers' training without specific training as QASOs (Etindi, 2000).

Therefore, they need special training as QASOs because this job is not the same as that of teaching. QASOs' training has usually been done through In-Service Education and Training (INSET) courses organized from time to time (Republic of Kenya, 2000). In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision. This has led to calls for the strengthening of the Directorate of Quality Assurance and Standards (DQAS), particularly improving the knowledge, skills and attitudes of the officers who carry out the role of supervision of education in educational institutions (Ajuoga, 2010).

Further the study revealed that head teachers could cooperate best with QASOs in organizing workshops and seminars for teachers, in identifying areas of weakness and retraining, creating good relationships, promoting cooperation among the stakeholders, QASOs visiting schools to attend open discussions with teachers, minimizing frequent transfers of teachers and when they made frequent visits and mobilizing stakeholders. This implied that head teachers had a high spirit to cooperate with the QASOs in all areas they were required.

The study further revealed that there were challenges and hindrances which included QASOs harassing teachers, negative approach by the officers, lack of frequent visits to schools, frequent quarrels with the officers, fear to meet QASOs due to lack of preparation and insufficient teaching materials and professional documents.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter the summary and implications are presented and then conclusions drawn from the study findings. In addition, recommendations for various stakeholders and also suggestions for future study are discussed.

5.2 Summary of the Study

This section presents the data analysis on factors influencing the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County. The data was summarized based on the research objectives. Quality assurance and standards was compulsory in all public schools. Schools benefited in development of work plans, lesson plans and records of work, in maintaining quality instruction, improving actual class room instruction and developing instructional materials. Quality assurance and standards officers often visit the school, once a term. The quality assurance and standards officers randomly visited schools.

The first objective of the study was to establish institutional factors that influence the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County. Majority of the respondents agreed that geographical location/distance of the school, staffing levels, leadership style of the school, performance of a school in national examination, the prevalence of unrests in school influences the level of implementation of QAS policy. Also the state of physical

facilities in a school, physical facilities available, continued use of schools to hold academic functions and the size of school influences the level of implementation of QAS policy. There was a positive influence of institutional factors on implementation of Quality Assurance and Standards policy [$r=.620$, $n=161$, $p<.05$]. This indicated that institutional factors influenced the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County positively.

The second objective of the study was to establish technical factors that influence the Implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County. From the study most of the respondents agree that the level of training, staffing level of the QAS officers, innovativeness of the QAS and means of transport used by the QAS officers influence the level of implementation of QAS policy. The number of subjects handled by the QAS officers, area of jurisdiction, availability of financial resources and lack of feedback in the process of QAS and methods used by the QAS officers influence the level of implementation of QAS policy. There was a positive influence of technical factors on implementation of Quality Assurance and Standards policy [$r=.676$, $n=161$, $p<.05$]. This indicated that technical factors influenced the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County positively.

The third objective of the study was to establish the influence of environmental factors on the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County. From the study most of the respondents disagree that the location of QAS officers and accessibility of school influences the

implementation of QAS policy. Majority of the respondents agreed that the surrounding of the school, weather conditions and the socio economic activities of teachers influence the implementation of QAS policy. There was a positive influence of environmental factors on implementation of Quality Assurance and Standards policy [$r=.764$, $n=161$, $p<.05$]. This indicated that environmental factors influenced the implementation of Quality Assurance and Standards policy in public secondary schools in Keiyo Sub County positively.

The fourth objective of the study was to establish the Quality Assurance and Standards mechanisms currently used in secondary schools. From the study the mechanisms used in assessing quality assurance and standards included approved syllabus from ministry of education, timely preparation of schemes of work by teachers and approved schemes of work by principals. Other mechanisms employed include the lesson allocation on timetable, lesson attendance registers by teachers and records of work covered. There was frequent inset or induction of teachers, prompt analysis of results, assessment of students, student's participation in co-curricular activities and appropriate appraisals and motivation of students.

The heavy reliance on document checking by principals could be attributed to the fact that these documents are easy to check at a convenient time unlike the class visits which need pre-arranged sessions according to the lesson time table. Further, checking schemes of work, records of work and attendance registers could be delegated to departmental heads and subject heads. The use of lesson attendance statistics could be due to the fact that it is relatively cheap to administer and can

be maintained by student class leaders on a daily basis, then forwarded to the principal. The other reason for use of document review is that these documents are normally checked, per department, by external quality assurance officers. Thus, such records are mandatory during external assessments.

From a multiple regression model ($R^2 = .681$) showed that the predictors account for 65.1% variation in implementation of Quality Assurance and Standards policy. The β -value for institution, technical and environmental factors had positive relationship, with implementation of Quality Assurance and Standards policy.

5.3 Conclusion

Quality assurance and standards was compulsory in all public schools. Schools benefited in development of work plans, lesson plans and records of work, in maintaining quality instruction, improving actual class room instruction and developing instructional materials. Quality assurance and standards officers often visit the school once a term. Quality assurance and standards officers randomly visit schools. QAS officers do not meet the number of visits they are supposed to make to each school and education officers in the County decides whether to carry out the QAS process in a school or not.

Institutional factors influenced the implementation of Quality Assurance and Standards policy in public secondary schools positively. Geographical location/distance of a school, staffing levels, leadership style of the school,

performance of a school in national examination, the prevalence of unrests in school influences the level of implementation of QAS policy.

Technical factors positively affected the implementation of Quality Assurance and Standards policy in public secondary schools. The level of training, staffing level of the QAS officers, innovativeness of the QAS and means of transport used by the QAS officers influence the level of implementation of QAS policy. The number of subjects handled by the QAS officers, area of jurisdiction, availability of financial resources and lack of feedback in the process of QAS and methods used by the QAS officers influence the level of implementation of QAS policy. The environmental factors influenced the implementation of Quality Assurance and Standards policy positively. The surrounding of the school, weather conditions and the socio economic activities of teachers influence the implementation of QAS policy. The location of QAS officers and accessibility of school does not influence the implementation of QAS policy.

The mechanisms used in assessing quality assurance and standards included approved syllabus from ministry of education, timely preparation of schemes of work by teachers and approved schemes of work by principals. Other mechanisms were the lesson allocation on timetable, lesson attendance registers by teachers and records of work covered. There was frequent INSET or induction of teachers, prompt analysis of results, assessment of students, student's participation in co-curricular activities and appropriate appraisals and motivation of students. The heavy reliance on document checking by principals could be attributed to the fact that these documents are easy

to check at a convenient time unlike the class visits which need pre-arranged sessions according to the lesson timetable.

5.4 Recommendations

There was a positive influence of institutional factors on implementation of Quality Assurance and Standards policy therefore the government should provide adequate resources to the sub-counties that will allow more frequent supervision visits, increased in-service training and allow for sharing of experiences in quality assurance assessment. There is also need to address the issue of insufficient materials and rare visits by QASOs by employing more officers.

Quality Assurance and Standards Officers should regularly monitor schools to find out whether activities are being implemented as planned and whether they are producing desired results. The government should employ other officers to oversee the work of QASOs.

There was a positive influence of technical factors on implementation of Quality Assurance and Standards policy. This study found out that internal school QASO lacked the requisite training. Therefore it is the recommendation of this study that QASO should be inducted by organizing capacity building training to enhance their knowledge and skills on quality management in education. The Ministry of Education should offer more training programmes for QASOs, in order to equip them with necessary skills that would enable them to interact freely with teachers during supervision.

There was a positive influence of environmental factors on implementation of Quality Assurance and Standards policy. The government should provide means of transport to schools for the QASOs. They should also be provided with all the necessary working tools and conducive environment to enable them to work more efficiently. QASOs should visit schools more frequently for supervision and where possible have follow-up mechanisms in order to ensure that their recommendations are implemented. The head teacher and departmental heads should play a key role in implementing internal quality assurance through development of appropriate guidelines that should be followed. Headteachers should ensure that teachers implement all the recommendations made by QASOs after assessment.

The Government should increase the number of QASOs to effectively participate in the schools standards assessment so as to reduce the number of schools and distance covered. This will make the QASOs concentrate and avoid generalized fallacies with unspecified complaints.

5.4.1 Suggestions for Further Studies

The study was carried out in Keiyo Sub County a similar study should be conducted in other Counties within the country to establish whether similar challenges are experienced by QASOs. A study to find out the training needs of quality assurance and standards officers, and whether existing in-service programmes have the potential to meet the needs. There is need to carry out a similar study on the effects of principals supervisory roles on curriculum implementation. An investigation on the relationship between QASO supervision and its effect on academic performance should be done. A

study be undertaken to determine the relationship between QASOs level of training and effectiveness in duty performance.

REFERENCES

- Abagi, O. and Odipo, G. (1997). *Efficiency of Primary Education in Kenya. Situational Analysis Implications*. IPAR discussion paper No. 00497/95. Nairobi: Regal Press.
- Abenga, E. (2009). *A systems approach to education in Kenya implications on educational media program development*. Educational Research and Review,4 (8): 371-378. Nairobi: Nairobi Act Press.
- Acheson, A. K and Gall M. D. (1987). *Technique in the clinical supervision of teachers* New York: Longman.
- Ajuoga , M. , Indoshi, F., & Agak, J. (2010). *Perception of quality assurance and standards officers about their competence: Implications for training*, Educational Research 1(4): 112-117. Nairobi: Nairobi Act Press.
- Ajuoga , M. , Indoshi, F., & Agak, J. (2010). Perception of quality assurance and standards officers about their competence: *Implications for training*, Educational Research 1(4): 112-117. Nairobi: Nairobi Act Press.
- Ajuoga, M. Indoshi, F. and Agak, J. (2009). Perception of Quality Assurance and Standards Officials about their Competence: Implication For training, Educational research 1(4):111-117
- Ayeni, Adeolu & Olusola Ibukun, Williams. (2013). A Conceptual Model for School-Based Management Operation and Quality Assurance in Nigerian Secondary Schools. Journal of Education and Learning. 2. . 10.5539/jel.v2n2p36.
- Ayodo, T. M., Omukoba, H. O., & Simatwa, E. M. (2011). Contribution of income generating activities to financing secondary education in Kenya: A case study of Eldoret municipality. *Educational Research*, 885-886.
- Bangbade J.O. (2004). "Effects of subject matter knowledge in the teaching and learning of Biology and Physic". Teaching and Teacher Education: 109-102.
- Beardwell, J. and Claydon, T. (2007). *Human Resource Management, A Contemporary Approach*. 5th ed. Harlow: Prentice Hall.
- Borg, W. R. and Gall, M. D. (1989). *Education Research: An Introduction*. 4th Edition. New York: Longman.

- Caldwell, B. J. (1994). Australian perspectives on leadership: The principal's role in radical decentralisations in Victorian Schools of the Future. *The Australian Educational Researcher*, 21 (2), 45-62.
- Campbell, C. & Rozsnyai, C., (2002), *Quality Assurance and the Development of Course Programmes*. Papers on Higher Education Regional University Network on Governance and Management of Higher Education in South East Europe Bucharest, UNESCO.
- Campbell, Kyriakides, Muijs and Robinson (2004). *Assessing teacher effectiveness: Developing a differentiated model*, London: RoutledgeFalmer, 11 New Fetter Lane, EC4P 4EE
- Chepkuto. W. K. (2012). *The contributions of QASOs to curriculum implementation in primary schools Of Baringo District, Baringo County, Kenya*. Unpublished Msters of Education thesis. Retrieved from: <http://irlibrary.ku.ac.ke/bitstream/handle/123456789/5432/Chepkuto,%20William%20Keino%20.pdf?sequence=3>.
- Chetalam, S. (2010). *Factors Affecting Performance in KCPE in Kabarnet Division of Baringo District*. Master of Education. Project. University of Nairobi.
- Chetalam, S. (2010). *Factors affecting performance in Kenya Certificate of primary education in Kabarnet Division of Baringo Sub County, Med Project*. Nairobi: University of Nairobi.
- Clark, B. (2000). *The Quality Initiative in Scottish Schools. Working together to achieve excellence*. HMI
- Clark, L. (1975). *The Inspector Remember*. Dennis Dobson
- Clark, S. N., Clark, D. C., & Good, T. L. (1997). *Reform efforts in American schools*. Dodrecht, Netherlands: Kluwer Academic Publishers.
- Commission for Higher Education (CHE). 2006. "A *Handbook on Processes, Standards and Guidelines for Quality Assurance*." January Draft. Kenya.
- Constitution of Kenya (2010). *Laws of Kenya*. Revised Edition 2010. Nairobi: Government Printing Press.
- Cousins, J. B., & Whitmore, E., (1998). Framing Participatory Evaluation. *New Directions For Evaluation*, 80, 5- 23
- Daily Nation Editor. (2001). *Ensure schools are regularly inspected*. Daily Nation on the Web: Editorial. Available: <http://www.nationaudio.com>

- Darling H. L. (2007). *Recognizing and Enhancing Teacher Effectiveness: A policy makers guide*. Washington, DC: Council for chief state school officers.
- Darling H.. (2002). Teacher Quality and Student Achievement: A review of state policy evidence. *Analysis Archives*. 8 (1), entire.
- Darling-Hammond, L. (ed.) (2007), *Powerful Learning. What we Know about Teaching for Understanding*, Jossey Bass.
- Duyilemi, B.O. and A.N. Duyilemi, (2002). *Basics of the Teaching Profession with Theory: Teaching Practice and UBE*. Petoa Educational Publishers, Ado-Ekiti.
- El-Khawas, E.R. DePietro-Jurand, & L. Holm-Nielsen. (2008). "Quality Assurance in Higher Education: Recent Progress; Challenges Ahead." Prepared for UNESCO World Conference on Higher Education, Paris:
- Eshiwani G.S (1993) *Education since independence*. East African Educational publishers, Nairobi.
- Etindi KA (2000). *A case study of the factors that impede and affect effective Inspection and supervision of primary schools in Khwisero Division of Butere Mumias County of Western province in Kenya*. Unpublished M.Ed. Dissertation, Kenyatta University.
- Etindi, K.A. (2001). *A case study of the factors that impede and affect effective Inspection and supervision of primary schools in Khwisero Division Mumias Sub County of Western province in Kenya*. Unpublished M.Ed. Dissertation, Kenyatta University.
- Farrant, JS (1994). *Principles and Practice of Education*. London: Oxford University Press.
- Fraenkel JR, Wallen NE. (2000). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Inc.
- Fulmer, R. (1998), "The evolving paradigm of leadership development", *Organizational Dynamics*, Vol. 25 No. 4, pp. 59-72.
- Gatimu, H. (2005). *Social Demands on Education*. Unpublished Paper, Nairobi: Kenyatta University.
- Gogo, J. (2002). *The Impact of Cost-Sharing Strategy on Access, Equity and Quality of Secondary Education in Rachuonyo County Kenya*. Unpublished Masters of Education thesis, Kenya: Maseno University, Maseno.

- Grisay , A., & Mahlck, L. (1991). The quality of education in developing countries. A review of some research studies and policy documents. *International Institute for Educational Planning*, 3.
- Hanushek, E. (1989). The impact of differential expenditures on school performance. *Educational Researcher*, 18(4), 45-62.
- Harman, G. (2000). *Quality assurance in higher education*. Bangkok: Ministry of University Affairs and UNESCO PROAP
- Horsolman, M. (2002). Quality Assurance in the Foundation phase in the Eastern Cape province: A case study, South African. *Journal of Education* 22(3): 239-245
- Idialu, E. (2013) 'Ensuring Quality Assurance in Vocational Education' *Contemporary issues in Education Research*. Vol 6 Issue 4
- Kinayia, D. (2010). *Secondary school teachers' perceptions towards supervision by quality assurance and standards officers in Narok County Kenya*, M.ed Thesis University of Nairobi
- Kinayia, D. (2010). *Secondary school teachers' perceptions towards supervision by quality assurance and standards officers in Narok district Kenya*, M.ed Thesis University of Nairobi
- Kipkoech, L. & Kyalo, B. (2010). Management challenges facing implementation of free primary education in Kenya: A case of Keiyo Sub County. *Journal of educational Administration and Policy Studies*, 2(5): 71-76.
- Kipkoech, L. & Kyalo, B. (2010). Management challenges facing implementation of free primary education in Kenya: A case of Keiyo Sub County. *Journal of educational Administration and Policy Studies*, 2(5): 71-76.
- Koech, P.K. (2008). *Parent-Teacher Partnerships For Enhancing Pre-School Children's Education in Uasin Gishu District, Kenya (2008)* (PhD Thesis). Mount Kenya University
- Kombo, D..K and Tromp D.L (2006) *Proposal and theses writing. An introduction*. Paulines publications. Africa Nairobi.
- Kosgei, A.J. (2013). *Influence of Teacher Characteristics on Students' Academic Achievement in Biology among Secondary School Teachers in Nandi South District*. Unpublished M. ED Thesis, Moi University, Eldoret, Kenya.

- Kothari, C.R. (2003). *Research Methodology: Methods and Techniques* . New Delhi: Wishwa Prakashan.
- Lasagna, M., Laine, S., & Behrstock-Sherratt, E. (2011). *Improving teacher quality: A guide for education leaders*. San Francisco, CA: Jossey-Bass
- Lezotte, L. (2001). *Correlates of Effective Schools: The first and second generation*. Okemos. Effective Schools Products Ltd: MI.
- Malunda, P., Onen, D., Musaaazi, J. C., & Oonyu, J. (2016). Teacher Evaluation and Quality of Pedagogical Practices. *International Journal of Learning, Teaching and Educational Research*, 15(9).
- Maranga, D.S. (1981). *Guidelines for training Educational Supervisors in Kenya*. New York: Columbia University.
- Maranga, D.S. (1987) *Guidelines for Training Supervisors in Kenya*, PhD Thesis Columbia University Press. Mbiti, D.M. (1974). *Foundation of School administration*. Oxford University Press. Kenya: Nairobi.
- Ministry of Education (2000), *Handbook for Inspection of Education Institutions* Nairobi: Government Press
- Ministry of Education (2007). *Elimu News: A Newsletter of the Ministry of Education. Issue No. 1, 2007. Ministry of Education Directorate of Quality Assurance and Standard Annual newsletter 2005 / 2006*.
- Ministry of Education (2008). *The Kenya Education Management Capacity Assessment (KEMACA), Final Report*
- Ministry of Education Science and Technology (2005). *Kenya Education Sector Support programme 2005 – 2010*. Kenya, Nairobi.
- Ministry of Education, Science and Technology (2004). School empowerment programme for primary school teachers, head teachers module.
- Mobegi, F. O. & Ondigi, B. A. (2011). Coping with quality assurance challenges faced by secondary schools' headteachers in Gucha district, Kenya. *Educational Research and Reviews*, 6(12): 746-752.
- MoE. (2011). *Diploma in Education Management For Secondary Schools*. Nairobi: Kenya Literature Bureau.
- MoE. (2012). *Safety Standards Manual for Schools in Kenya*. Nairobi: Government Printer.

- MoE. (2012). *Task Force on the Re-alignment of the Education Sector to the Constitution of Kenya 2010*. Nairobi: Government Printer.
- MOEST (2000). Handbook for Inspection on Education Institution.
- Mohamedbhai, Goolam. (2006). "*Quality Assurance in Mauritius Higher Education*."
- Mugenda O.M., & Mugenda A.,G. (2003). *Research Methods. Quantitative and Qualitative approaches*. Nairobi: Nairobi Act Press.
- Mugo, E. W. (2006). Strategies adopted by primary schools headteachers in managing free primary education: The case of Central Division of Embu County, Eastern Province. Unpublished MEd Project, Nairobi: Kenyatta University.
- Mupa, P. 2012 Quality Assurance in the Teaching and Learning of HIV and AIDS In Primary Schools In Zimbabwe (Unpublished thesis - Zimbabwe)
- Mutua M.M (1996) – An Investigation into instructional supervisory practices used by Head-teachers, Unpublished paper Kenyatta University
- Mwanzia G.M (1985) A study of factors that affect QASO`s in supervision of primary schools in Changitha and Mulango zones Kitui District
- Nacino-Brown Oke (1994). Curriculum and Instruction- An introduction to Methods of Teaching. London: Macmillian Education Ltd.
- Ncayiyana, Daniel, J.(2006). "Higher Education Quality Assurance and Accreditation in South Africa."
- Ndebele C, Maphosa C 2013. Exploring the Assessment Terrain in Higher Education: Possibilities and Threats: A Concept Paper. *Journal of Social Sciences* 35(2): 149-158
- Ngware, W. M., Oketch, M. & Ezech, C. A. (2012). Quality of Primary Education Input in Urban Schools: Evidence from Nairobi. *Education and Urban Society Journal*, 43(1) 91-116.
- Njooora J.G (1988).An investigation into instructional supervisory practices used by Head teachers. Unpublished paper, Kenyatta University
- Njooora J.G (2003).An investigation into instructional supervisory practices used by Head teachers. Unpublished paper, Kenyatta University.
- Nwangwu, N. A. (1997). *The Environmental of Crisis in Nigerian Educational System*. Nigeria: Co operative Education Press.

- Nyakwara, B. (2009). *Administration and Management of ECDE Programmes*. Nairobi: Longhorn
- O'Sullivan, M. (2006). Failing gym is like or recess: Two beginning teachers' struggle for legitimacy. *Journal of Teaching in Physical Education*, 8, 227-242.
- Odhiambo, G. (2008). Elusive search for quality education. The case of quality assurance and teacher accountability. *International journal of educational management*, 22: 117-131.
- Ogunsaju S. (2004). *A guide to school effectiveness in Nigeria*. Ibadan. Laville Publications.
- Oketch, J.G., & Asiachi, A.J. (2012). *Curriculum Development for schools*. Nairobi: General Printers Ltd.
- Okumbe J.A (1999). *Educational Management, Theory & Practice* Nairobi University Press, Nairobi
- Okumbe, J. (1987). *Effectiveness of supervision and inspection in selected schools in Kiambu District*. Unpublished M.Ed. Thesis. Nairobi: Kenyatta University.
- Olagboye, A.A (2004) *Introduction to Educational management in Nigeria*. Ibadan: Daily graphics (Nigeria) limited
- Olembo J.O et al (1992). *Management of Education*. Educational Research and Publication, Nairobi.
- Olembo, J. O., Wang, P. E and Karagu, N. M. (1992). *Management of Education*, Educational Research and Publications: Nairobi.
- Olembo, J.O and Cameron, J (1992). *Practical Primary School Administration for Students teachers and heads*. London: Edward Arnold Publishers.
- Omuga TM (2009). *The Role of Quality Assurance and Standards Officers in Ensuring Quality of Education in Primary Schools in Kegogi division, Kisii Central County*. Unpublished M.Ed Project, Kenyatta University.
- Ontiria, M. F. K. (2003). A study of the instructional supervisory practice of school inspectors and headteachers/principals in public secondary schools in Nakuru Municipality, Unpublished Research Proposal, University of Nairobi.
- Orodho JA (2009). *Elements of Education and Social Science Research Methods*. Maseno: Kanezja Publisher. 2nd edition, ISBN: 978-9966-7350-1-1

- Orodho, J.A. (2014). *Progress towards attainment of Education for All (EFA) among nomadic pastoralists; Do home-based variables make a difference in Kenya?*. Research on Humanities and social sciences pages 54-67. www.iiste.org.
- Oyaya, E.O (2007): *Directorate of Quality Assurance and Standards: The Rationale, The Headquarters Organogram and the Schedule of Duties for Quality Assurance and Standards Officers at the Headquarters, Nairobi.*
- Patton, M. Q. (2002). *Qualitative evaluation and research methods* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Perera K & Hettiarachchi S (2014). Study on Quality Assurance and Accreditation in General Education in Sri Lanka. *A Research conducted for the National Education Commission Funded by The Transforming School Education Project (TSEP) World Bank*
- Republic of Kenya (1980). *Education Act (Cap 211)*, Revised Edition, Nairobi: Government Printer.
- Republic of Kenya (1988). *The Report on the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Kamunge Report)*. Nairobi: Government Printer.
- Republic of Kenya (1999). *Totally integrated quality education and training (TIQET): Report of the Commission of Inquiry into the Education System of Kenya*. Nairobi.
- Republic of Kenya (2000). *Ministry of Education Science and Technology Handbook for Inspection of Educational Institutions*. Nairobi: Government Printers.
- Republic of Kenya (2005). *Kenya Education Sector Support Programme 2005-2010*. Ministry of Education. Nairobi: Government Printer.
- Republic of Kenya (2012a). *Sessional Paper No.14 of 2012 on realigning education and training to the Constitution of Kenya 2010 and Vision 2030 and beyond*. Ministry of Education Science and Technology. Nairobi: Government Printers.
- Republic of Kenya. (2012). *A Policy Framework for re-aligning education to the Constitution 2010 and Vision 2030 and beyond*. Nairobi: Government Printers.
- Republic of Kenya. (2013). *The Basic Education Act 2013 No.14 Of 2013*. Nairobi: Government Printers.

- Republic of Kenya/UNICEF (2012). *Education for All (EFA) End of Decade Assessment (2001-2010)*. Ministry of Education and UNICEF. Nairobi: Government Printers.
- Rimantas, Z. (2011) *Changes in quality Assurance Systems and Theoretical Models of Education Management*. Hungary: National Institute of Public Education.
- Rowan B (2002). What Large-Scale, Survey Research Tell Us About Teacher Effects on Students Achievement Insights from Prospects Study of Elementary Schools. Ann Arbor: University of Michigan (Unpublished).
- Rue, L.W. and Byass, L.L.(1993). *Supervision: Key Link to productivity* (4th Edition). Illinois: Irwin Publishers
- Saffu, Y. (2006). "Quality Assurance and Accreditation in Higher Education in Ghana."
- Sifuna, D. (2004). *The illusion of free primary education in Kenya*. Nairobi: Wajibu.
- Siringi, S. (2003 August 30th). *Drug Abuse in Schools and Universities*. In Daily Nation. Nairobi.
- Sisungu, Z.W.M. (2002). *A Study of the Role of the District Education Officers in the Management and Supervision of Primary schools Education Programs in Three Districts of Western Province in Kenya*, a Med. (PTE) Thesis, Kenyatta university, Nairobi.
- Siwolo, I. A. (2004). *The Financial Challenges Facing the Management of Primary Schools by the Headteachers after the Introduction of FPE: A Case of Westlands Division, Nairobi*; Unpublished MEd Thesis, Nairobi: University of Nairobi.
- Suarez- Herrera, J. Et Al (2009) "Critical Connections Between Participatory Evaluation, Organizational Learning And International Change In Pluralistic Organizations". *Evaluation* 15 (3). 321- 342
- Taylor, C.F.G (1996). *Monitoring Education, Indicators, Quality and Effectiveness*, Washington, London: Cassel.
- Titanji, V. (2006). "Quality Assurance and Accreditation in Higher Education in Cameroon."
- Tuoyo, M.U. (1999). *Inspection and Supervision as Practice of Quality Control in the School System*. In J.O. Fadipe & E.E. Oluchukwu (eds). *Educational Planning*

and Administration in Nigeria in the 21st Century. Ondo: National Institute for Educational Planning and Administration

UNDP, (1997). *Who Are the Question-Makers? A Participatory Evaluation Handbook*. New York. Office of Evaluation and Strategic Planning. UNDP.

UNESCO (2005a). *EFA Global Monitoring Report: The Role of the Organization and Social Context of Schools*; <http://portal.org/education>.

UNESCO. (2000). *The Dakar Framework For Action*. Paris: UNESCO.

UNESCO. (2005b). *Challenges of Implementing Free Primary Education in Kenya: Assessment Report*.

UNESCO. (2008). *Global EFA Monitoring Report*. London: Oxford University Press.

UNICEF (2000). *Defining Quality in Education*. Document No. UNICEF/PD/ED/OO/02, New York.

UNICEF. (2001). *Early marriage: Child spouses*. Florence: Income Research Center.

United Nations. (2005): *MDG Status Report for Kenya for 2005*, UN

Varnava M, Koutsoulis M. (2006). *Teacher Inspection and In- service Training as Means for Teacher and School Improvement*: [Http://www.topkinisis/conference.html](http://www.topkinisis/conference.html)

Wafula, A. (2010). *Teachers perceptions on the role of quality assurance and standards officers on quality of education in Nairobi public secondary schools*, Kenya, unpublished M.ed thesis University of Nairobi

Wafula, A. (2010). *Teachers perceptions on the role of quality assurance and standards officers on quality of education in Nairobi public secondary schools*, Kenya, unpublished M.ed thesis University of Nairobi

Wafula, A. (2010). *Teachers perceptions on the role of quality assurance and standards officers on quality of education in Nairobi public secondary schools*, Kenya, unpublished M.ed Thesis. University of Nairobi

Wanjohi, S. M. (2005). *Teachers and principals attitude towards school inspection in Kenyas Nyandarua Sub County*. Unpublished Thesis, Njoro: Egerton University.

- Wanjohi, S.M (2007) *Teachers' and Principal' attitudes towards school inspection in selected Public Schools in Kenya's Nyandarua District, Egerton University*
- Wanyama, M.N (2005). *The challenges of teaching Physical Education. Juxtaposing the Experiences of Physical Education Teachers in Kenya and Victoria (Australia)*. Australia: The University of Melbourne.
- Wanzare, Z.O. (2006). *Rethinking School Inspection in the Third World: The case* <http://www.ualberta.ca/ckreberpaperszak.utm>: retrieved December 2010.
- Wasanga, P. M. (2004). *Quality Assurance in Basic Education (Kenya Position Paper)* UNESCO Nairobi Office.
- World Bank (2007). *Secondary Education in Africa Synthesis Report (SEIA)*. www.unescobkk.org/education www.phil-Race.com

APPENDICES

APPENDIX A: QUESTIONNAIRES FOR QAS OFFICERS

This questionnaire is purely for academic purposes and any information given will be accorded the confidentiality that it deserves. The research on “**Factors influencing the implementation of quality assurance and standards policy in Kenyan public secondary schools: a case of Keiyo Sub County**” is important for the attainment of my degree and policy recommendations

Section A: Background Information

1. Name of school (Optional)_____
2. Gender: Male Female
3. Age: < 20 years 20-35 years 36-50 years >50 years
4. What is your highest level of education?
 Secondary (form four) certificate
 Diploma Graduate masters PHD
5. What is your age bracket?
 20- 30 years 31 - 40 years
 41 -50 years 51 - Above
6. How long have you been involved in quality assurance and standards in this school?
 0-1 years I- 5 years
 6-10 years 11 and Above
7. What is the category of your school?
 Mixed Day Boys Boarding Girls Boarding
 Designation: Principal/Deputy principal H.O.D

Section B: The QAS Process

8. Quality assurance and standards is compulsory in all public schools?
 Yes No
9. How often should the quality assurance and standards officers visit your school?
 (Frequency) Once a term Twice a term Thrice a term
10. How frequent do the quality assurance and standards officers come to your school?
 Randomly monthly annually Don't know other

(d) On a scale of 1-5, rank some of the issues associated with the implementation of QAS in public secondary schools in Keiyo Sub County. Where (1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree).

Statement	1	2	3	4	5
The QAS officers are always on time					
The QAS officers do not meet the number of visits they are supposed to make to each school.					
The QAS process remains an administrative (concerns the HoDs and principals only) issues at the school level					
There is no feedback on the information given to QAS in our school					
The QAS is a government policy					
The education officers in the County can decide whether to carry out the QAS process in a school					
Information on QAS has been used to improve my school conditions					
The current tools used in QAS are outdated					
Those concerned with QAS in my school are well trained and have control over the process					

Section C: Institutional Factors that influence Implementation of QAS in Keiyo Sub County

7. On a scale of 1-5, rank how institutional factors stated below influence the implementation of QAS in public secondary schools in Keiyo Sub County. Where (1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree).

Statement	1	2	3	4	5
The size of the school influences the level of implementation of QAS policy					
The geographical location/distance of the school influences the level of implementation of QAS policy					
The staffing level of the school influences the level of implementation of QAS policy					
The leadership style of the school influences the level of implementation of QAS policy					
The year of the school establishment influences the level of implementation of QAS policy					
The type of the school (e.g. County or provincial) influences the level of implementation of QAS policy					
The student population in a school influences the level of implementation of QAS policy					
The performance of a school in national examination influences the level of implementation of QAS policy					
Prevalence of unrests in a school influences the level of implementation of QAS policy					
The continued use of a schools to hold academic functions influences the level of implementation of QAS policy					
The state of physical facilities in a school influences the level of implementation of QAS policy					
Physical facilities available in the school influence implementation					

of QAS policy.					
----------------	--	--	--	--	--

Section D: Technical Factors that influence implementation of QAS in keiyo sub county

1. On a scale of 1-5, rank how technical factors stated below influence the implementation of QAS in public secondary schools in Keiyo Sub County. Where (1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree).

Statement	1	2	3	4	5
The level of training of the QAS officers influence the level of implementation of QAS policy					
The staffing level of the QAS officers influence the level of implementation of QAS policy					
The innovativeness of the QAS influence the level of implementation of QAS policy					
The number of subjects handled by the QAS officers influence the level of implementation of QAS policy					
The area of jurisdiction of the QAS influence the level of implementation of QAS policy					
Availability of financial resources influence the level of implementation of QAS policy					
Lack of feedback from the DQAS influences the level of implementation of QAS policy					
The methods used by the QAS officers influence the level of implementation of QAS policy					

Section e: Environmental Factors that influence implementation OF QAS In Keiyo Sub County

9. On a scale of 1-5, rank how technical factors stated below influence the implementation of QAS in public secondary schools in Keiyo Sub County. Where (1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree).

Statement	1	2	3	4	5
The location of DQAS officer influences the level of implementation of QAS policy.					
The surrounding of the school influence the implementation of QAS policy.					
Topography influences the implementation of QAS policy.					
Socio economic activities of teachers influence the implementation of QAS policy.					
Weather conditions influence the implementation of QAS policy.					
Accessibility of the school influences the implementation of QAS policy.					

10. On a scale of 1-3, rank how institutional, technical and environmental factors in the order at which they have influenced the implementation of QAS in public secondary schools in Keiyo Sub County.

Factor	Rank
Institutional	[]
Technical	[]
Environmental	[]

Section E: Mechanisms/Methods used in secondary schools in implementation of Quality Assurance and Standards

The following are mechanisms used in secondary schools in implementation of quality assurance and standards. Please you are required to tick the column whether it's used or not used in your school.

Mechanisms/ method	Used	Not used
Approved syllabus from ministry of education		
Timely preparation of schemes of work by teachers		
Approved schemes of work by the principal/head of department		
Lesson allocation on timetable and regular lesson preparation		
Lesson attendance register by teachers		
Record of work covered		
Assessment of students (CATs, termly and end of year exams)		
Students' progress records		
Frequent inset/induction of teachers		
Prompt analysis of results		
Students participation in co-curricular activities		
Appropriate appraisals and motivations of students, teachers and support staff		

11. In your opinion, what are the challenges do you face in QAS implementation process in your school?

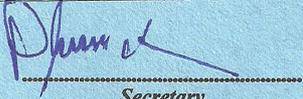
- (a)
- (b).....
- (c).....

12. What recommendations would you make on how the Ministry of Education can improve on the implementation of QAS in public secondary schools in Kenya?

- (a)
- (b).....
- (c).....
- (d)

Thank You for Participating In the Study.

APPENDIX B: RESEARCH PERMIT

<p>PAGE 2</p> <p>THIS IS TO CERTIFY THAT: Prof./Dr./Mr./Mrs./Miss. VIOLA KIGEN of (Address) MOI UNIVERSITY P.O. BOX 3900, ELDORET has been permitted to conduct research in..... Location, KEIYODistrict, RIFT VALLEYProvince, on the topic Factors influencing implementation of quality assurance and standards policy in Kenyan Public Secondary Schools: A case of Keiyo District. for a period ending 30TH NOVEMBER 20 10</p>	<p>PAGE 3</p> <p>Research Permit No. NCST/RRI/12/1/SS/352 Date of issue. 18/05/2010 Fee received. SHS 1,000</p> <div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  Applicant's Signature </div> <div style="text-align: center;">  Secretary National Council for Science and Technology </div> </div>
---	--

<p style="text-align: center;">CONDITIONS</p> <ol style="list-style-type: none"> 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit 2. Government Officers will not be interviewed with-out prior appointment. 3. No questionnaire will be used unless it has been approved. 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively. 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice <p style="margin-top: 20px;"><u>GPK60553mt10/2009</u></p>	 <p>REPUBLIC OF KENYA</p> <hr style="width: 20%; margin: auto;"/> <p>RESEARCH CLEARANCE PERMIT</p> <p style="margin-top: 20px;">(CONDITIONS— see back page)</p>
--	---

APPENDIX C: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

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

Our Ref: **NCST/RR1/12/1/SS/352/4**

Date: **18th May 2010**

Ms. Viola J. Kigen
Moi University
P. O. Box 3900
ELDORET

Dear Madam,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing implementation of quality assurance and standards policy in Kenyan public secondary schools: A case of Keiyo District*" I am pleased to inform you that you have been authorized to undertake research in Keiyo District for a period ending *30th November, 2010*.

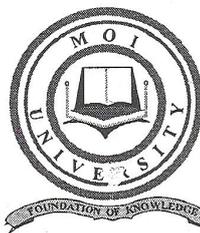
You are advised to report the **District Commissioner and the District Education Officer Keiyo District** before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.

A handwritten signature in black ink, appearing to read 'P. N. Nyakundi'.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

APPENDIX D: RESEARCH AUTHORIZATION (Moi University)

Tel: (053) 43001-8
(053) 43095
Fax: (053) 43047

MOI UNIVERSITY

P.O. Box 3900
Eldoret
KENYA

OFFICE OF THE DEAN SCHOOL OF EDUCATION**REF: MU/SE/PGS/54****DATE: 26th April, 2010**

The Executive Secretary,
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF KIGEN VIOLA J. -
EDU/PGEP/1003/08

The above named is a 2nd year Master of Philosophy (M.Phil) student at Moi University, School of Education, Department of Educational Management and Policy Studies.

It is a requirement of her M.Phil studies that she conducts research and produces a thesis. Her research is entitled:

"Factors Influencing Implementation of Quality Assurance and Standards Policy in Kenyan Public Secondary Schools: A Case of Keiyo District."

Any assistance given to her to facilitate the successful conduct of her research will be highly appreciated.

Yours faithfully,


DR. I. N. KIMENGI
DEAN, SCHOOL OF EDUCATION

INK/db

APPENDIX E: RESEARCH AUTHORIZATION (County Commissioner)**OFFICE OF THE PRESIDENT
PROVINCIAL ADMINISTRATION**

Telegrams: "DISTRICTER" I ten
Telephone: (053) 42007
Fax: (053) 42289
When replying please quote

DISTRICT COMMISSIONER'S OFFICE,
KEIYO NORTH DISTRICT,
P.O. BOX 200-30700
ITEN.

REF: NO.PUB: 24/2 VOL III (69)

22nd June, 2010

**The District Officers
Keiyo North District**

RE: RESEARCH AUTHORIZATION.

MS VIOLA J. KIGEN.

The above named has been authorised to carry out research on "Factors Influencing Implementation of Quality Assurance and Standards Policy in Kenyan Public Secondary Schools: A case of Keiyo District." For a period ending 30th Nov, 2010.

Please accord necessary assistance.

For DISTRICT COMMISSIONER
KEIYO DISTRICT

(A. K. GITONGA)
FOR: DISTRICT COMMISSIONER
KEIYO NORTH DISTRICT

**APPENDIX F: RESEARCH AUTHORIZATION (County Director of
Education)**

MINISTRY OF EDUCATION

Telegram:
Telephone: Iten 053-42285
When replying please quote
Email: deokeiyo@yahoo.com



DISTRICT EDUCATION OFFICE
KEIYO DISTRICT.
P.O. BOX 214 - 30070
ITEN.
Date: 20th May 2010

Ref : KYO/298/VOL.II/17

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
MRS VIOLA J. KIGEN

The above named who is undergoing a master's degree course at Moi University has been granted permission to carry out research on "Factors influencing implementation of Quality Assurance and Standards Policy in Kenyan Public Secondary schools. A case of Keiyo District".

The research will be undertaken from June 2010 to 30th November 2010. the research shall cover both Keiyo and Keiyo South Districts.

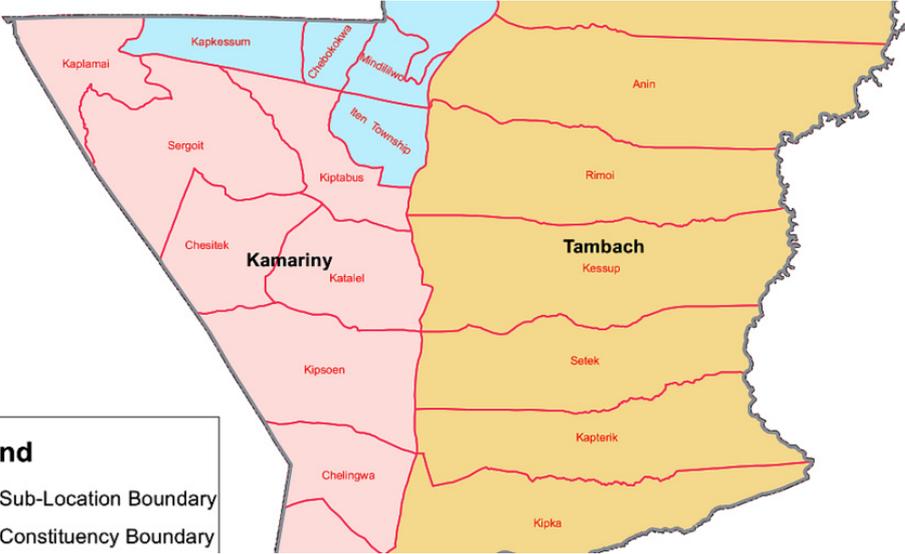
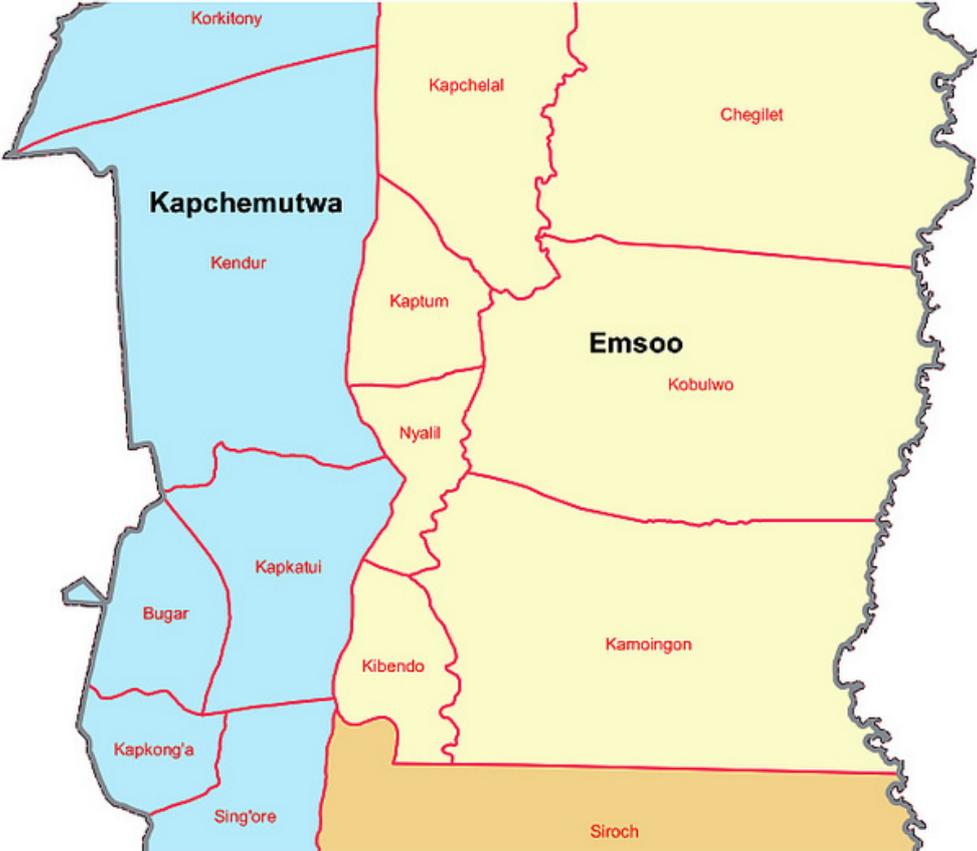
Please accord her the necessary assistance.

Yours Faithfully,

A handwritten signature in blue ink, appearing to read 'Luka M. Chemoiywo'.

LUKA M. CHEMOIYWO
FOR: DISTRICT EDUCATION OFFICER
KEIYO DISTRICT.

APPENDIX G: MAP OF STUDY AREA



Legend

- Sub-Location Boundary
- Constituency Boundary