

**INFLUENCE OF QUALITY ASSURANCE PRACTICES ON STUDENTS'
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN
TRANS NZOIA WEST SUB-COUNTY**

LYAMBILA JUDITH IMBEGA

**A THESIS SUBMITTED TO SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTER OF PHILOSOPHY IN EDUCATION
MANAGEMENT, DEPARTMENT OF EDUCATIONAL MANAGEMENT,
AND POLICY STUDIES**

MOI UNIVERSITY

ELDORET

2017

DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented for an award of a degree or diploma in any other university. No part of this thesis may be reproduced without prior authority from the Author and/or Moi University.

LYAMBILA JUDITH IMBEGA

Date

EDU/PG/07/07

DECLARATION BY THE SUPERVISORS

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

Dr. Shadrack Saina

Date

Department of Education Management and Policy Studies

School of Education

Moi University

Dr. David K. Kessio

Date

Department of Education Management and Policy Studies

School of Education

Moi University

DEDICATION

This dissertation is dedicated to my dear husband Lubisia, my loving mother Agnes and to my precious children Caroline, Sammy, Laura, Alvin, and Brillian.

ACKNOWLEDGEMENT

I am grateful to God and all those who have made my academic and professional journey possible through their support advice and encouragement. I am deeply indebted to my supervisors Dr. David Kessio and Dr. Shadrack Saina for their support, guidance, and encouragement in the planning, development and completion of this dissertation. My appreciation goes to the lecturers in the Department of Educational Management and Policy Studies: Dr. Zacharia Kosgei, Dr. Tom Ndege and the late Samuel Maritim, may his soul rest in peace. Their lectures contributed to enhancement of my skills, knowledge, and research. May God bless you all!

ABSTRACT

The study examined quality assurance practices and their effects on student's academic performance in secondary schools in Trans-Nzoia County. Specifically the study sought to assess how internal quality assurance practices affect student's academic performance in schools, evaluate effects of external quality assurance practices on student's achievement in schools, establish the relationship between standards and quality assurance practices and attainment of quality grades in KCSE examination, and identify intervention measures that enhance internal and external QAS practices in schools. The theoretical framework was derived from the Human Capital Theory and Capital Theory of School Effectiveness. The study adopted a descriptive survey design that ensured the collection of quantitative and qualitative data. The study population consisted of the 58 public secondary schools from Trans-Nzoia West Sub-County. The target population included all the 58 head teachers/deputies, heads of department, form four students, and sub-county QASO. Purposive sampling was used to select all the 28 public sub-county secondary schools. They are the most affected by low transition of students to middle level colleges/university. Questionnaires, an interview schedule, and an observation checklist were research instruments. A pilot study yielded the reliability result 0.8 using Cronbach's Alpha. Data was analyzed using descriptive and inferential techniques and presented in tables, pie charts, bar graphs, frequencies, and percentages. The findings from the study revealed that there were adequate internal quality assurance measures and inadequate external quality assurance practices. According the majority, external quality assurance practices influenced academic performance in schools. Internal quality assurance practices adhered to conventional practices that could not influence academic performance. The advisory gap by the external quality assurance to schools did not enhance the adoption of intervention measures to mitigate the problem of academic performance. The study suggested that inadequate quality assurance practices in the sampled schools contributed to poor student academic performance and recommended a review of internal QAS practices, increasing frequency of external QAS assessment in schools, embracing Total Quality Management, and schools to come up with strategic plans that track critical area among others. This study would be significant to policy makers, educational practitioners and school managers, who would be assisted to plan and strategize on best practices of improving performance in schools.

TABLE OF CONTENTS

<u>DECLARATION</u>	2
<u>DEDICATION</u>	3
<u>ACKNOWLEDGEMENT</u>	4
<u>ABSTRACT</u>	5
<u>TABLE OF CONTENTS</u>	6
<u>LIST OF TABLES</u>	10
<u>LIST OF FIGURES</u>	11
<u>LIST OF ABBREVIATIONS</u>	12
<u>CHAPTER ONE</u>	1
<u>INTRODUCTION</u>	1
1.1. <u>Background of the study</u>	1
1.2. <u>Statement of the Problem</u>	8
1.3. <u>Purpose of the Study</u>	9
1.4. <u>Objectives of the Study</u>	9
1.5. <u>Research Questions</u>	10
1.6. <u>Research Hypothesis</u>	10
1.7. <u>Significance of the Study</u>	11
1.8. <u>Justification of the Study</u>	11
1.9. <u>Scope of the Study</u>	12
1.10. <u>Assumptions of the Study</u>	12
1.11. <u>Limitations of the Study</u>	12
1.12. <u>Theoretical Framework</u>	13

	7
1.13. Conceptual Framework	14
1.14. Operational Definitions of Key Terms	17
<u>CHAPTER TWO</u>	19
<u>LITERATURE REVIEW</u>	19
2.1. Introduction	19
2.2. The Concept of Academic Achievement	19
2.3. Internal Quality Assurance and Academic Performance	21
2.4. External Quality Assurance Assessments and Academics Performance	27
2.5. Quality Assurance Intervention by the Ministry of Education	32
2.6. Challenges of Quality Assurance and Standards	37
2.7. Summary of the Reviewed Literature and the Gap Therein	39
<u>CHAPTER THREE</u>	40
<u>RESEARCH DESIGN AND METHODOLOGY</u>	40
3.1. Introduction	40
3.2. Study Area	40
3.3. Research Design	41
3.4. Target Population	42
3.5. Sample Size and Sampling Procedures	42
3.6. Data Collection Instruments	43
3.6.1. Questionnaires	44
3.6.2. Interview Schedule	45
3.6.3. Observation Checklist	46
3.7. Validity of Research Instruments	46
3.8. Reliability of Research Instrument	47

	8
<u>3.9. Data Collection Procedures</u>	48
<u>3.10. Data Analysis Techniques</u>	49
<u>3.11. Ethical Considerations</u>	49
<u>CHAPTER FOUR</u>	51
<u>DATA ANALYSIS, PRESENTATION, INTERPRETATION AND</u>	
<u>DISCUSSION</u>	51
<u>4.1. Introduction</u>	51
<u>4.2. Questionnaire Return Rate</u>	51
<u>4.3. Internal Quality Assurance Practices and their Effects on students' Academic</u> <u>Performance</u>	51
<u>4.4. Effects of External Quality Assurance Practices on Student's Academic</u> <u>performance</u>	62
<u>4.5. Frequency of External Assessment in Schools</u>	63
<u>4.6. Direct Influence of External Assessment on Student Performance</u>	66
<u>4.7. Relationship Between Quality Assurance Assessment and Attainment of</u> <u>Quality Grades</u>	71
<u>4.8. Intervention measure that can enhance internal and external QAS assessment in</u> <u>schools</u>	73
<u>CHAPTER FIVE</u>	78
<u>SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS</u>	78
<u>5.1. Introduction</u>	78
<u>5.2. Summary of Findings</u>	78
<u>5.3. Conclusion</u>	82
<u>5.4. Recommendations</u>	82

	9
<u>5.5. Suggestions for Further Research</u>	83
<u>REFERENCES</u>	84
<u>APPENDICES</u>	94
<u>APPENDIX I: INTRODUCTORY LETTER</u>	94
<u>APPENDIX II: QUESTIONNAIRE FOR ADMINISTRATORS</u>	95
<u>APPENDIX III. STUDENTS' QUESTIONNAIRE</u>	97
<u>APPENDIX IV: OBSERVATION CHECKLIST</u>	98
<u>APPENDIX V: INTERVIEW SCHEDULE FOR SUB-COUNTY QUALITY ASSURANCE OFFICERS</u>	99
<u>APPENDIX VI: RESEARCH PERMIT</u>	100
<u>APPENDIX VII: A MAP OF TRANS-NZOIA WEST SUB-COUNTY</u>	101

LIST OF TABLES

<u>Table 4.1: Responses on Internal Quality Assurance Practices and their effects on students Academic Performance</u>	51
<u>Table 4.2 Frequency of External Assessments</u>	64
<u>Table 4.3: Time the last comprehensive External Assessment was conducted</u>	64
<u>Table 4.4: Relationship between Quality Assurance Assessment and Attainment of Quality Grades</u>	72

LIST OF FIGURES

<u>Figure 1.1: The Conceptual Framework</u>	14
<u>Figure 4.1: Direct Influences of External Assessments on Student Performance</u>	66
<u>Figure 4.2 Necessity of External Assessment in schools</u>	68

LIST OF ABBREVIATIONS

AfriQAN	Africa Quality Assurance Network
CEMASTEA	Centre for Math and Science Teaching Education in Africa
SCQASO	Sub-County Quality Assurance and Standards Officer
EAC	East African Community
EFA	Education for All
ESQAC	Education and Quality Assurance Council
GIQAC	Global Initiative for Quality Assurance Capacity
INSET	In-service Education and Training
KEMI	Kenya Education Management Institute
KESSP	Kenya Education Sector Support Programme
KICD	Kenya Institute of Curriculum Development
MOE	Ministry of Education
MOEST	Ministry Of Education Science and Technology
NEPAD	New Partnership for Africa's Development
POYA	Principal of the Year Awards
QAS	Quality Assurance and Standards
QASO	Quality Assurance and Standards Officer
RBM	Result Based Management
RRI	Rapid Result Initiative
SES	Socio Economic Status
TQM	Total Quality Management
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

USAID

United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Education has brought about rapid changes in technology; it has changed the way we work and think and is changing learning. According to Sallis (2005), every person requires a high standard of education to cope with the information age. High educational attainments are the right of each and every child throughout the world. To achieve this, every boy and girl needs to have a quality education. It was out of such aspirations that Education for All (EFA), an international initiative was first launched in Jomtien, Thailand in 1990 to bring the benefits of education to every citizen in every society. In order to get a clear understanding, it is important to consider the situation from across the world (UNESCO, 2005).

Global Quality Assurance Standards in Education

Across the world, Quality and quality assurance (QA) are ideas whose time has come. In the UK, there is the Citizen's Charter, the Business Excellence Model and the Investors in People standard, while the United States has the Malcolm Baldrige Award and the Japanese have the Deming Prize (Sallis, 2005). The European Foundation for Quality Management has developed the successful European Quality Award, while internationally; there is the important International Standard ISO 9000 series. ISO 9000:2000 advocates that quality should be built into the systems and procedures of the organization where emphasis is on prevention rather than cure. Applying ISO

9000:2000 to education is based on principals that can be used by the education management teams to improve performance. They include customer focus, leadership, involvement of staff, and continuous improvement (Sallis, 2005; Oyaya, 2007).

A review of the history of education assessment shows that it emanated in the U.S.A in the early 18th century and the idea spread to Britain by 1839 when her majesty's inspectorate was tabled. Supervision and inspection of schools was then quite autocratic and authoritarian methods were used in dealing with teachers. Conditions have however changed and societies strive to promote principles of democracy, Kenya included. In the recent past, global agencies like the United Nations Educational, Scientific and Cultural Organization (UNESCO) and World Bank committed to realization of Education for All (EFA). This is an international initiative launched in Jomtien, Thailand in 1990. The aim of EFA was to bring the benefits of education to every citizen in every society. One of the EFA goals is to improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (Rok, 2012).

UNESCO defines quality education as one that satisfies basic learning needs and enriches the lives of learners and their overall experiences of living (UNESCO, 2014). This agency promotes capacity building at the regional and national levels for quality assurance and accreditation mechanisms as part of the global initiative for quality assurance capacity (GIQAC). In 2007, the World Bank and UNESCO established a

partnership that launched the global initiative for quality assurance capacity (GIQAC) to support the evolution of quality assurance in education in developing countries and those in transition. GIQAC assists emerging and existing QA systems by facilitating global and regional knowledge sharing of good practices, promoting communication among a diverse set of agencies and professionals. According to UNESCO, (2012) Quality assurance is the systematic review of educational programs to ensure that acceptable standards of education, scholarship and infrastructure are being maintained. This is supported by Bell, (2002) who defined Quality Assurance (QA) as a system to support performance according to standards. It implies a systematic way of establishing and maintaining quality improvement activities as an integral and sustainable part of systems or in learning institutions.

Regional Quality Assurance Initiatives

According to the World Bank Report (2007), provision of QA in Africa is hampered due to inadequate capacity to provide effective school supervision. Usually, supervision conducted in schools focuses on administrative, rather than pedagogical issues. Where supervision occurs, it can have positive impact on student learning, reduce teacher absences, increase student attendance, improve teaching, and better flow of information to central authorities (Wanzare, 2012). However, many African countries have recognized the role of quality assurance in higher education. Africa Quality Assurance Network (AfriQAN) is an Association of African Universities dealing with issues of quality in higher education. AfriQAN works in collaboration with the global body GIQAC. South Africa has in place quality assurance organizations that operate under the Ministry of Education. The Umulusi monitors

quality in general and further education and training. Higher education quality committee (HEQC) monitors quality in higher education, while the department of education monitors the quality of education in schools (Allais, 2009).

Quality Assurance and Standards in Kenya Education

In Kenya, according to Kenya Education Sector Support Program (2005-2010), provision of education opportunities to all Kenyan children is central to the Government's poverty eradication strategy and the Economic Recovery Strategy. To realize this goal and to provide students with the opportunity to acquire basic education to enable them exploit their potential to the fullest, the MOEST put in place an effective quality assurance mechanism through the Directorate of Quality Assurance and Standards (DQAS). This directorate is empowered to carry out supervision and ensure that quality education is being offered in schools (Ojiambo, 2009). One of the core functions of the Directorate of Quality Assurance and Standards (DQAS) is 'quality assurance'. This entails effective monitoring of curriculum delivery in schools to ensure effectiveness. To realize effective curriculum delivery, DQAS is expected to provide advisory services to schools on how best to improve their teaching. The advice also goes to stakeholders at school, Sub-County and headquarters levels. With the new policy that emphasizes partnerships, DQAS must increasingly become team players and not policing service. As such it needs the capacity to be able to help institutions put in place quality assurance systems and to make use of them (Oyaya, 2007).

The DQAS is composed of officers known as Quality Assurance and Standards officer (QASO) (MoE, 2012). These officers are responsible for supervision of curriculum implementation in schools and enhancing teacher effectiveness. They provide external scrutiny on how the curricula are being implemented at school level (Ajuoga, *et al*, 2010). The Basic Education Act, No 14 of 2013 empowers QASO to enter any basic education and training institution with or without notice to ensure compliance with education standards and regulation, QASO have many roles which include advising the government on the type of quality of education being offered in the country, advise on curriculum delivery, learning and teaching materials, leadership, staffing, discipline, monitor and advise on standards of education (MoEST 2000).

According to the Ministry of Education- Education Sector Draft Strategy of Trans-Nzoia County (2013), quality assurance in the provision of education entails among other things; setting of standards, assessment of the standards, monitoring of compliance with the standards, monitoring of outcomes after compliance with the standards and enforcing the standards where there is no compliance. Additionally, the purpose of quality assurance in the education sector is to ensure continuous quality improvement by maintaining conventional standards while following laid down policies in education. The central function is to oversee, promote and maintain standards in educational processes particularly curriculum implementation and delivery (Ministry of Education, 2013) However, school assessment practices especially in Third World countries- Kenya included, are associated with numerous

problems which as a result, force attempts to improve education quality into the background.

Currently, the Basic Education Act and Training 2012 established an Education Standards and Quality Assurance Council (ESQAC) which replaces the DQAS (RoK 2013). The legal mandate of the council and which is also cascaded to the County Directorate of Quality Assurance is to ensure standards and maintain quality in institutions of Basic education in the county. The council also supervises and oversees curriculum implementation and delivery. Similarly, it conducts assessment in education institutions and upgrades teacher pedagogical skills together with offering advisory services to education managers across the education sector.

The Education Act 2012 emphasizes that free and compulsory education is a right for every child. Article 62(2a) of the Education Act (2012) states that the Education Standards and Quality Assurance Council shall ensure standards and maintain quality in institutions of basic education. Article 68 of the Education Act 2012 empowers every institution of basic education and training to develop or adopt appropriate standards, establish, implement and manage Quality Assurance, QA systems and establish systems and processes for continuous review improvement of standards and Quality Assurance. In essence, the Sessional Paper No 14 of 2012 thus recommends decentralization of QA to the institutional level (Republic of Kenya, 2012)

According to reports from the County Director Office-Trans-Nzoia, Ministry of Education, there were 28 schools in Trans-Nzoia west and among those schools, only 11 were assessed. Out of the 11 accessed schools, only 6 received recommendations or feedbacks regarding the assessment and this was an indication that Quality Assurance and Standards operations in the Sub-County were not effective. The management of the Sub-county in the same ministry and department stated that they were few and could not conduct assessments in many schools; further, there were other institutional and financial challenges that hindered their effective operations. Trans-Nzoia West Sub-County has only one Quality Assurance and Standards Officer, the entire County has four officers under the leadership of the County Quality Assurance and Standards officer. One officer in Trans-Nzoia West Sub-County ought to conduct assessment and write reports of all the schools private and public, primary and secondary schools including (28 secondary schools that were targeted).

Depending on the country's education policies and laws, quality assurance and standards officers' conduct assessments in schools but the frequency of doing it and the number of schools assessed per period depends on many factors. In Kenya, Quality Assurance and Standards officers sign performance contracts, which assess their work; it is important to note that, Quality Assurance officers perform other roles apart from assessing schools. These roles include supervising the implementation of the curriculum, facilitating co-curriculum activities, regulating the administration of examination among others.

Mobegi, Ondigi and Oburu (2010) conducted a research in Secondary schools in Gucha district with an aim of establishing the strategies head teachers use in implementing internal quality assurance and standards operations and its influence on academic performance, the researchers noted that the school heads had limited roles, which focused on checking professional records and not appraising teachers. Further, it was noted that the school heads used inadequate methods of evaluating teaching, which greatly influenced academic performance of learners.

In another case, Ifedili (2015) conducted a study in Nigeria and he shared the same sentiments with Mobegi, et. al (2010) who considered the same issue in Kenya. Ifedili (2015) indicated that quality and assurance practices in performed their work below the required levels because of poor management, limited funds, laxity, and low number of field officers to conduct school assessments and all these reasons contributed immensely in influencing academic performance in schools. In this case, it is evident that there is a gap in the quality assurance practices, such practices are influencing academic performance, and this therefore formed the basis of the study, which sought to establish the influence of quality assurance and standards on academic performance.

1.2. Statement of the Problem

One indicator of quality education is evidenced by the performance of schools in national examinations (Sallis, 2005). In Trans-Nzoia County, students' performance in secondary school examination has remained poor despite the presence of quality

assurance practices in these schools. Statistics on general aggregate mean scores in KCSE over the last four years revealed that very few students transit from sub-county schools to technical institutions and universities because of poor performance in national examinations. It should be noted that these schools cater for the majority of the student as compared to the few were admitted into national, county and private schools. These schools exist in a world where competition is a reality, and falling standards can lead to staff redundancies and threaten their viability and survival. It should be noted that academic performance and education standards in schools depend on how well quality assurance practices are conducted. Based on the prevailing state of low academic performance in schools, empirical studies reveal that the challenge of low academic performance was a deep rooted management and policy problem, which was related to quality assurance and standards. This study therefore sought to investigate the effects of quality assurance practices on students' academic performance in secondary schools in Trans-Nzoia West sub-County.

1.3. Purpose of the Study

The main purpose of this study was to investigate quality assurance practices and their effects on student's academic performance in secondary schools in Trans-Nzoia West Sub-County.

1.4. Objectives of the Study

The following specific objectives guided this study;

- i. To assess the effects of internal quality assurance practices on student's academic performance in secondary schools.

- ii. To evaluate effects of external quality assurance practices on student's performance in secondary schools.
- iii. To establish the relationship between Standards and Quality Assurance practices and attainment of quality grades in KCSE examination.
- iv. To identify intervention measures that enhances internal and external QAS practices in schools.

1.5. Research Questions

The study sought to answer the following research question:

- i. How do internal QAS practices affect student academic performance in secondary schools in Trans-Nzoia County?
- ii. What are the effects of external quality assurance practices on student's academic performance in secondary schools?
- iii. What is the relationship between Standards and QA practices and quality grades attained at KCSE?
- iv. What interventions measures can be adopted to enhance internal and external QAS practices in schools?

1.6. Research Hypothesis

The following hypothesis was derived and tested in this study

H_{0I}: There is no statistical significant relationship between quality assurance assessment and attainment of quality grades in secondary schools

H_{0II}: There is a statistical significant relationship between quality assurance assessment and attainment of quality grades in secondary schools.

1.7. Significance of the Study

Sub-County secondary schools have unique problems such as low entry behaviour, inadequate teaching staff and inadequate teaching and learning facilities. This study will assist QAS personnel who are charged with the responsibility of assessing schools to direct and coordinate their activities consciously, purposefully, and effectively. Head teachers in Sub-County schools who are the chief executives in schools should identify the unique conditions in their schools and in turn, plan and strategize on best ways possible of improving performance. Deputy Head-teacher's, heads of department and teachers of Sub-County secondary schools will arm themselves with appropriate knowledge on the best internal QAS practices that work in their respective schools.

1.8. Justification of the Study

Over the last decade, the academic performance of learners especially in public day secondary schools has deteriorated. The number of students from public day secondary schools transitioning to middle level college and institutions of higher learning has declined and this relates to the management problem within the education sector. The role of quality assurance and standards is to evaluate the academic standards of schools, assess the school environment, monitor how examinations are conducted, enhance and support co-curriculum activities the examinations. Despite outlining their roles, the officers tasked with enhancing the quality of education are few and suffer a number challenges that hinder them from executing their roles

effectively that's why academic performance in public day secondary schools keeps on declining.

1.9. Scope of the Study

The study was carried out in Trans-Nzoia West County targeting public secondary schools, head teachers/ deputy head teachers, HOD's, form four students and Quality Assurance and Standards Officers based at the Sub-County education office. The study was conducted between May and July 2015 when schools were on session.

1.10. Assumptions of the Study

The required data were available in the sampled schools. Internal and external QAS assessment process leads to a set of recommendations, which describes the main areas requiring improvement. Performance in national examination was dependent on quality teaching and learning. QASO and school administrators knew and understood the goals and objectives of the school so well that they could assume supervisory, academic, and professional roles over teachers and pupils.

1.11. Limitations of the Study

It was not easy accessing required information from some schools especially where assessment reports were less favorable. However, the researcher re-directed the same questions through the interview schedule to quality assurance personnel. The study relied partly on the accuracy of verbal communication given by respondents.

1.12. Theoretical Framework

This study was based on two theories namely the human capital theory and Capital Theory of School Effectiveness and Improvement. Adam Smith formulated the human capital theory. Slavin (1996) defines human capital as the acquired skills of an individual's education, training, and work habits, which vary with an individual. Human capital theory is the most influential economic theory of western education, setting the framework of government policies since the early 1960's. It is seen increasingly as a key determinant of economic performance, in this study quality assurance practices is a government policy aimed at improving the standards of schools such as academic performance because of the varying values every person has regarding skills, knowledge, experience, and assets. On the other hand, Hargreaves (2001) developed a theory of school effectiveness and improvement based on: outcomes, both cognitive and moral; leverage: the relationship between teacher input and education output; intellectual capital: the sum of the school's knowledge and experience; and social capital: the networks of trust and collaboration. In this theory, Hargreaves (2001) argues that the conventional model of measuring school effectiveness and improvement is an adequate tool for the analysis of school success and failure. Proponents of this theory posit that, social capital, intellectual capital, and leverage are the pillars within which the theory is supported. The theoretical model from an education perspective entails the changing nature of the school, the effectiveness of the teacher and improvement in knowledge. The extent to the changes affecting the three aforementioned aspects in the theoretical models calls for government interventions to the management of learning institutions. Therefore, the

use of quality assurance practices results in improved school outputs as a basis of the theory.

1.13. Conceptual Framework

In Kenya, just like other countries, the major yardstick used to measure education output is performance in examinations. This output however, is achieved after the various inputs into the education process undergo what is referred to as the educational production process. The inputs into the educational production process include the internal quality assurance mechanisms in a school, the teachers, the external QAS assessment other special intervention and the necessary educational resources. Thus the educational output, in this case denoted by academic performance, is the function of how these educational inputs interact. If the interaction is healthy, then output, which is performance should be good and vice versa. This study sought to establish the kind of interaction that takes place in schools with regard to QAS mechanisms and the bearing it has on performance. The output in this study, which is also the dependent variable is student's academic performance in a school system, which is dependent on QAS mechanisms (independent variable). This is summarized in Figure 1.1

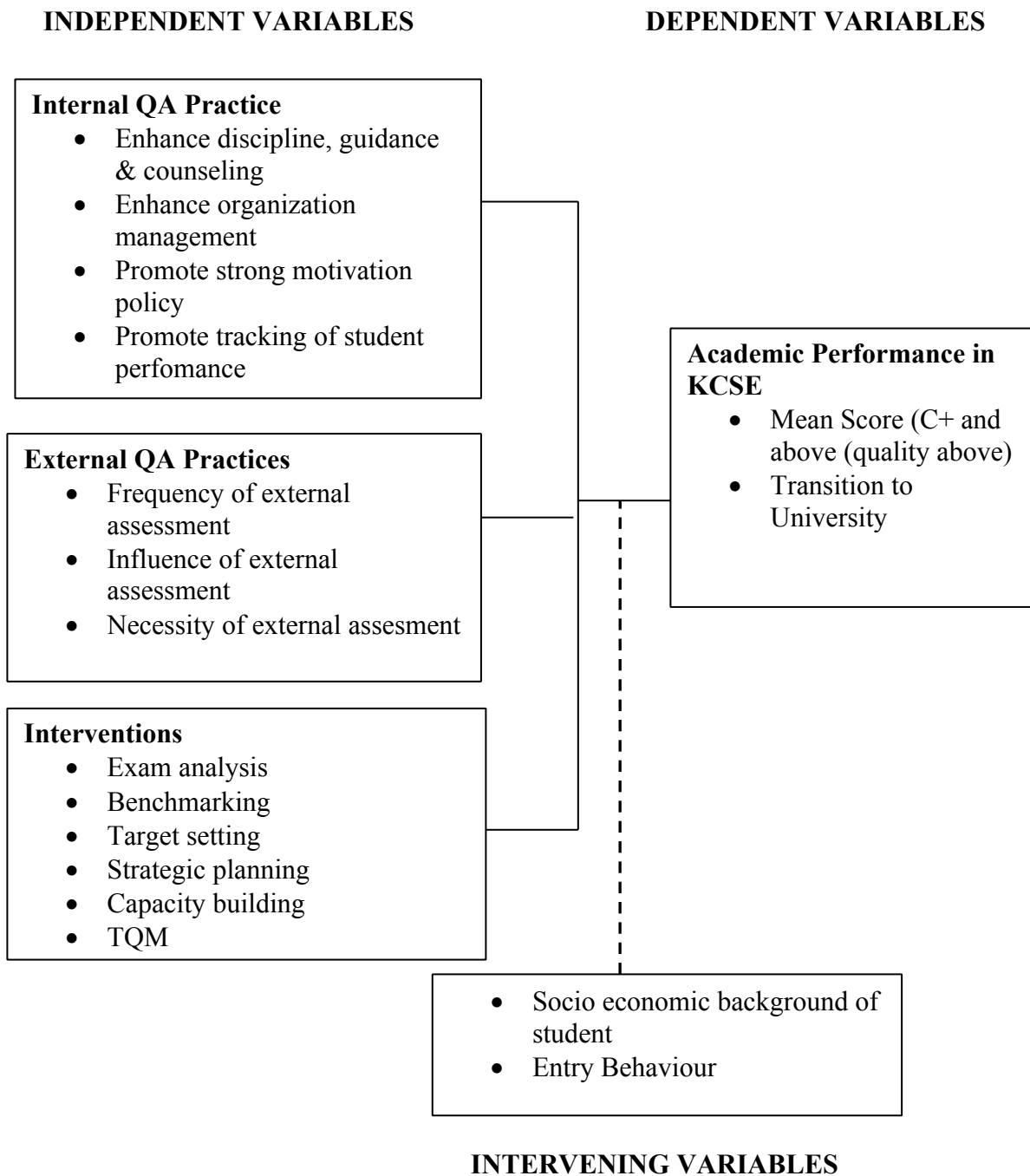


Figure 1.1: The Conceptual Framework

The internal policy of a school is critical in explaining student's performance. In this study, it was expected that schools that promoted a policy on internal QAS were more likely to attain higher achievement than those without such policy/had it in theory, not

practice. This, supported by frequent external QAS practices greatly boosts performance of students. Pupils with the highest scores of primary school examination results are usually selected in national schools. Those with moderate scores join county schools while those with the lowest scores join Sub-County schools. However, QAS practices address quality and standards issues in all schools regardless of school type. Where such assessments are made, it is expected that added quality is realized. The intervening variables in this study (socio-economic backgrounds of the students and entry behaviour) were incorporated while designing the questionnaires to minimize their effects on the study findings.

1.14.

Operational Definitions of Key Terms

The following key terms were used in the study to convey the meaning shown;

Academic Performance– According to Abanes (2011), academic performance refers to the degree to which an institution, a teacher or a student achieves its short-term and long-term educational goals. Based on the study, it refers to the attainment of quality grades in KCSE of at least C+ and above.

External Quality Assurance – Gravells (2014) defines external quality assurance as any effort by the external management to maintain the required level of quality by monitoring stage-by-stage operations of organization activities. With regard to the study, it refers to assessments carried out by QAS officers from Sub-County education office, provincial or even national level. The officers check everything done internally and advise accordingly, organize workshops and in-service programmes for capacity buildings and report to the minister of education on quality and standards of education being offered.

Internal Quality Assurance Practices – As opposed to external quality assurance where external managers engage in processes aimed at maintaining quality of products or services, internal quality assurance entails institutional efforts undertaken by the internal management to ensure quality is enhanced (Gravells, 2014). According to the study, it refers to the various mechanisms put in place in a school that boosts performance. Examples include; an effective exam policy/analysis, effective pedagogical methods, motivation policy for students and

teachers, teachers attendance records, departmental organization documents/ records of work, functioning guidance/ counseling department, to mention but a few.

Quality Assurance – From the point of generalization as given by (Gravells, 2014),

Quality Assurance refers to the institutional practice of enhancing quality by following operations systematically. Based on the study, it refers to the determination of the degree of goodness or worthiness while expressing the certainty or success in educational standards.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter focuses on a review of literature related to the study. The literature reviewed was drawn from books, periodicals and related research on the role played by quality assurance and standards on academic performance.

2.2. The Concept of Academic Achievement

Many scholars have researched on causes of low academic achievement in schools and identified causes, which include and not limited to teacher factors, ineffective resource management, class size, teaching, and learning resources, student entry characteristics and socioeconomic status of parents. According to a report prepared by Centre for Mathematics, Science and Technology Education in Africa (CEMASTE, 2010-2011) improvement in teaching / learning involves more than just teachers and students, but teachers contribute about 80% of the entire improvement process (Boyle, 2007). Without a competent teacher, no curriculum can be implemented effectively (Malm, & Löfgren, 2006).

According Jensen, & Seltzer, (2000) certain student characteristics contribute to low academic performance. Student's role performance, which refers to how well a student fulfills the role of a student in an educational setting, affects test scores. Examples of such SRP characteristics include school efforts, extracurricular activities, deviance and disabilities. School effort is the amount of time and energy that students expend in meeting the formal academic requirements established by the teacher and/

or school. Carbonaro (2005) further identified three types of school effort- rule oriented (showing up to and behaving in class), procedural effort (meeting specific class demands such as completing assignments on time) and intellectual effort (critically thinking about understanding curriculum). It is expected that a student who puts forward significant efforts in all three categories will perform the best. Effort has also been measured in a variety of ways ranging from time spent on homework to attentiveness in class and all have been positively linked with school performance (Carbonaro, 2005).

The average grade in KCSE is based on performance in seven subjects. Where a candidate sits for more than eight subjects, the average grade is based on the best seven subjects. The highest total maximum points are 84. University matriculation is based on the best seven and performance in particular subjects relevant to degree courses. A University entry criterion is a mean score of C+ and above. Statistics at the sub-county office have indicated that sub-county secondary schools have registered low transition of students to Universities (Munyi and Orodho, 2014).

Many studies into causes of low academic achievement in secondary schools in Kenya have been done. Materu (2008) cites a broad range of factors that affect quality and academic achievement in schools, including their vision and goals, the talent and expertise of the teaching staff, admission and assessment standards, the teaching and learning environment, the internal quality assurance mechanism in the school, the quality of the library and laboratories, management effectiveness, governance and leadership. The researcher further contends that schools that have a planned and

systematic review process of their programs to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced realize high academic performance of their students.

2.3. Internal Quality Assurance and Academic Performance

Previous researchers have suggested that a number of internal factors in a school contribute, to establishment of quality education and high academic performance in a school. Digolo (2003) advocated the need for maintenance of factors such as curriculum, instructional materials, equipment, and programs within the school. Sallis (2005) emphasized the need for teamwork, which is an essential component of the implementation of Total Quality Management that builds up trust, improves communication and develops independence.

According to Materu (2008), a broad range of factors affect quality in tertiary institutions including their mission, vision and goals, the talent and expertise of the teaching staff, admission and assessment standards, the teaching and learning environment, the employability of its graduates (relevance to the labor market), the quality of the library and laboratories, management effectiveness, governance and leadership. This study unveiled whether lack of the mentioned internal factors were to be blamed for the poor performance in Sub-County secondary schools. It is generally agreed that the most important manifestations of schooling quality (however and in whichever way defined) are literacy, greater cognitive abilities and better student performance in examinations. Internationally, pupil scores have been accepted and

used as a proxy for achievement (Fieldman, 2005). Digolo, (2003) demonstrated that schools with an internal QAS system enhance better performance in examinations.

The Ministry of Education Strategic Plan of 2006-2011, identifies function of quality assurance, which entails monitoring of schools and teachers to ensure that the curriculum is delivered appropriately. Schools without an internal QAS system recorded consistent decline in examination performance (Ojiambo, 2009). According to Wango (2010), the head teacher and the team are encouraged on the need for self-evaluation as a continuous process that is complimented from time to time by external assessment. Self-evaluation provides the school with a means of ensuring that standards are maintained and covers matters of potential significance to the school. Such Internal systems of self-evaluation include internal curricula supervision by the head teachers and heads of department, frequent departmental meetings, checking of student notes and an effective examination/ testing policy (Ogamba, 2011).

Sallis (2005) advocates for bench marking as an internal quality assurance strategy aimed at bridging the gap between where an institution is and where it wants to be. Benchmarking involves analysis of the best products and services available in a particular marketplace, or comparing best practices across industry sectors. These products or services become the targets or 'benchmarks' that the organization strives to meet. In education, benchmarking focuses on what are considered to be best practices and organizational features of special merit. A benchmark is a standard against which to measure present performance. It is usually undertaken by seeking the best of the competition and understanding the way they produce quality (van der Bank, & Basson, 2014).

All organizations, schools included, are faced with increasing competition and those that provide public services have the additional demands of increased scrutiny and accountability (Odhiambo, 2008). To meet these increased demands, new techniques have to be devised that allow institutions to stay ahead of the competition and allow them to demonstrate that they are performing well and providing value for money. Educational institutions need to develop tools that can be built into their own structures that allow them to learn both from their own successes and failures but also from the best practices of others (Ngware, Oketch, & Ezeh, 2011). This study established whether the schools under study have incorporated this important tool in their operations.

Mwinyipembe & Orodho (2014) noted that internal QAS are reflected in a head teacher who keeps a copy of all official documents like the education Act, TSC Act, Student admission Register, Visitors book and other policy documents, a subject teacher who prepares schemes of work every term, making relevant comments at the end of the week, and makes notes on work covered. A school that is well managed internally tends to offer quality education and a regular formal pattern that effectively continuously improves on standards. Such schools are perceived to have strengthened internal QAS systems (Chepkuto, 2012).

The Kenya education system places the head teacher of schools in a position of considerable responsibility (Oyaya, 2007). The head teacher is in charge of the community of teachers and students, controls school operations, makes decisions,

delegates authority and still knows what is happening in all the departments of the school. The head teacher has a responsibility of supervising the educational activities in the school he or she heads, has the overall responsibility over the operation of the school, and is responsible for interpretation of educational policies and objectives as well as implementation of the curriculum. His/her roles are thus those of instructional leadership, administration and supervision (Wasanga, 2004). In their supervision roles, head teachers are regarded as first inspectors of their own schools. Their duties include; Piloting and assessment of materials, Monitoring and evaluation, Ensure effective communication between in-service teacher education, Provide professional guidance and advice to staff in educational institutions and disseminate information on school management, curriculum, teaching materials and examination etc. Republic of Kenya (2005) states that the most important supervisory and guidance in any institution is that given by the head of the school. The working papers recommend the need to strengthen the role of the heads of schools as first inspectors of their own schools and to give them appropriate in-service training (UNESCO, 2010).

Otula, (2007) is of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Etsey et al (2004) in a study of 60 schools in peri-urban (29) and rural (31) areas in Ghana found that academic performance was better in private schools than in public ones because of more effective supervision of work. In a school set up, many internal QAS mechanisms greatly boost academic performance. According to Ministry of Education Distance Learning Course book (2011) learners in a school system would not benefit much unless there is some form of assessment and testing policy aimed at determining

learner performance levels at different stages in their school career. Assessment, testing and examinations are identified as tools that teachers and the principal use to measure the extent to which instructional objectives and goals are being achieved (Farrant, 2004). They provide feedback on learner's performance, checks on learning progress and helps in identifying or diagnosing learning difficulties in learner's abilities and interests for specialized subjects or courses (Republic of Kenya, 2014) This study established whether sub county secondary schools have incorporated this important internal QA tool in their school system.

Apart from an assessment policy, guidance and counseling which is primarily concerned with individual behavioral processes is yet another internal QAS mechanism that is of great value to schools. According to Ministry of Education, (2009), Guidance and Counseling is concerned with individual behavioral processes and thus helps individuals understand the internal world and gain better control of own behavior. Guidance and Counseling that was properly organized in our traditional set up is no longer available today. The social fabric has broken down, family values keep changing and the modern parent has very little time for the children. The burden of the youth has been shifted to schools. They require guidance in order for them to grow into responsible citizens. This can only be addressed through guidance and counseling services in the school setting.

Other than good academic performance, discipline is considered as another measure of school efficiency and therefore requires attention as a cross-cutting issue. Arum (2003) defined discipline as conforming in totality to laid down norms and complete

obedience to orders. According to Ministry of Education (2011) a school exists to offer educational services to students in the local community as well as the nation at large. The school is the socializing agent and helps in shaping up the youth. In this regard, discipline is paramount and the school administration should establish and sustain an appropriate disciplinary system. Otula, (2007), clearly identifies pertinent areas for staff and student discipline and underscores the importance of schools having school rules or code of discipline. This study established whether existence or lack of the mentioned internal QAS mechanisms had any effects on academic performance in the studied schools.

Morphew & Hartley, (2006) advocates for schools to develop mission and vision statements. The mission statement is closely linked to the vision, and provides a clear direction for the present and the future. The mission statement makes it clear why an institution is different from all the others. Mission statements are nowadays becoming well established in education (Ojiambo, 2009). What is not so prevalent is the strategic follow-through from mission to practical strategy. It is important to ensure that the mission is translated into necessary actions that are required to take advantage of the opportunities available to the institution. Educational institutions are often reluctant to state publicly that they are seeking to become the best within their own particular sphere of operation. There is a fear that if the mission statement says this then the chances of failure are increased. However, if the mission statement is backed up by a well-formulated long-term quality strategy then this goal should be expressed in the mission statement (Ojiambo, 2009).

The study investigated whether the studied schools had embraced modern QA management tools.

2.4. External Quality Assurance Assessments and Academics Performance

Wango (2010) contends that Quality Assurance and Standards in education is an inevitable part of schools and will continue to be central to education policy for the foreseeable future. This is principally because educational achievement has to be accounted for. A lot of resources, both people and finances, are bestowed on the school and there must be benchmarks to ensure that such resources are put to good use. This is why according to Wango (2010), the purpose of external standards assessment is to provide an independent and external evaluation of the quality and standards of the school.

The principal aims of quality assurance and standards officers include promoting the highest possible educational standards, assessing, monitoring and reporting on the outcomes of education in schools, reporting on the nature and scope and effectiveness of the student support services, and reporting the findings of assessment to relevant department of education and other stakeholders (Ngware *et al.*, 2011). Wango (2010) advocates for periodic external assessment complemented by continuous internal evaluation/assessment achieved through an effective administration and management system.

According to the Ministry of Education Strategic Plan 2006-2011, the function of quality assurance entails monitoring of schools and teachers to ensure that the curriculum is appropriately undertaken (Ogamba, 2011). The Sessional Paper

numbers 6 of 1988 underscored the importance of quality assurance in education and recommended that heads of institutions be trained as first line Quality Assurance officers. Sessional Paper number 1 of 2005 expanded the mandate of Quality Assurance officers to cover all education and training services regardless of the Ministry under which providers fall. Over time, efforts were made to rationalize workload, operational zones and institutions to ensure that quality assurance are available to all learners. To improve mobility at the local level, QAS were provided with motorcycles and financial allocations to Sub-County education offices increased to finance fuel and other logistical requirements (Odhiambo, 2008). This study established whether those efforts made translated in improved and increased external assessments in the studied secondary schools.

Kenya institute of curriculum development (KICD) is responsible for the development of the national curriculum, which ensures that our national goals are achieved while the inspectorate department is in charge of implementation and supervision of the curriculum (Wango, 2010). The Kenya national examinations council (KNEC) assesses the curriculum based on set objectives and good performance at KCSE signifies quality education (Otula, 2007). Therefore, the KNEC acts as an assessor to the efforts of the curriculum supervisors, and good performance shows the effectiveness of curriculum supervision.

According to the Basic Education Act of 2012, the purpose of Quality Assurance in the education sector is to ensure continuous quality improvement by maintaining

conventional standards while following laid down policies in education (MoE, 2012). The central function is to oversee, promote and maintain standards in education processes particularly curriculum implementation and delivery. Currently, the Basic Education Bill (2012) established an Education Standards and Quality Assurance Council (ESQAC), which has replaced the Directorate of Quality Assurance and Standards. The legal mandate of the council, which is also cascaded to the county in the provision of education entails setting of standards, assessment of the standards, monitoring of compliance with the standards, monitoring of outcomes after the compliance with the standards and enforcing the standards where there is no compliance. The Policy Framework of QAS is enshrined in Article 53(1b) of the constitution of Kenya 2010 that emphasizes that free and compulsory education is a right for every child. Further, Article 62 (2a) of the Education Bill 2012 states that the Education Standards and Quality Assurance Council shall ensure standards and maintain quality in institutions of basic education (UNESCO, 2008). The promulgation of the constitution of Kenya 2010 and the enactment of subsequent laws have entrenched the operations of the county government in law. This implies a decentralization of activities and accountability to the sub-county level.

Currently, the purposes of external QAS assessments are prompted by the following factors: Agreed assessment plans and work programmes at national, county, sub-county, division or zonal levels; QASO's personal initiatives; Adverse reports or anonymous correspondence from stakeholders and government asking for assessment; Follow-up assessment from concerns indicated in previous assessment reports (MOEST, 2005). The purpose of these assessment would be to have an overview of

the quality of education in Kenyan schools based on agreed 'All Round Performance' indicators of the performance (Benchmarks) of an educational institution (Saitoti, 2003). The aim would be to report back in full to the educational institution, so that it can plan effectively to improve the standards of education that are being offered to their students. With the persistent low academic performance in Sub-County schools of Trans-Nzoia County, the research examined whether external QAS has been undertaken in the Sub-County adequately.

Odhiambo (2008) sees assessment as a behavior designed to improve teacher's behavior to facilitate learning and helps in achievement of organizational goals. It is also an arm of most responsibilities, for controlling and monitoring activities in schools and other educational institutions. Maranga (2001) asserts that it is through assessment that teaching and learning success or failure can be evaluated and that the quality of teachers depended greatly on assessment levels. Inspection is an administrative activity whose strategy is to stimulate teachers towards greater pedagogic effectiveness and productivity (Ngware, et al., 2011). It is a means towards an end in itself.

Sifuna, (2003) and Wangari (2005) describe inspection as communication, which helps people achieve their common goals. Inspectors therefore serve as liaisons to get persons with similar problems in contact. They help stimulate staff members and encourage as well as encouraging them to try new things (Chepkuto, 2012). This is why the Directorate of Quality Assurance and Standards was established. One of the core functions of the Directorate of Quality Assurance and Standards (DQAS) is

‘quality assurance’. This entails effective monitoring of curriculum delivery in schools to ensure effectiveness. To realize effective curriculum delivery, DQAS is expected to provide advisory services to schools on how best to improve their teaching. The advice also goes to stakeholders at school, Sub-County and headquarters levels (Kinyajui, & Ogula, 2008).

Provision of support and advice for appraisal schemes of schools and promotion of support of professional development of the teaching staff are efforts of the directorate (MOEST, 2008). Due to the important role played by the body, a manual was compiled that acts as a Handbook for inspection of Educational institutions by the Ministry of Education. The directorate is also responsible for the approval of the syllabus and instruction materials before they are used as well as being in charge of the administration of school examinations throughout the country. In discharging its duties, the directorate have QAS officers stationed at zonal, divisional, Sub-County, provincial, and national levels (Digolo, 2003). These officers by way of occasional visits assess educational activities in schools whereby they are expected to guide and advice members of staff on issues concerning the many facets of teaching and learning behaviors in order to improve the quality of teaching.

Ogamba, (2011) and Odhiambo, (2008), sighted irregular inspection and inadequate follow ups as one major constrain in the inspection of education in Kenya. According to MOEST, (2009), the mission of the directorate is: To establish, maintain and improve education standards, and the vision: To provide quality assurance feedback to all education stakeholders in all education institution, which is a reflection of the

ministry's vision and mission. Clearly this vision cannot be realized overnight, but a well-organized inspectorate should after a few years be able to produce data on all education institution within its jurisdictions and ensure that all stakeholders have access to information regarding schools within his/her jurisdiction (Otula, 2007). This study assessed the effects of quality assurance practices in secondary schools on students' academic performance.

2.5. Quality Assurance Intervention by the Ministry of Education

The Ministry of Education takes cognizance of the importance of capacity building as a means of equipping serving officers with requisite knowledge, skills and attitudes that will enable them deliver quality services (Otula, 2007). It is for this reason that the Ministry of Education established the Kenya Education Management Institute (KEMI) continually upgrades the core competencies, knowledge and skills of education managers. The development of the Diploma in Education Management course that was delivered through distance learning methodology has been a recent attempt by KESI with the support of United States Agency for International Development (USAID) to address the issue of capacity building for heads of schools (MOEST, 2012). This training program relied on the distance learning approach to impart knowledge, skills and attitudes on crucial aspects of management such as resource management, performance management and good governance. It was hoped that heads of schools would use the manual together with the distance-learning course to improve service delivery and enhance productivity in their schools (Mureithi, 2012).

The manual advances several management policies, procedures and reforms in the education sector that utilizes modern management tools in schools. These policies and reforms if well implemented in schools can greatly support and supplement the internal and external QAS mechanisms (MOEST, 2012). One of the necessary leadership skills required in the contemporary education sector identified in the manual is Strategic Leadership, which is defined as the potential to influence organizational members and to execute organizational change. It also involves the ability to foresee and comprehend the work environment; being good at strategic execution and helping others reach higher levels of achievement by thinking and acting strategically. Similarly, it calls for embracing of leadership practices like building relationships, rewarding performance, sharing power, team building and mentoring (MoE, 2012).

Building top performing teams is yet another important leadership competence for any organization being advocated in schools (Wangari, 2005). This is when people work closely together; perform many different roles and work effectively to ensure the school objectives are achieved. It involves having a motivated and cohesive team of teachers who can work together productively. This calls for the ability to sustain the team to ensure they are continuously productive through team building, team motivation, communication within and between teams for high productivity (Sifuna, 2003).

Result Based Management (RBM) is yet another new approach to management that is widely being popularized by the Kenya government and has now been adopted in

public sector organizations due to the increasing emphasis on better performance (Balogun, 2003). Schools have not been left behind for they are now required to account for the public investment that the government is making in the education sector. The RBM strategy therefore is expected to help schools focus on results rather than the process (MOEST, 2008). According to KEMI- Distance Learning course, RBM is a team based and participatory approach to management that seeks to focus on organization's or projects effort on expected results. It implies a new way of doing business and a fundamentally different approach to management than has traditionally been used in the public sector and development organizations. It is designed to improve service delivery and strengthen management effectiveness, efficiency, and accountability. RBM has components, which include transformative leadership, Performance Contracts, Rapid Result Initiative (RRI) and Performance appraisal System. The process of implementing RBM in schools however has challenges. This includes resistance to change, tendency to make things complicated, organizational culture, inadequate staff incentives, insufficient training and organizational support (Elliott, 2015). These challenges if well managed may not interfere with the implementation process of RBM in schools.

Strategic planning is another special intervention being encouraged in schools. Williams, (2010) views strategic planning as a formal means by which an organization communicates its goals, priorities, and mission to the external stakeholders, and informs the decisions and actions that shape the organization. A strategy is a contingency plan, which is a general method of dealing with the changing circumstances (Shivakumar, 2014). It is bringing the future into the present by linking

specific initiatives to the overall goal of the organization (Williams, 2010). The strategic planning process enables an organization or a unit within the organization to determine where it will be in the next three to five years and how it is going there (Buteau, 2011).

Ministry of Education (2013) a Strategic Plan identifies where the organization wants to be at some point in the future and how it is going to get there. It has many more advantages, which include; creating awareness of obstacles to overcome, stimulating thinking to make better use of resources, assigns responsibilities and schedules work, and facilitating control and evaluation. It also has a vision and mission statement that explains where the school wants to be in a specified period and why the school exists or the need the school meets. Sallis (2012) contents that a strategic plan helps staff understand the institutions mission, helps bridge gaps in communication, enables staff to know where the institution is going and how it will be different in future. In the year 2012, all head teachers of primary and secondary schools in Kenya, together with some Board of Management members went through an in-service induction course in strategic planning and how to make strategic plans for their schools. This program was organized by the Ministry of Education to improve management of schools and quality delivery of services. It is yet to be established whether this program bore some fruits in form of improved results and delivery of educational services (Elliott, 2015).

Sallis (2005) advocates for Total Quality Management (TQM) which is both a philosophy and a methodology that can assist institutions to manage change and to set their own agendas for dealing with the plethora of new external pressures. TQM is

about creating a quality culture where the aim of every member of staff is to delight their customers, and where the structure of their organization allows them to do so. In TQM the customer is sovereign. TQM does not and will not bring results overnight; neither is it a panacea for all the problems that beset education. Rather it is an important set of tools that can be employed in the management of educational institutions. Sallis (2005) advocates for this methodology because of four quality imperatives that should motivate educational institutions to want to be involved in quality assurance activities; the moral, professional, competition and accountability imperative.

From the moral point of view, customers and clients of the education service (students, parents and the community) deserve the best possible quality of education, and it is the duty of professionals and the administration to have an overriding concern to provide the very best possible educational opportunities (Otula, 2007). Professionalism implies a duty/commitment to the needs of students and an obligation to meet their needs by employing the most appropriate pedagogical practices. Schools exist in a world where competition is a reality and falling standards can lead to staff redundancies and ultimately the viability of institutions can be under threat (Sifuna, 2003). The importance of TQM to survival is that it is a customer-driven process, focusing on the needs of clients and providing mechanisms to respond to their needs and wants. Competition requires strategies that clearly differentiate institutions from their competitors. Quality may sometimes be the only differentiating factor for an institution. Focusing on the needs of the customer, which is at the heart of quality, is

one of the most effective means of facing the competition and surviving (Ngware, 2011).

Schools and colleges are part of their communities and as such they must meet the political demands for education to be more accountable and publicly demonstrate the high standards (Ojiambo, 2009). TQM supports the accountability imperative by promoting objective and measurable outcomes of the educational process and provides mechanisms for quality improvement. Quality improvement becomes increasingly important as institutions achieve greater control over their own affairs. Greater freedom has to be matched by greater accountability. Institutions have to demonstrate that they are able to deliver what is required of them (UNESCO, 2008).

2.6. Challenges of Quality Assurance and Standards

Many related studies have been carried out in Kenya on quality assurance practices. Mobegi, *et al.*, (2010) carried out a study on Secondary school head teacher's quality assurance strategies and challenges in Gucha Sub-County Kenya. They investigated the strategies employed by head teachers and the challenges head teachers faced in their attempt to provide quality education. The findings of the study showed that head teacher's curriculum supervisory roles were limited to checking teacher's professional records and gave less emphasis to departmental supervision, self-appraisal, and class visits. Financial constraints were revealed as the major challenge, which impacted negatively on physical facilities, teaching and learning materials and teaching methods. The study by Mobegi, *et al.*, (2010) was almost similar to the one done by Cheruiyot (2002) and expanded by Maranga (2001). They found out that the head

teacher has an important role to play in educational institutions as internal inspectors and in curriculum implementation. However, these studies did not evaluate the role played by QAS mechanisms in enhancing performance in secondary schools.

Another related study was done by Wanzare (2012) examined problems that frustrate assessment of schools in Kenya and provided alternative strategies for improving the practices in schools. Some of the problems he identified included lack of feedback and follow up, Lack of Inspectorate autonomy, transport costs of assessment exercises, understaffing of QASO, lack of collaboration between QASO and teachers. Materu (2007) examined status, challenges, opportunities and promising practices in education. He identified some challenges facing the education sector, which included poor management practices and ineffective assessment of schools.

Odhiambo, (2008) examined issues of quality and quality assurance in Kenyan schools, identifying reasons why Kenya government has difficulties in achieving its well documented search for quality education and traced the process for ensuring the accountability of teachers in Kenya. His findings showed that the government, whose approach had been ambivalent and paradoxical, had determined teacher accountability and that the underlying cause of poor quality education in Kenya's schools was not the performance of teachers per se but deeply rooted management practices and other government policies, which would have to change if this dream was to be realized.

Kamau, (2005) carried out another study on the role of heads of department in quality assurance in selected public secondary schools in Githunguri Sub-County. He employed a descriptive survey in the study. His findings showed that heads of

department if given the required support can go a long way in strengthening internal QAS mechanisms that can boost academic performance of students. This study though similar in addressing the role of HOD's as internal QASO's, is different in its failure to address the combined efforts of internal and external QAS in improving students' academic performance in Sub-County secondary schools.

2.7. Summary of the Reviewed Literature and the Gap Therein

This chapter reviewed literature related to this study and related studies on QAS in Kenya. Mobegi, *et al.*, (2007) established that some of the strategies adopted by the quality assurance and standards officers encountered many challenges, which affected quality assurance practices. Further, few quality assurance and standards officers made it hard for effective implementation of education policies and execution of their roles. In another case, it was noted that family background, socio-economic status of students and teachers, and attitudes influenced quality assurance, which in turn affected academic performance.

Okumbe (1999) and Digolo (2001) found that enhancing supervision by the administration and reinforcing curricular instructional materials were among the methods of enhancing quality assurance and hence academic performance on schools. Majoribanks (1996), Hunt (2005), Jaynes (2005) and Jensen (2000) determined that addressing issues related to family background, extra-curricular activities, socio-economic status and certain student characteristics respectively would help in improving academic performance through enhanced quality assurance practices.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter deals with research design and methodology that were followed in carrying out the study. The chapter describes the research design, the study area, target population, sample size, and sampling procedures, data collection instruments, questionnaires, observation checklist, interview schedule, validity, and reliability of research instruments, ethical considerations, data analysis, and summary.

3.2. Study Area

The study was conducted in Trans-Nzoia West sub-county, Trans-Nzoia county-Kenya and targeted sub-county secondary schools. The sub-county borders Trans-Nzoia East to the east, Bungoma North to the south, Kwanza sub-county to the west and Uasin-Gishu County. The sub-county is divided into three administrative divisions namely; Central, Kiminini and Waitaluk. According to the available information in the Sub-county Statistics Office, the sub-county has a total population of 352865 people with 173,790 males and 179076 females. Youth population aged between fifteen and twenty-five years is 170,995 (GoK, 2010).

Secondary school age (14-17 years) children were 135,852. The dependence ratio level 1:2. Population growth was 3.8% with a crude birth rate of 45.1 per 1000 of the population, crude death rate was 9.3% and Illiteracy was 17%. The Sub-County enjoys a distributed rainfall with an annual total of 1242mm. the temperature are moderate favorable for learning. These conditions are also favorable for Agriculture,

livestock production and trade, an indication that there is enough food. The Sub-County has a total road network of 1,229.4 km of tarmac, gravel and earth road surface. All schools are easily accessible by road.

3.3. Research Design

Kombo & Tromp (2006) describe research design as the structure of research. It is the 'glue' that holds all of the elements in a research project together. A research design describes the pattern that the research intends to follow. This study adopted a descriptive survey research design, which considers the use of questionnaires and interviews as Orodho (2003) suggested. Cohen & Manion (2003) observed that descriptive design is perhaps the most commonly used method in educational research due to factors of expense, time and accessibility and it is based on the authors' opinion that this study adopted the aforementioned research design. Researchers collect information from a smaller group or subset of the population in such a way that the knowledge gained is representative of the total population under study. As alluded by Sekaran, & Bougie, (2011) survey research design is the efficient method of collecting data regarding the characteristics of the population, current practices and conditions or needs. Given the above stated attributes, a descriptive design was suitable for this study because a subset of the population of the sampled Sub-County schools was used to get information representative of the total population of the schools.

3.4. Target Population

Creswell (2012) defines population as a group of individuals having one characteristic that distinguishes them from other groups. Target population is the actual list of sampling units from which the sample is selected, or the sampling frame. The target population for this study consisted of respondents of all sub-county secondary schools in Trans- Nzoia West sub-county. According to available information at the Trans-Nzoia Sub-County Education Office (2010), the Sub-County had 28 sub-county secondary schools at the time of this research. All the twenty-eight schools constituted the target population. The respondents included Head Teachers, Deputy Head Teachers, Heads of Department, Form Four Students of those schools and the Sub-County Quality Assurance Officers based at the Sub-County Education office.

3.5. Sample Size and Sampling Procedures

The sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population (Creswell, 2012). Kothari (2008) suggests that 30% of the relevant target population is appropriate for the purpose of research. David and Chava (2008), and Mugenda & Mugenda (2003) support this. This was used to get a sample that consisted of 9 out of the 28 Sub-County secondary schools, which is 30%+1 for purposes of fair representation. Purposive sampling, in which the researcher selects sampling units subjectively in an attempt to obtain a sample that appears to be representative of the population, was used to headteachers, their deputies and heads of departments from those schools (Kombo & Tromp, 2000). They included 9 head teachers, 9 deputy head teachers and 45 heads of department - 5 from each school (Languages, mathematics, sciences,

technical subjects and humanities) who are the top administrative team of a school that filled questionnaires.

Systematic sampling refers to a probabilistic method where the researcher identifies a fixed starting point or number in a sampling frame; the number identified will be considered consistently throughout the sampling process (Kombo and Tromp, 2006). Systematic random sampling suggested by Kombo and Tromp (2006) was used to pick form 4 students where a sample from each of the 9 Sub-County secondary schools was prepared. From each sample frame, every 3rd student was picked; as proposed in Kombo and Tromp (2006) definition of systematic sampling. This yielded a total of 157 out of 526 form four students from the 9 selected schools ($526/3=157$). Creswell & Plano (2011) suggested this technique as appropriate because it is not biased. Each possible sample of different units had an equal chance of being selected, which also implied that every member of the population had an equal chance of selection into the sample. Form Four students were chosen because they had stayed long enough in the schools and were conversant with trends in the school. The students were relied on to confirm the existence of some of the internal QAS mechanisms in schools. The three Quality Assurance and Standards Officers based at the sub-county education office automatically qualified to be included in the study.

3.6. Data Collection Instruments

Mugenda & Mugenda (2004) defines research instruments as tools of measurements that a researcher uses in obtaining data from the population about a given topic of interest. Questionnaires, Observation schedule, and interview schedule were used to

obtain the required data in the study. Different sets of questionnaires were administered on the school administrators and Form four students. These questionnaires were designed to seek information on internal and external QAS mechanisms in their schools that were perceived to influence academic performance. A face-to-face interview was carried out with the secondary schools SCQASO at the sub-county Education Office. The Interview helped solicit information on external QAS assessments undertaken in the Sub-County. Responses were recorded directly in a notebook. Data acquired through interviews were aimed at 'grasping the subjects perspective' through investigating and understanding his opinions .Information was also gathered through an observation checklist for observation of physical facilities and other visible school equipment for evidence of a school culture. This helped verify the responses to questions and interviews. Triangulation of instrument, which is the use of three instruments, was necessary for purposes of complementarities of the weaknesses of the different tools as applied in data collection.

3.6.1. Questionnaires

Questionnaires are written instruments that present respondents with a series of questions or statements to which they are to respond by either writing down their answers or selecting from among the existing answers (Creswell, 2012). The research employed questionnaires that had both structured and open ended questions. Open-ended items were used for they ensured that the respondents gave answers on certain issues exactly the manner they perceived it (Mugenda & Mugenda, 2004).

Structured questionnaires are easier to analyze, easier to administer and are economical to use in terms of time and money. However, the responses are limited and the respondent is compelled to answer questions according to the researcher's choice. The researcher did overcome this weakness by designing questions that elicited the exact required response from the given choices.

According to Chava & David (2009), open ended items permit greater depth of response, are simpler to formulate and enable respondent to give insight into his or her feelings. However, responding to open ended questions is time consuming and may put off the respondents. Similarly, responses given may be difficult to categorize and hence difficult to analyze quantitatively. There is also a tendency to provide information which does not answer the stipulated research questions or objectives. To overcome these weaknesses, the researcher limited the number of items that were open ended. Likert Scale was used to enable measure items on perception, attitude, values and behavior. The gap between the desired and the actual QAS practices was identified as the cause of poor academic performance.

3.6.2. Interview Schedule

An interview is an oral administration of a questionnaire. A semi-structured interview schedule was preferred to provide adequate shape and structure to prevent directionless gathering of data that might have led to an unfeasible analysis and meaningless results. The existence of predetermined questions served more as a guide than a constraint because the order could be modified based upon the interviewers perception of what seemed appropriate (Robson, 2002). The two SCQASO based at

the Sub-County education office were interviewed at the sub-county offices. The interview lasted approximately 30 minutes. Notes were taken during the interview.

3.6.3. Observation Checklist

Information was also gathered through observation of physical facilities and other visible school equipment for evidence of internal QAS mechanisms. This helped verify the responses to questions and interviews. The researcher prepared an observation schedule which contained observable school factors/ school culture related to QAS practices in secondary schools. The schedule was completed by the researcher during the period when each school was visited.

3.7. Validity of Research Instruments

According to Mugenda & Mugenda (2003), validity refers to the accuracy and meaningfulness of inferences, which are based on the research result. It is the degree to which results obtained from the analysis of the data represent the actual phenomenon under study. Patton (2000) views validity as quality attributed to proposition or measures to the degree to which they conform to established knowledge or truth. An attitude scale is considered valid, for example, to the degree to which its results conform to other measures of possession of the attitude. A valid instrument contains content that is relevant to the study, in this case relevant to education QAS assessment. Bashir, et al., (2008) view validity as the extent to which the data is plausible, credible and trustworthy, and can be defended when challenged. Creswell (2003) identifies several threats to validity that proves or raises issues of accuracy of the data or results or application of statistical tests. These threats include

internal threats, external threats, and statistical conclusions threat and construct validity threat.

In order to establish the content validity of the instrument of the study, data was collected using the research instruments and research supervisors, lecturers and colleagues in the Department of Management and Policy Studies, Moi University discussed and gave feedback regarding the validity. They were expected to indicate by a tick or cross for every item in the questionnaire if it measured what it was supposed to measure or not. The advice given by these experts and colleagues helped the researcher improve the validity of the research instrument (Mcmillan & Schumache, 2006).

3.8. Reliability of Research Instrument

Creswell (2012) views reliability as demonstrating that the operations of a study, such as the data collection procedures can be repeated with the same results. Joppe (2000) further defines reliability as the extent to which results are consistent over time and are accurate representation of the total population under study. If the results of the study can be reproduced under similar methodology, then the research instrument is considered reliable.

To ensure reliability of the instruments, the researcher used Cronbach's Alpha where data collected using questionnaire was used in establishing the reliability. In this case, the researcher sampled 30 students, 15 heads of departments and 5 head teachers respondents that formed part of the sample size because they had the same

characteristics as that of the sampling units in the sample size identified. Cronbach's Alpha value of (0.9 and above), (0.7-0.9) and (0.5-0.7) indicate a very high level of reliability, high level of reliability, and quite high level of reliability respectively.

Table 3.1: Reliability Statistics

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on	
	Standardized Items	N of Items
.804	.805	4

From the table 3.1, it was clear that a value of 0.804 as the cronbach's Alpha was a good indication that the research instrument was reliable and would give consistent results with a small margin of error.

3.9. Data Collection Procedures

Before the administration of research instruments to respondents, a research permit was obtained from the National Council for Science, Technology and Innovations through the school of Education, Moi University. Upon obtaining the research permit, the researcher sought permission from the County Director of Education to visit schools within the county. The researcher thereafter visited the selected schools after seeking an appointment with the school administration on the purpose of the study. The research questionnaires were administered to the head teachers, their deputies,

heads of departments and students in the selected secondary schools while a 30 minute interview was scheduled to the SCQASO.

3.10. Data Analysis Techniques

Data analysis involves organization, interpretation and presentation of collected data in order to reduce the field information to a usable size (Onen & Oso, 2005). Data obtained was analysed using quantitative and qualitative techniques. The data collected was coded, and appropriately organized for computer analysis. Descriptive and inferential statistics was used to analyze data collected. These included frequencies, percentages and Pearson Correlation Analysis. Tables, bar charts and pie charts were generated and used in data presentation as indicated in chapter four. The views of respondents collected through the interview schedule were reported with respect to the afore-stated objectives and were analyzed using thematic analysis.

3.11. Ethical Considerations

In addition to conceptualizing the writing process of the proposal, a researcher needs to anticipate the ethical issues that may arise during a study (Hesse-Biber & Leavey, 2007). Research does involve collecting data from people, about people (Punch, 2005). Researchers need to protect their research participants; develop trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on the researcher and university; and cope with new, challenging problems (Israel, & Hay, 2006). In order to enhance the research code of professionalism, the researcher sought permission from the National Council for Science, Technology and Innovations (NACOSTI), County director of Education and

head teachers of the sampled schools before conducting research. The respondents' participation was voluntary and free; there was no promise of benefits for participation. The respondents were assured of privacy and confidentiality of the information obtained from them. They were also informed that they were free to withdraw from the study at any time they deem fit.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1. Introduction

This chapter presents the results from data analysis. The study investigated quality assurance practices and their effects on student's academic performance in secondary schools in Trans-Nzoia West Sub-County, Kenya. The chapter is divided into four major sections. Data collected was analyzed using descriptive and inferential statistics.

4.2. Questionnaire Return Rate

A total of 55 out of 57 school administrators and 153 out of 157 students dully filled and returned the questionnaires. Therefore, the return rate for questionnaires used for data analysis was 96.5% for school administrators and 97.5% for students, which was considered adequate to provide enough information on quality assurance practices and their effects on students' academic performance.

4.3. Internal Quality Assurance Practices and their Effects on students' Academic Performance

The first objective sought to assess internal QAS practices and their effects on student's academic performance in secondary schools in Trans-Nzoia west sub-county. To achieve this objective, the respondents were asked to rate their level of agreement on a five likert scale items in the questionnaire. Their responses were scored and the results are presented in Table 4.1.

Table 4.1: Responses on Internal Quality Assurance Practices and their effects on students' Academic Performance according to administrators and students

Statement	Resp.	Disagree		Undecided		Agree	
		F	%	F	%	F	%
There is an active disciplinary committee in our school	S	40	32.7	11	7.2	92	60.2
	A	6	10.9	7	12.7	42	76.3
Records of students' performance are kept and regularly checked against students' performance	S	42	27.4	10	6.5	101	66.0
	A	12	21.9	1	1.8	42	76.3
There is an effective examination policy in our school where students' transition is based on students' performance	S	96	62.7	5	3.3	52	34.0
	A	34	61.8	2	3.6	19	34.5

Remedial							
work is							
provided to	S	41	26.8	4	2.6	108	70.6
weak							
students							
	A	3	5.5	0	0.0	41	74.5
Teachers							
work as a	S	47	30.8	12	7.8	94	61.5
team in our							
school							
	A	13	23.6	3	5.5	39	70.9

Source: Field Data, 2015

S=Students; A=Administrators

Table 4.1 shows that, 92 (60.2%) students and 42 (76.3%) administrators agreed with the statement that their schools had active disciplinary committee, 40(32.7%) students and 6(10.9%) teachers disagreed with the statement while 11(7.2%) students and 7(12.7%) administrators were undecided on the statement. The study findings showed that a majority of students (60.2%) and school administrators (76.3%) in secondary schools in Trans-Nzoia west sub-county believed that their schools had active disciplinary committee. Discipline is regarded as a pillar to academic performance. Students who are self-disciplined will always excel in their academic performance. Having an active disciplinary committee in schools implies that students will have high standards of discipline and will tend to focus on school activities making them to perform better academically. This concurred with MOE, (2010) and Gitome, Katola & Nyabwari (2013) who reported that among the causes of poor examination results in secondary schools was indiscipline amongst the students.

Further, 101 (66.0%) students and 42 (76.3%) administrators agreed with the statement that records of students' performance are kept and regularly checked against students' performance, 42 (27.4%) students and 12 (21.9%) administrators disagreed with the statement while 10 (6.5%) students and 1(1.8%) administrator were undecided on the statement. From the responses, it emerged that a majority of the students (66.0%) and school administrators (76.3%) in secondary schools in Trans-Nzoia West sub-county reported that students' performance records are kept and regularly checked against students' performances. Keeping of records will ensure that students' academic progress are well monitored and those who underperformed are given more remedial teachings. This was found to support the findings from Cheruiyot & Orodho (2015) which found out that regular monitoring of students' progress helps in enhancing their academic performance.

In addition, 96(62.7%) students and 34(61.8%) administrators disagreed with the statement that there is an effective examination policy in their schools where students' transition is based on students' performance, 52(34.0%) students and 19(34.5%) administrators agreed with the statement while 5(3.3%) students and 2(3.6%) school administrators were undecided on the statement. The study findings showed that majority of the students (62.7%) and school administrators (61.8%) reported that students' transition was not based on their performance. This implies that students automatically transited from one class to another at the start of an academic year despite their performance in the previous examinations. The no repeat policy is a directive by the Ministry of Education to all schools to allow students to proceed to the next class irrespective of his/her performance. This is supported by OECD (2010)

report, which indicated that in countries where more pupils repeat grades, overall performance tends to be lower and social background has a stronger impact on learning outcomes than in countries where fewer students repeat grades. Schools should have an effective examination policy through which implementation of the curriculum content is evaluated. Assessment, testing and examinations are tools that the teacher uses to measure the extent to which instructional objectives and goals are being achieved (Adeyemi, 2010). They formulate the process through which the teacher can measure behavior change in learners and help teachers to measure the learner's progress in the achievement of instructional objectives. Similarly, the teacher can use assessment for self-evaluation and for the evaluation of teaching strategies. Through testing, learning difficulties can be diagnosed and necessary remedial action taken.

Similarly, 108(70.6%) students and 41(74.5%) administrators agreed with the statement that remedial work is provided to weak students, 41(26.8%) students and 3(5.5%) administrators disagreed with the statement while 4(2.6%) students were undecided on the statement. The responses showed that a majority of the students (70.6%) and school administrators (74.5%) in secondary schools in Trans-Nzoia west reported that remedial work was provided to weaker students in their schools in order to improve on their academic performances. This was found to be consistent with the findings of Ngugi (2012) which indicated that private supplementary tutoring on had a positive impact on students' academic performance in Kenya.

In addition, 94(61.5%) students and 39(70.9%) school administrators agreed with the statement that teachers work as a team in our school, 47(30.8%) students and 13(23.6%) administrators disagreed with the statement while 12(7.8%) students and 3(5.5%) administrators were in undecided on the statement. It emerged from the responses that a majority of the students (61.5%) and school administrators (70.9%) reported that teachers in their schools worked as a team with an aim of improving students' academic performance. This is consistent with the findings of Dallmer, (2007) which indicated that effective learning requires teamwork and cooperation to enhance productivity of individuals. This therefore shows that teamwork as an internal quality assurance practice has a positive effect on students' performance in secondary schools.

Results from observation checklist: Internal Quality Assurance Indicators in a school

Where 1,2,3,4 are different ratings 1 being the highest and 4 being the lowest rating

Table 4.2: Results from observation checklist

Statements	1	2	3	4				
	F	%	F	%	F	%	F	%
School vision	2	22.2	5	55.5	1	11.1	1	11.1

and mission displayed								
Participation of school community in vision and mission	1	11.1	2	22.2	4	44.4	2	22.2
Minutes of department meeting	3	33.3	2	22.2	4	44.4	0	0
Frequent checking of students notes	1	11.1	2	22.2	4	44.4	2	22.2
Analyzed examinations results/records	1	11.1	3	33.3	3	33.3	2	22.2
Remedial teaching timetable	2	22.2	4	44.4	2	22.2	1	11.1
School program reminder	1	11.1	3	33.3	3	33.3	2	22.2

From the results presented in table 4.2, it is evident that most schools scored lowly on internal quality assurance and standards. Specifically, most schools (5 out of 9) had visions and missions that were displayed but not updated. The community was rated relatively lowly on how it takes part in enhancing the school vision and mission. Whenever a meeting is held, 4 out of 9 schools almost fail to have a documentation of the minutes held within the departmental level. In 6 out of 9 schools that took part in the study, almost in all the schools students' notes are rarely checked. Out of 9

schools, only one school managed to analyze and keep records and results of examinations done by students. In terms of school program reminder and remedial teaching timetable, only one and two schools respectively performed the task perfectly.

Thematic analysis: Results from the interview with Sub-County Quality

Assurance and Standards officers

Table 4.3: Thematic Analysis of the interviews

Themes	Sub-themes	Notes	Number
	Assessments	On average, a school can be assessed at least once every year; however, some schools might be assessed once after every two years Schools that post low performance continually usually prompt Quality Assurance officers to conduct assessments Schools that experience counts of strikes, increased indiscipline	2

		cases among teachers and students Newly opened schools and schools with low number of teaching staff relative to the number of students Schools with high number of students also forms a basis of assessment	
External quality assurance	Quality assurance and performance	Enhanced quality and standards practices positively influence academic performance in schools It is possible to determine the empirical relationship between quality assurance and academic performance The experiment can be done in a classroom environment and	2

sampling units can be investigated for some time under different environment Most sub-county secondary schools perform dismally because they do not have enough physical and instructional resources necessary to enhance effective learning. Such schools are usually not prioritized when it comes to assessments

What has been done	Sub-county secondary schools have now been prioritized regarding quality assurance and standards practices The government has increased the number of quality	2
--------------------	--	---

	assurance officers There are performance contracts, which every officer ought to sign	
Recommendation	The government should facilitate the movement of quality assurance officers, should motivate them, should increase their number and set targets for each officer. It should be a policy to consider schools in rural areas, sub-county schools and others that are vulnerable to low performance	2

In table 4.3, the results were organized in themes and in the first place, the quality assurance officers noted that they conducted assessments in schools in at least once in a year although some of the schools in rural areas and sub-county schools did not

benefit from assessments. The basis of conducting assessments according to the quality assurance was poor performance, increased number of students, beneficiary of government projects such as the laptop pilot and curriculum pilot. With regard to the relationship between quality assurance and academic performance, the officers indicated that there is an empirical relationship between the two and that in a situation where assessments are enhanced, and then the performance of learners is bound to improve. The officers asserted that so far, the government has tried to improve the number of quality assurance and standards officers. Further, the government has set targets to be achieved by the officers and there have been efforts to prioritize schools that should be assessed. In their recommendations, the officers stated that there is the need to motivate, increase the number of officers, and formulate policies that prioritize schools that post low results.

4.4. Effects of External Quality Assurance Practices on Student's Academic performance

This section dealt with the second objective, which sought to evaluate effects of external QAS assessments on student's academic performance. External quality assurance mechanisms are considered paramount to the general performance of a school. These practices ensure adherence to formulated policies by the Ministry of Education on behalf of the central government (Mwinyipembe & Orodho, 2015). The Sub-County Quality assurance and standards officers (SCQASO) are expected to regularly organize QAS assessments in schools. In pursuit to analyze the extent to which these practices affect student academic performance, an investigation into the frequency of external assessment, an analysis into the necessity of external assessment

in schools, and value of external assessment reports in enhancing internal QAS practices were sought. The Head teachers and two DQAS officers based at the sub-county education office were interviewed.

4.5. Frequency of External Assessment in Schools

To attain this objective, the SCQASO in item 1 were asked to state on average the number of times any given school can be externally assessed. In response, the SCQASO revealed that in their own programmes, a school can be assessed once in three years. However, QASOs are always prepared to visit and assess any school where they have been invited to do an external assessment, where adverse reports have been made about the school and where a school has persistently posted poor results in national examinations. The study also revealed that many head teachers did not invite them to assess their schools because of poor attitude towards them and the financial implications associated with such invitations (expenditure on transport, food). They also revealed that some head teachers still associate external assessment with school inspection, which was mostly characterized by faultfinding, policing, and authoritative tendencies, reactive and tended to condemn the teachers and school administration. Head teachers were encouraged to invite external assessors to their schools due to the greater benefits that would accrue from such frequent assessment visitations.

The study findings also established that external QAS visitations by QASO staff faced acute setback due to shortage of staff. However, the investigated officers mostly acknowledged that an independent assessment of schools' strength and weaknesses

had been carried out in most of secondary schools in the two years preceding the study.

To confirm these views, the administrator's questionnaire also sought to establish the frequency with which external assessments are conducted in schools and table 4.2 shows the results for this item.

Table 4.4 Frequency of External Assessments according to school administrators

Degree of Frequency	Frequency	Percentage
Hardly once a year	37	66.7
At least once a year	12	22.2
Between two-three times a year	6	11.1
Total	55	100.0

Source: Field Data, 2015

From the Table 4.4, it is evident that 37(67%) of the schools surveyed were hardly externally assessed. This could have been because they were located in interior places that discouraged officers from visiting, further, such rural schools did not motivate officers. Only 12(22%) respondents indicated that they were either assessed externally once per year or two-three times a year. The rare external assessment in schools can easily create a situation of discontinuity in the process of policy formulation and implementation especially with respect to the central government. Wango (2012) in the study sometime observed that schools and teachers often recycle inefficient and monotonous practices as routine or in the cliché of tradition. Frequent school assessment thus is a good breaking point and could be intensified.

It was thus expected that the schools, which had been assessed would improve on their weaknesses, double their strength, and consequently perform well in national examination, which would have been contrary to schools not visited. Further, head teachers were asked to indicate the last time an external assessment was conducted in the school at the time of this research. The results were presented in table 4.5.

Table 4.5: Time the last comprehensive External Assessment was conducted

Time	Frequency	Percentage
Eight months ago	6	11.0
One year ago	13	22.4
Two years ago	18	33.3
More than two years ago	18	33.3
Total	55	100

Source: Field Data, 2015

From Table 4.5, it can be established that none of the schools surveyed had externally been assessed four months preceding the time of this research. Out of 55, 36(67%) of the schools surveyed either had been externally assessed two or more years preceding the time of this research. In other words, it could arguably be said that this posed, as earlier noted, a great challenge in tracking the policy implementation process besides a pre-eminent suffocation of such schools by policy updates and information. It should be noted that external assessment was not a faultfinding mission but rather an advisory one and therefore schools hardly externally assessed were likely to become extinct in the education balance and students could adversely have been affected academically.

4.6. Direct Influence of External Assessment on Student Performance.

The administrator's questionnaires sought the views of administrators on whether there was any direct influence of external assessment on student performance. Figure 4.1 provides the responses.

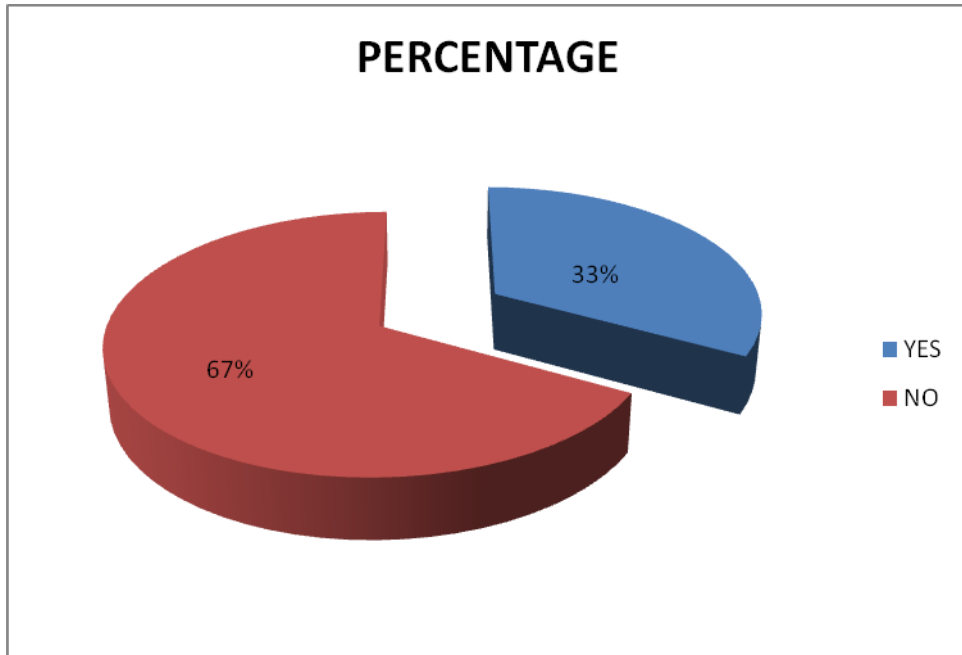


Figure 4.1: Direct Influences of External Assessments on Student Performance

From the Figure 4.1, it can be seen that most school administrators (67%) contradicted the proposition that external assessment has a direct influence on student performance in KSCE. However, this contradicted with the finding that the schools surveyed generally were rarely externally assessed and performed dismally as alluded by the results over the years. It could be concluded that such schools had never seen the practical advantages of external assessments as those which could have been done were not effective enough and left stakeholders in a situation of confusion rather than organisation.

The study further sought to establish if external assessments are really necessary. The results are presented in Figure 4.2.

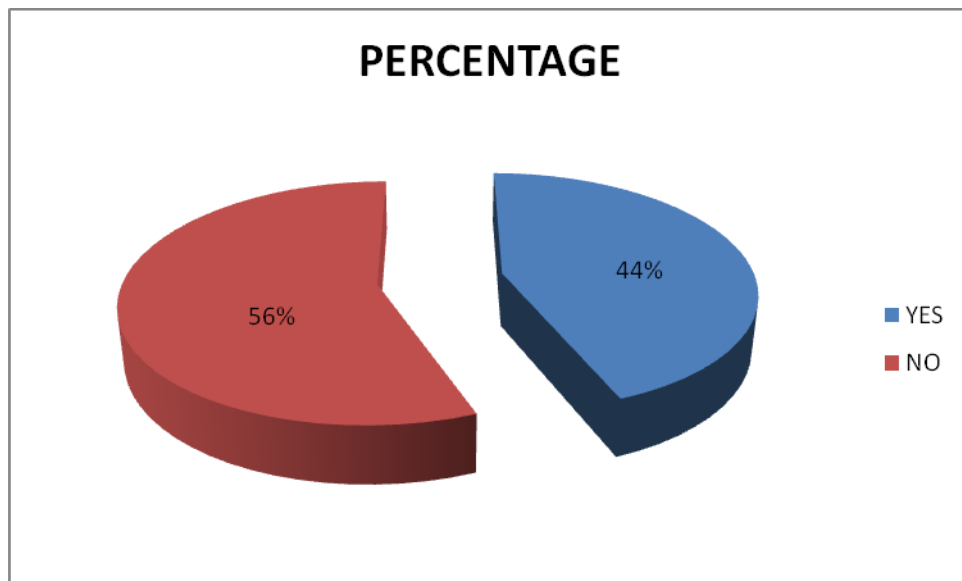


Figure 4.2 Necessity of External Assessment in schools.

From the Figure 4.2, it could be seen that a higher percentage (56%) were opposed to the necessity of external assessment. However the percentage was not as high as it was seen over direct influence of external assessment on student performance in KCSE where 67% were opposed. This could have been due to the recognition of the role of external assessment which was well executed. It could be established from the questionnaire results that internal quality assurance practices were perceived to have been crucial precursors to student achievement in KCSE. Therefore it was important

to note that internal assessments needed to be strengthened in schools in order to enhance the achievement of students in KCSE.

In addition the study sought to establish the value of external assessment reports in enhancing internal QAS practices in schools. An assessment report as noted in the literature review conveys the assessment findings, highlighting major strengths and weaknesses and gives insights into why the school achieves the way it did. According to Wango (2012) the assessment report gives the school a good basis for subsequent action to improve on standards and the quality of education. The assessment report reveals among other things the overall school administration and management, what the school did well, what and how the school could be improved, how high or low the standard were in a school, implementation of the curriculum in the school, welfare including gender, guidance and counseling, co-curricular activities and school community relations. Assessment reports had recommendations made which were specific so as to offer a sense of direction. The recommendations identified who was expected to take what action and the time span. Wango (2012) suggested that schools should receive a full report within a month from the date of assessment visits for the assessment to be profitable to schools. More often, it takes a long time to see the report. In most cases, the delay can be so much that when the report finally gets dispersed and received, it is just shelved.

An interview was carried out with the the Sub-County QASO. The interview schedule was prepared well in advance and responses were recorded directly in a notebook. The SCQASO was asked if it was possible to empirically establish if there

was a relationship between external QAS assessments and student academic performance. As already highlighted in the literature review, the purpose of external QAS assessment was to provide an independent assessment of the strengths and weaknesses in order to inform Boards of Management, parents, staff and other key stakeholders about the quality and standards of education which was being offered in a school and what needed to be done to improve. It was noted from the responses that it was possible to empirically establish a relationship between external QAS practices and students academic performance in schools. This was due to the fact that external assessors among other things sought to ensure that teachers were performing in accordance with the service contract. (Ministry of Education, 2014).

According to the SCQASO, teachers who strictly adhered to the syllabus and strived to complete it within the scheduled time would have students performing well in exams. National examinations were set on work covered in the syllabus. The SCQASO further noted that frequent external assessment puts teachers on their toes, motivated them to constantly prepare and eventually, the efforts easily translated into performance. External assessment would enable teachers to teach the right things. Similarly, it was noted that external assessments had a direct impact on how internal assessment was carried out.

After QAS assessment in any school, the QASO prepare official feedback in form of a report which points out the strength, weaknesses and recommendations about the school. The school was called upon to act on the recommendations for improvement of performance. The researcher further sought to know from the head teachers and

SCQASO if follow-up assessments were ever made to ascertain the implementation of suggestions and recommendations made to respective schools. The responses given indicated that follow up assessments had been minimal due to inadequate personnel at the Sub-County level and financial constraints. From the responses, it was clear that the few schools that were assessed externally rarely had follow-up assessments made. This in essence meant productive feedback and follow up initiatives relative to assessment were lacking in the Kenyan assessment system as indicated by Wanzare (2007). The implication is that there was no way of ensuring that assessments contributed to the schools development in a cost effective way. The responses of head teachers also indicated that acting on some of the recommendations had not been easy because most of those schools had inadequate/trained teaching staff.

4.7. Relationship Between Quality Assurance Assessment and Attainment of Quality Grades

The third objective of this study sought to establish the relationship between QAS Assessment and Quality grades attained in KCSE examination. To attain this objective, the year 2012 KCSE results in the 28 public Sub-County Secondary schools was analysed. The total number of quality grades (C+ and above) per school was computed. Pearson Correlation Coefficient (simply r) was used to establish the potential relationship between principals' transformational leadership competencies and strategic plan implementation. Where when $r = (+) 1$, it indicates perfect positive correlation and when it is $(-) 1$, it indicates perfect negative correlation, meaning thereby that variations in independent variable (x) explain 100% of the variations in the dependent variable (y). This implies that for a unit change in independent variable

(quality assurance assessment) and there happens to be a constant change in the dependent variables (attainment of quality grades) in the same direction, then correlation is termed as perfect positive. But if such changes occur in opposite direction, the correlation is termed as perfect negative. The value of ' r ' nearer +1 or -1 indicates high degree of correlation between the two variables. The interpretation of the strength of the correlation coefficient was based on Amin's (2005) approach. This approach emphasized that at 0, there was no relationship, above 0 to .2 it is a very weak relationship, above .2 to .4 it is a weak relationship, above .4 to .6 it is a moderate relationship, above .6 to .8 it is a strong relationship, and above .8 to 1 it is a very strong relationship. Similarly, the negative values imply negative relationship as enumerated.

Table 4.4: Relationship between **Quality Assurance Assessment and Attainment of Quality Grades**

	Quality Assurance Assessment
Attainment of Quality Grades	$r = .807$ $p = .008$
$p \leq 0.01$	

Table 4.4 shows a significant very strong positive correlation ($r = .807$; $p = .008$) between Quality Assurance Assessment and Attainment of Quality Grades in secondary schools. Comparing this value (.008) with alpha, in this case .01; since the "sig." level is less than alpha, the results are significant. Therefore the hypothesis that "there is no statistically significant relationship between quality assurance assessment and attainment of quality grades", was rejected and the alternative was adopted. For this reason, the alternative hypothesis that "there is statistically significant

relationship between quality assurance assessment and attainment of quality grades in secondary schools” is accepted. Hence, there exists a statistically significant relationship between Quality assurance assessment and attainment of quality grades in secondary schools.

The very strong positive nature of the relationship implied that as the quality assurance assessment increased, so does attainment of quality grades, and vice versa. The very strong nature of the relationship implied that a change in quality assurance assessment is very strongly related to attainment of quality grades by the students in KCSE. Establishment of quality assurance departments in schools has been associated with improved academic performance in schools (Republic of Kenya, 2012, Nyagosia *et al.*, 2013). Further, World Bank (2008) posits that much research has demonstrated that retention and the quality of education depends primarily on the way schools are managed. The management function of schools should include the adoption and implementation of quality assurance practices.

4.8. Intervention measure that can enhance internal and external QAS assessment in schools.

This section dealt with objective four which sought to identify intervention measures that could be adopted to enhance internal and external QAS practices in secondary schools. To attain this objective, the administrators questionnaire and the SCQASO’s interview schedule were relied on to solicit for responses on some of the recent interventions employed by the respective schools, the SCQASO’s and the

government. Similarly, an analysis of some of the best practices from performing schools was carried out.

Interventions at school level

On the SCQASO's questionnaire sought to identify some of the practical steps SCQASO team had initiated to reverse the poor performance trend in secondary schools in the sub-county. In response, they highlighted some of the measures they had initiated. One of the intervention measures involved undertaking of detailed analysis of national examination results for all secondary schools in the sub county. This analysis enabled the officers to identify schools that needed specialized attention and advise through external QAS visitation. It is also through such analysis that the officers have identified subject areas whose teachers require in-service training, capacity building and general induction.

The officers were also able to reveal that they were encouraging the management of these schools to borrow best practices from performing schools through benchmarking initiatives. This, according to the officers was an important strategy for success which had been used by top performing schools in the country as testified by the principal of Moi High School, Kabarak during the POYA awards ceremony in Mombasa(2013). The principal who took the second position nationally attributed success in his school to benchmarking where visitations are made to schools that perform well in certain subjects so as to borrow best practices for implementation.

Another strategy that the SCQASO's were encouraging school administrators in the sub-county to adopt was the aspect of setting targets to be hit in internal and external examinations. This is because any project requires scheduled evaluation to find out whether it is on course. In case targets made are not realized during evaluation, then the school administration should be keen to establish the reasons behind such failure and prescribe remedies. Target setting is a strategy that enhances the internal and external QAS practices and schools that have adopted it have registered excellent performance in national examinations.

DQAS revealed that they had been encouraging school administrators to work towards improving retention of students in schools, especially those affected by absenteeism related to fee payment. This is because some of these schools have students who come from poor families and more often, they are sent back home for school levies. SCQASO have been encouraging head teachers to reach out to the local administration so that such students are assisted through bursary funds so as to improve their retention in school and reduce absenteeism.

SCQASO also revealed that in the year 2011, the Ministry of Education undertook a training course in strategic planning for school administrator, some members of board of management and teachers. After training, this lead team was tasked to initiate strategic planning initiatives in their respective schools, which involved examining the schools strengths, weaknesses, opportunities, threats while considering environmental issues. This was hoped, would enable schools to come up with future direction and operations in a prioritized and realistic manner. This, according to

SCQASO was a special intervention measure that was hoped would greatly boost and improve the internal and external mechanisms in schools in Kenya for improved academic performance.

The SCQASO's reported on the latest capacity building initiative where the government through the Ministry of Education had developed a Diploma in Education Management Course for education managers, delivered through distance learning methodology by KEMI. Through this course, it was hoped that serving managers would be equipped with requisite knowledge, skills and attitude that will enable them deliver quality services.

This course was designed to impart knowledge, skills and attitudes in crucial aspects of management such as Resource Management, Performance Management, Good Governance, Strategic Leadership, Project Planning and Management, Result Based Management, Rapid Result Initiatives, Customer Care and Public Relation, just to mention but a few. It is important to note here that all head teachers of secondary and primary schools successfully undertook the course and each graduated with a diploma in education management in November, 2013. As noted in the literature review, it is hoped the skills acquired by the head teachers will be put to good use and go a long way in enhancing the internal and external QAS practices in secondary schools for improved performance.

With the enactment of the new constitution, the Basic Education Act specifies other positive interventions that are hoped to eventually enhance improvement in quality of

education for better performance. For example, the establishment of the County Education Board whose functions include monitoring of curriculum implementation, monitoring the conduct of examinations and assessments at the basic education and ensuring that the barriers to the right to quality education are removed (Republic of Kenya, 2013). Together with this, the Boards of Management (BOM) will liaise with the County Education Board to facilitate efficiency and effectiveness in the provision of educational services at the school level. Worthy noting is that teachers and students will be part of the management body.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the findings of the study based on the data collected. The summary weaves together what was found in the study in line with the objectives of the study. The last part of this chapter presents a number of recommendations for improving Quality Assurance Practices in Sub-County secondary schools. A recap of the study's main findings with respect to the preset of objectives were summarized as below.

5.2. Summary of Findings

Internal quality assurance practices and academic performance

The study's first objective sought to assess how the internal quality assurance practices affect student academic performance. The study findings showed that a majority of students (60.2%) and school administrators (76.3%) in secondary schools in Trans-Nzoia west sub-county believed that their schools had active disciplinary committee. Discipline is regarded as a pillar to academic performance. Self-disciplined students will always excel in their academic performance. Having an active disciplinary committee in schools implies that students will have high standards of discipline and will tend to focus on school activities making them to perform better academically. This concurred with MOE, (2010) and Gitome, Katola & Nyabwari (2013) who reported that among the causes of poor examination results in secondary schools was indiscipline amongst the students. Further, majority of the students (66.0%) and school administrators (76.3%) in secondary schools in Trans-Nzoia West

sub-county reported that students' performance records are kept and regularly checked against students' performances. Keeping of records will ensure that students' academic progress are well monitored and those who underperform are given more remedial teachings. This was found to support the findings of Cheruiyot (2002) who found out that regular monitoring of students' progress helps in enhancing their academic performance.

In addition, majority of the students (62.7%) and school administrators (61.8%) reported that students' transition was not based on their performance. This implies that students automatically transited from one class to another at the start of an academic year despite their performance in the previous examinations. The no repeat policy is a directive by the Ministry of Education to all schools to allow students to proceed to the next class irrespective of his/her performance. This is supported by OECD (2010) report, which indicated that in countries where more pupils repeat grades, overall performance tends to be lower and social background has a stronger impact on learning outcomes than in countries where fewer students repeat grades. Schools should have an effective examination policy through which implementation of the curriculum content is evaluated.

Assessment, testing and examinations are tools that the teacher uses to measure the extent to which instructional objectives and goals are being achieved (MOEST, 2011). They formulate the process through which the teacher can measure behavior change in learners and help teachers to measure the learner's progress in the achievement of instructional objectives. Similarly, the teacher can use assessment for self-evaluation

and for the evaluation of teaching strategies. Through testing, learning difficulties can be diagnosed and necessary remedial action taken. Similarly, majority of the students (70.6%) and school administrators (74.5%) in secondary schools in Trans-Nzoia west reported that remedial work was provided to weaker students in their schools in order to improve on their academic performances. This supports Ngugi's (2012) findings, which indicated that private supplementary tutoring on, had a positive impact on students' academic performance in Kenya. In addition, majority of the students (61.5%) and school administrators (70.9%) reported that teachers in their schools worked as a team with an aim of improving students' academic performance.

External quality assurance practices and academic performance

The second objective sought to evaluate the effects of the external quality assurance practices on students' academic achievements. The study showed a significant very strong positive correlation between Quality Assurance Assessment and Attainment of Quality Grades in secondary schools. This implied that as the Quality Assurance Assessment increased, so does attainment of quality grades, and vice versa. The very strong nature of the relationship implied that a change in quality assurance assessment is very strongly related to attainment of quality grades by the students in KCSE. Establishment of quality assurance departments in schools has been associated with improved academic performance in schools (Republic of Kenya, 2012a, 2012b, Nyagosia *et al.*, 2013). Further, World Bank (2008) posits that much research has demonstrated that retention and the quality of education depends primarily on the way schools are managed. The management of schools also includes the adoption and implementation of quality assurance practices.

Quality assurance and attainment of quality grades in KCSE examination

The third objective sought to establish the relationship between school performance as determined by percentage of quality grades attained, and the various QAS mechanisms. A one-way ANOVA and SPSS version 17 was used. The findings established that some QAS mechanisms like guiding and counseling, frequent giving and marking of assignment have a very strong relationship with performance. Others QAS factors had a strong relationship like effective examination policy. There were also those factors that did not bear any relationship with performance, which included teacher attendance registers, and departmental meetings. There is need for schools to invest and intensify the factors that bore very strong relationship with attainment of quality grades in examinations.

Intervention measures that enhances Quality Assurance practices

The fourth objective sought to identify intervention measures being used to enhance internal and external QAS mechanisms in schools. Some of the identified strategies that schools should adopt included initiating Strategic planning initiatives in schools, adoption of new management skills like Result Based Management, Building of Top Performing Teams, Strategic leadership, Rapid Result Initiatives, and Project Planning and Management.

From the findings, it was noted that since external assessments were not frequent they did not form a strong basis upon which internal ones were fashioned. It therefore came out clearly that an advisory gap existed between the external assessments, especially their recommendations and expectations, and the internal assessment in

schools. It is paramount to note that external assessment is currently advisory in nature and acts as a link between schools and the education Ministry besides other semi- autonomous government agencies incident in the field of education.

5.3. Conclusion

The study was successful in achieving its preset objectives. It established pertinent trends as relates to the state of internal and external QAS mechanisms in Sub-County secondary schools of Trans-Nzoia West Sub-County that were found wanting. It was therefore concluded that inadequate QAS practices were responsible for the poor performance. The findings accrued are critical and timely in the education sector, which is currently under major restructuring. It is therefore prudent that attention be given to issues of internal and external QAS practices and the implementation of new management skills in schools. Schools also should come up with strategic plans to track these critical areas among others.

5.4. Recommendations

Based on the study's findings, the following recommendations have been cited.

- i. There is need for school managers to seriously embrace modern management skills, tools and knowledge, invest in human resource development and to strengthen internal quality assurance practices.
- ii. External quality assurance practices need to be intensified to cover all the schools in the county.

- iii. The government to hire more officers to enable external quality assurance officers to reach all schools in a given Sub-County and to make follow-ups on the implementation of the reports they make to respective schools.

5.5. Suggestions for Further Research

Further research needs to be carried out in the following areas;

- 1) Preparedness of schools in designing and implementing modern management tools like Result Based Management and Performance Management.
- 2) Relationship between the degree of empowerment of the principal and student performance in KCSE
- 3) The impact of the KEMI Distance Learning Course on school management.
- 4) The study recommends further empirical research done to test the relationship between students performance in KCSE and external quality assessment

REFERENCES

- Adeyemi, B. (2010). Teacher Related Factors as Correlates of Pupils Achievement in Social Studies in South West Nigeria. *Electronic journal of Research in Educational psychology*, 8(1): 313-332.
- Adhoch, W. (2008). *Planning and Organizing an In-service Course*. A paper presented in a workshop for newly recruited QAS officers in Kisumu, Kenya.
- Agyeman, D. (1993). *Sociology of Education for African Students*. Accra: Black Mask Ltd.
- Ajuoga, A. M., Indoshi, C. F., & Agak, O. J. (2010). Perceptions of Quality Assurance and Standards Officers about their Competencies: Implications for Training. *Educational Research Journal*, 1 (4) 112-117.
- Allais, S. M. (2009). *Quality Assurance in Education: Issues in Education Policy, Number 5*. Braamfontein. Johannesburg, South Africa.
- Arum, R (2003). *Judging school Discipline: The Crisis of Moral Authority*. Harward University Press.
- Balogun, M. J. (2003). *Performance Management and Agency Governance for Africa: development the search for common cause on Excellence in the Public Service*. UNCEA: Addis Ababa.
- Bashir, M. Afsal, M. & Azeem, M.(2008). *Reliability and Validity of Qualitative and Operational Research Paradigm*. Punjab Education Assessment. Lochore, Pakistan.
- Bell, L. (2010). *Perspectives on Educational Management and Leadership Continuum*.: SAGE Publishers, Edinburgh Univ. Press, Scotland.
- Bell, S, (2002). *Site Hazard Assessment: Initial Investigation Report*. Gig Harbor Sportsman Club. Tacoma-Pierce County Health Department, Tacoma, WA.
- Birgen P. (2011). *A New Approach to Schools and Colleges, Strategic Planning*. Education Insight Series 4, Nairobi, Kenya.
- Blair, C, Granger, D.A. & Kivlighan, K.T. (2008). Maternal and Child contribution to cortisol response to emotional arousal in young children from low income, rural communities. *Developmental Psychology*, 44(4), 1095- 1109.
- Boyle, S. (2007). Impact of changes in Organizational Structure on Selected key performance indicators for cultural organizations. *International journal of cultural Policy*, 334.

- Bozeman, W., & Addair, J. (2010). Strategic Planning for Educational Excellence. Techniques: *Connecting Education and Career*, 85(1),10.
- Bradley, R.H & Corwyn, R.F. (2002). *Socio-economic status and child development*. Annual Review of Psychology, 3: 371-399.
- Brasington, D.M. (2005). *Public and Private School Competition. The Special Education Production Function, Department of Economics*. Working paper series. 2005-009 <http://www.bus.Isu.ed/economics/papers/papo5>.
- Brown, A & Rutherford, F. (2005). A Re-appraisal of the Role of Heads of Department in UK Schools. *Journal of Educational Administration*, 37(37)229-242.
- Brown, J.D. (2001). *Using Surveys in Language programs*. Cambridge, New York.
- Buteau, E. (2011). *Data point: Strategy implementation challenges*. California State University: Northridge.
- Carbonaro, W. (2005). Tracking students' efforts and academic achievement. *Sociology of Education*, 78 (1), 29-49.
- Chava, F, & David, N. (2009). *Research Methods in the social sciences*. 5th edition. Replica press pvt. Ltd.
- Chava, F.N. & David, N.(2004). *Research Methods in the Social Sciences*, 5th Martins Press, Great Britain.
- Chepkuto, W. K. (2012). *Contributions of Quality Assurance and Standards to Curriculum Implementation in Primary Schools of Baringo District, Baringo County, Kenya*. Unpublished M.Ed Project, Kenyatta University.
- Cheruiyot, D.K & Orodho, J (2015). Guidance and Counselling: What is the level of Human and Physical Resource Preparedness in providing effective Services in Secondary Schools in Bureti Sub-County, Kericho County, Kenya. *Journal of Education and Practice* 6(23), 132-143.
- Cohen, L. & Manion, L. (2003). *Research Methods in Education*. London: Croom Hellon Ltd.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Merrill.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J.W.(2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (2nd edition), Thousand Oaks, CA. Sage.

- Dallmer, D. (2007). *Collaborative test taking with adult learners*. Kentucky-USA: Krieger Publishing Company.
- DeGarmo, D.S., Forgatch, M.S., & Martinez, C.R. (1999). Parenting of divorced mothers as a link between social status and boys academic outcomes: Unpacking the effects of socio-economic status. *Child development*, 70, 1231-1245.
- Digolo, O.D (2003). *Response to the paper entitled: "Education Sector Review: How far have we come since independence and what still needs to be done to meet the education needs of all Kenyans"*. Paper presented in Education conference. Nairobi: Government Press.
- Eamon, M.K. (2005). Social demographic school, Neighborhood and Parenting Influence on Academic Achievement of Latino Young Adolescents. *Journal of Youth and Adolescents* 34(2)163-175.
- East African Community, (2009). *Regional Report: Harmonization of the East African education systems and training curricular*. Arusha: East African Community.
- Elliott, K. (2015). Teacher Performance Appraisal: More about Performance or Development? *Australian Journal of Teacher Education* 40 (9), 102-116.
- Eshiwani, G. S. (1993). *Education in Kenya since Independence*. Nairobi: East Africa Educational Publishers Ltd.
- Etsey, K. (2004). *Causes of Low Academic Performance of Primary Schools in the Shama Sub-Metro of Shama -Ahanta*, Ghana, Metropolitan Assembly.
- Farrant J. S. (2004). *Principle and Practice of Education* (New edition). Longman education texts.
- Feldman, S. (2005). Quality Assurance; Much more than testing Queue, 3(1) doi.acm.org/10/145/1046931.1046943.
- Galabawa, J. (2003). *Enhancing Efficiency, Improving Quality and Relevance in Education & Training in Kenya*. National conference on Education and Training.
- Gitome, W. J., Katola, M.T & Nyabwari, B.G (2013). Correlation between students' discipline and performance in the Kenya Certificate of Secondary Education. *International Journal of Education and Research Vol. 1 No. 8; 1-10*.
- Government of Kenya (2013) *Education Sector Draft Strategy on Situational Analysis, Trans-Nzoia County*. Government Printers, Nairobi.

- Gravells, A. (2014). *Achieving Your Assessment and Quality Assurance Units (TAQA)*. Exeter, United Kingdom: Learning Matters.
- Gray, J. & Wilcox, B. (1994). "Reaction to Inspection: A Study of Three Variants" Cambridge. in *Journal of Education*, 5(1) 16-27
- Gray, J. & Wilcox, B. (1995). "In the Aftermath of Inspection: The Nature and Fate of Inspection Reports and Recommendations". *Research Papers in Education*, 10(1) 1-8.
- Haddad, W.D. (1978). *Educational Effects of Class Size*. World Bank Staff Working Papers no.280. Washington, D.C.
- Handbook on Management of Sub-County SMASSE Programmes, (2008). CEMASTE, Pronto Typographer Limited, Kenya.
- Hanushek, E. & Denniss, K. (2000). *Schooling Labour Force, Quality and the Growth of Nations*. University of Rochester, American Economic Review, New York.
- Hargreaves, A. (2001). The emotional geographies of teachers' relations with colleagues. *International Journal of Educational Research*, 35(5), 503-527.
- Harris, J.R. (2006). *No two alike*. New York: W. H. Norton.
- Hesse-Biber, S. N. & Leavy, P. (2006). *The Practice of Qualitative Research* (2nd edn.), Sage Publications: Thousand Island, CA (USA).
- Heyneman, S. & Jamison D. (1984). Textbooks and Achievement in Developing Countries; what we know. *Journal of Curriculum Studies*, 4(2) 93-101.
- Hochschild, J.L. (2003). Social Class in Public Schools. *Journal of Social Issues*, 59(4)821-840.
- Hoffman, A.M. (1996). *Schools, Violence, and Society*. Westport, CT, Praeger Publishers.
- Hsuch, J. & Yoshikawa, H. (2007). Working Nonstandard Schedules and Variable Shifts in Low Income Families *Developmental psychology*, 43(3) 620-632.
- Hunt, H.D. (2005). The effects of extra-curricular activities in the education process, Influence on Academic Outcomes. *Sociological spectrum*, 25(4) 417-445.
- Ifedili, C. (2015). Instructional Supervision and Quality Assurance in Schools in Nigeria. *European Journal of Business and Social Science*, 4(9): 22-29.
- Israel. M., & Hay, I. (2006). *Research ethics for social scientists*. London: Sage.
- Jaynes W.H. (2005). Examining the effects of Parental absence on the academic achievement of adolescents: the challenges of controlling for family income. *Journal of family, and economic issues*, 23(2) 47-56.

- Jensen, B. & Seltzer, A. (2000). The Neighbourhood and family effects in educational progression. *The Australian Economic Review*, 33(1), 17-31.
- Jensen, E. (2009). *Teaching with Poverty in Mind: What being poor does to the Kids brain And What Scholars can do about it*. ASCD Publishers, USA.
- Kairu K. J. (2008). *Institutions Standards Assessment Reports*. A paper presented during induction of newly recruited QASO at Kisumu / Mombasa.
- Kinyajui, P. & Ogula P. (2008). *Provision of Education and Training Services: Delivery Systems*. National Conference on Education and Training.pg 74 www.education.go.ke March, 2008.
- Kombo, D.K. & Tromp, D.L. A. (2006). *Proposal and Thesis Writing*. Nairobi: Pauline Publications.
- Kosgei, Z. K. (2001). *Determining optimal size and operational efficiency of Nandi District Secondary schools*. Unpublished M. Ed. Thesis Moi University.
- Kothari, C. R. (2004). *Research methodology, Methods and Techniques*. New Age International publishers, New Delhi, India.
- Majoribanks, K.(1996).Family Learning Environment and Student Outcomes. *Journal of comparative family studies*, 27(2)373-394.
- Malm, B. & Löfgren, H. (2006). Teacher competence and students' conflict handling strategies. *Research in Education*, 76, p.62-73.
- Maranga, S.J. (2001).*The Inspectorate Roles of the Head teacher*. Unpublished Thesis, Moi University.
- Materu, P .(2008). *Higher education Quality Assurance in Sub-Saharan Africa: Status, Challenges, Opportunities and Promising Practices*. World Bank Working Papers No. 124.
- McGlynn, A. & Stalker, H. (1995). Recent Developments in the Scottish Process of School Inspection. Cambridge. *Journal of Education* 25(1) 13-21.
- Mcmillan, J. & Schumacher, S. (2006). *Research in Education: evidence based inquiry*. Boston, Pearson/Allyn and Bacon.
- Miller, K., Melnick, E., Barnes, M., Ferrell,P & Sabo, D.(2005).Untangling the lukewarming athletic involvement, gender, race, adolescent academic outcomes. *Journal Sociology of sport*, 22(2)178-193.
- Ministry of Education, (2009). *A handbook on guidance and counseling for secondary school teachers*. Nairobi, Government Printers.

- Ministry of Education, (2011). *Diploma in Education Management for Secondary Schools: Distance Learning Course*, Kenya Literature Bureau.
- Ministry of Education: Director of Quality Assurance and Standards, (2006) *Handbook on Teachers Proficiency course*. Ministry of Education, Nairobi Kenya.
- Mji, A. & Makgato. (2006). Factors that associate with high school learners' poor performance. Spotlight on Mathematics and physical sciences South Africa. *Journal of Education*, 26 (3) 133-141.
- Mobegi, O., & Oburu, A. (2010). *Secondary school head teacher's quality assurance strategies and challenges in Gucha Sub-County , Kenya*. Unpublished Master's Thesis, Moi University.
- MOE (2001). *Report of the Task force of students discipline and unrest in secondary schools*. Nairobi: Government Printer.
- MoE (2010). *Quality Index: Guidelines for Quality Assurance and Standards Assessment of Schools in Kenya*. Government Printers, Nairobi.
- 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*. Government Printers, Nairobi.
- MOEST, (2000). *Handbook for inspection of Educational Institution*, MOE. Nairobi, Government Printers.
- MOEST, (2003). *Report of the Sector Review and Development Direction: Technical working Group*, Nairobi, Government Printers.
- MOEST, (2004) . *Directorate of Quality Assurance and Standards, Annual Report*, Edu. Publishers, Nairobi, Kenya.
- MOEST, (2005). *Education in Kenya; Challenges and Policy Responses*, (April, Presentation by Hon. Prof. Saitoti) www.education.go.ke/moest.htm
- MOEST, (2008) "Sessional Paper No. --- of 2008 on a Policy Framework for Education, Training and Research in Kenya in the 21st century" www.education.go.ke/moest_docs/sessional. Final draft January 28th 2008.
- Morphew, C & Hartley, M. (2006). Mission statements: A thematic analysis of rhetoric across institutional type. *The Journal of Higher Education*, 77(3), 456-471.
- Mugenda, M. & Mugenda, G.(2003). *Research Methods; Quantitative and Qualitative approaches*. Act Press, Nairobi.

- Munyao, J.M. (2012). *Factors influencing regional trade within The East African Community Common Market*. Unpublished thesis, University of Nairobi.
- Munyi, C. M., and Orodho, J. A. (2014). Efficiency Implication of Free Primary Education Policy on Quality of Public Day Primary Schools in Kyeni Division, Embu County, Kenya. *Journal of Education and Practice*, 5(25): 28-40
- Murdock, T.B., Lynley, H.A. & Hodge, S.A. (2001). Middle grade predictors of student motivation and behavior in high school. *Journal of Adolescent Research* 15(3)357-351.
- Mureithi, G. S (2012). *Constraints facing quality assurance and standards Officers in supporting Curriculum implementation in Public secondary Schools in Nyandarua County, Kenya*. Unpublished MED thesis, Kenyatta University.
- Mwinyipembe, M. M & Orodho, J. A (2014). Effectiveness of Quality Assurance and Standards Officers' School Supervisory Roles in Enhancing Students' Academic Performance in National Examinations in Nakuru District, Kenya. *Journal of Education and Practice*, 5 (16), 69-80.
- Nanjakululu, K.B. (2010). *"Influence of Level of Pre-Service Training and Perception of Teachers on Student Performance in KCSE Math's and Science Examination: A Case of Public Schools in Trans-Nzoia County"*. Unpublished Master's Thesis, Moi University, Eldoret.
- Neville, R. (1981). *Instructional Inspection*, 2nd Edition, Columbus, Merrill.
- Newby, T.J., Stepich, D.A., Lehman, J.D., & Russell, J.D. (1996). *Instructional Technology for Teaching and Learning*. Englewood Cliffs, NJ. Educational Technology Publications.
- Ngugi M.N (2012). *Effects of private supplementary tutoring on students' academic performance: a case of secondary schools in Gatundu South District, Kenya*. Unpublished Thesis, Kenyatta University.
- Ngware, W. M., Oketch, M. & Ezech, C. A. (2011). Quality of Primary Education Input in Urban Schools: Evidence from Nairobi. *Education and Urban Society Journal*, 43(1) 91-116.
- Nkaiwuatei, J (2013). *An analysis of critical factors affecting academic performance in secondary education in Kenya ; a case of Narok North District*. Unpublished MED thesis, University of Nairobi.
- Odebero S. O., Sang A. K., Bosire J. N. & Othun L. A. (2007). Equity in the distribution of bursary to secondary school students in Busia district, Kenya. *Educational Research and Review Vol. 2 (12)*, pp. 315-320.

- Odhiambo, G. (2008). Elusive Search for Quality Education: The case of quality assurance and teacher accountability. *International Journal of Educational Management*, 22(5), 417-431.
- OECD (2010). *Does selecting and grouping students affect reading performance?* in PISA 2009 at a Glance, OECD Publishing. <http://dx.doi.org/10.1787/9789264095250-34-en>.
- Ogamba, J. O. (2011). *The Role of Quality Assurance and Standards Officers in Enhancing Primary Schools Teachers' Effectiveness in Marani Division, Marani District, Kenya*. Unpublished M.Ed Project, Kenyatta University.
- Ojiambo, O. C. P. (2009). Quality of Education and its Roles in National Development: A Case Study of Kenya's Educational Reforms. *Kenya Studies Review*, 1 (1), 133 -149.
- Olembo, J.O (2002). *Major Functions of School Supervision in Kenya Schools*. A paper presented in education forum, Kenyatta University.
- Orodho, J.A. (2009). *Elements of Education and Social Sciences Research Methods*. Maseno, Kanezja Publishers. Kenya.
- Otula, P. A. (2007). *Mastery of Modern School Administration*. Nairobi Jomo Kenyatta Foundation.
- Oyaya, E. O (2007). *Directorate of Quality Assurance and Standards: The Rationale duties of QUASO*. Ministry of Education Headquarters, Nairobi.
- Oyaya, O. E, (2008). *Aspects of quality Assurance and Standards*. A Paper presented during induction course for newly recruited SQASO's at Kisumu, Kenya.
- Pratt, P., Tallis, F.& Eysenck, M. (1997). Information Processing, Storage Characteristics and Worry. *Behavior Research and Therapy*, 35(11), 1015-1023.
- Republic of Kenya & UNESCO, (2012). *Education for All: End UNESCO*. Nairobi, Ministry of Education.
- Republic of Kenya (2012). *A Policy Framework for re-aligning education to the Constitution 2010 and Vision 2030 and beyond*. Government Printers, Nairobi.
- Republic of Kenya, (2005). *Kenya Education Sector Support Programme (KESSP) 2005-2010*, Ministry of Education. Science and Technology, Government Printers, Nairobi.
- Republic of Kenya, (2013). *The Basic Education Act*. Government Printers.

- Republic of Kenya/UNICEF (2012). *Education for All (EFA) End of Decade Assessment (2001-2010)*. Ministry of Education and INICEF. Nairobi.
- Saitoti, G. (2003). *Education Sector Review: How Far Have We Come And What Still Needs To Be Done To Meet the Education Needs of All Kenyans*. National Conference on Education and Training, Nairobi, Kenya.
- Sallis, E. (2005). *Total Quality Management in Education*, London. Kogan Page.UK.
- Santor, D. A. Deanna, M. & Vivek, K. (2000). Measuring peer pressure, popularity and conformity in adolescent boys and girls, predicting school performance. *Journal of Youth and adolescent* 29(2)163-171.
- Schafft, K. A. (2006). Poverty, Residential Mobility and Student Transiency within rural New York school Sub-County. *Rural Sociology*. 71(2), 212-231.
- Sekaran, U, & Bougie, R. (2011). *Research Methods for Business: A Skill Building Approach*. 5th Edition. Aggarwal printing press, Delhi, India.
- Shivakumar, R. (2014). How to tell which Decisions are Strategic. *California Management Review*, 56(3), 78-79.
- Sifuna, D. N (2003). *How Can The National Education And Training Structure Lead to the Attainment of National Goals in Kenya?*” National Conference on Education and Training. pg 67 www.education.go.ke March, 2006.
- Slavin, L.S. (1996). *Economics 4th edition*. Richard DI Publishers.
- Tashakkori, A & Teddlie, C. (Eds) (2003). *Handbook of Mixed Methods in Social and behavioral research*. Thousand Oaks, Sage Publishers.
- Thareja, M. (2007). The Quality through Brilliant People, in *Quality World*. 4(2) hit: 11 papers.SSM.com/so/3/papers.cfm abstract retrieved 2011.
- UNDP (2005) *The MDGs. Status Report for Kenya*. New York, UNDP.
- UNESCO (2000). *Kenya EFA 2000 Assessment Report*. Nairobi: Ministry of Education.
- UNESCO (2005). *Education for All by 2015*. http://portal.unesco.org/education/en/ev.php -URL_ID= 42579&URL_DO= DO_TOPIC& URL_SECTION =2... 7/6/ 2011.
- UNESCO. (2008). *Global EFA Monitoring Report*. London: Oxford University Press.
- UNESCO. (2010). *Education for All Global Monitoring Report: Reaching the Marginalized*. Paris, UNESCO.

- van der Bank, & Basson, R.L. (2014). Quality Assurance in a University of Technology in Context of the Three Elements: Quality, Standards and Relevance. *Journal of Educational and Social Research* 4(1) 107-117.
- Voelkt, K.E., John, W.W. & Wieczorek F. (1999). Schooling and Delinquency among white and African -American adolescents. *Urban education* 43(1) 68.
- Waithanji, M. N., Wamakuru, D.K. & Odebero, S.O. (2006). Total Quality Management in Secondary Schools in Kenya: extent of practice. *Quality Assurance in education*, Vol.14 Iss:4, Pp.339-362.
- Wangari, E.W. (2005). *The effect of the inspectorate department visits to secondary school & utilization of instructional media in the English subject and performance at KCSE*. Unpublished D.Phil thesis, Moi University.
- Wango, G. (2010). *School Administration and Management. Quality Assurance and Standards in Schools*. JKF, English Press Ltd, Nairobi, Kenya.
- Wanzare, Z. (2012). Instructional Supervision in Public Secondary Schools in Kenya. *Educational Management Administration & Leadership*, 40(2), 188-216.
- Wasanga, P.M. (2004). Kenya Quality Assurance in basic education 6-8 Dec 2004 *Kenya Position Paper* Prepared for UNESCO Nairobi Cluster Consultation.
- Williams, A (2010). Strategic Planning in the Executive Office of the UN Secretary-General. *Global Governance: A Review of Multilateralism and International Organizations*, 16, (4), 435-449.
- Wood, C. (2002). *Changing the pace of schools: Slowing down the day to improve the quality of learning*. Phi Delta Kappan.
- World Bank, (2007). *Secondary Education in Africa Synthesis Report (SEIA)*. World Bank, New York.
- World Bank. (2008). *Kenya Data and Statistics*. Retrieved from. <http://web.worldbank.org/pk:356509,00.html>
- Zuena, A.R., Mairesse, J., Casolini, P., Clinque, C., & Alema, G. S. (2008). "Prenatal restraint stress generates two distinct behavioral and neurochemical profiles in male and female rats". *In, PLoS ONE*, 3(5) e270.

APPENDICES**APPENDIX I: INTRODUCTORY LETTER**

Dear Sir/Madam,

I am a post graduate (Masters) student at Moi University, based in Kitale Campus. I am carrying out a study on Effects of Quality Assurance practices on students Academic Performance in Secondary Schools in Trans-Nzoia Sub-County. This is part of the requirement for the award of the degree of Master of Philosophy in Education management and Policy studies.

Your assistance will be helpful to me. The information you give will be used for this purpose only and will be kept strictly confidential.

Thank you.

Yours Faithfully

Lyambila Judith Imbega.

Reg.No. EDU/PG/07/07

APPENDIX II: QUESTIONNAIRE FOR ADMINISTRATORS

PART I.

Below are statements on internal QAS Practices in your school. For each of the statement, indicate with a tick () the response that best describes your view with respect to Internal QAS in your school.

SA stands for Strongly Agree, A Stands for Agree, U Stands for Undecided, D Stands for disagree, SD Stands for Strongly Disagree.						
	Statement	SD	D	U	A	SA
A	There is an active disciplinary committee					
B	Records of work are checked weakly and endorsed.					
C	There is an effective examination policy					
D	Weak students are assisted through organized remedial					
E	There is motivation of teachers.					
F	Teachers work as a team in my school					
G	Proper records of exams are kept in my department					

PART II

The following Questions relate to your opinion on External QAS Practices in your school.

1. How often is your school assessed externally?

- () Hardly once yearly () At least once yearly
 () More than 3 times per year () Between 2-3 times per year.

2. When was the last comprehensive External Assessment done?

- () 4 months ago () 8 months ago
 () A year ago () 2 years ago () More than 2 years ago

3. In your opinion, is there a relationship between external assessment and student Achievement?

- () Yes () No

4. In your own opinion, do you think external assessment is necessary in school?

() Yes () No

5. Briefly explain your opinion in 17 above.

6. Has your schoolever benefitted from a follow-up external assesment?

APPENDIX III. STUDENTS' QUESTIONNAIRE

QUESTIONNAIRE ON QUALITY ASSURANCE PRACTICES IN SUB-COUNTY SECONDARY SCHOOLS OF TRAN-NZOIA WEST SUB-COUNTY

You are requested to answer this questionnaire. Do not indicate your name in the questionnaire.

Below are statements on internal and external QAS practices in your schools. Indicate with a tick () the response that best describes your school.

SA Stands for strongly Agree, A Stands for Agree, U stands for Undecided, DStands for Disagree and SD stands for strongly Disagree.

	Statement	SA	A	U	D	SD
1.	There is an effective guidance and counseling department that boosted academics and discipline.					
2.	External speakers are invited and talk to us, encourage us has boosted our confidence					
3.	Lesson notes are frequently checked in all subject areas and given by teachers					
4.	Assignment are given and marked on time and corrections made.					
5.	Exams results are properly analyzed before they are released to students.					
6.	Academically weak students are assisted through organized remedial teaching					
7.	There is motivation of students towards academic achievement.					

APPENDIX IV: OBSERVATION CHECKLIST

Internal Quality Assurance Indicators in a School

Below are some of the observable Internal Quality Assurance Indicators and documents that can easily identify an institution/school with an effective and working internal QAS mechanism.

1. <u>Stands for present and updated.</u> 2. <u>Stands for present but not updated.</u>						
3 Stands for No clear policy		4 Stands for Totally absent.				
	Statement	1	2	3	4	5
1	School vision and mission displayed.					
2	Participation of school community in vision and mission					
3	Minutes of department meetings					
4	Teacher's attendance registers.					
5	Frequent checking of students notes					
6	Well analyzed exam results/records					
7	Remedial Teaching timetable					
8	School programme reminders					

APPENDIX V: INTERVIEW SCHEDULE FOR SUB-COUNTY QUALITY ASSURANCE OFFICERS

- 1) On average, how many times can any given school be externally assessed?
.....
- 2).Briefly explain the basis of Assessing any given school.
.....

- 3) Is it possible to empirically establish a relationship between external QAS practices in school and student academic performance?
- 4) Why according to you do most Sub-County secondary schools in Trans-Nzoia West Sub-County perform dismally in national exams?
.....
.....
.....
- 5) Do you ever make follow-up assessment to ascertain the implementation of suggestions and recommendations you make to respective schools?.....
.....
.....
- 6) What practical steps have you undertaken as the DQAS team to reverse the poor performance trends among the Sub-County secondary schools in your Sub-County ?
.....
.....
.....

APPENDIX VI: RESEARCH PERMIT

<p style="text-align: center;">PAGE 2</p> <p>THIS IS TO CERTIFY THAT:</p> <p>Prof./Dr./Mr./Mrs./Miss. LYAMBILA JUDITH IMBEGA</p> <p>of (Address). MOI UNIVERSITY P.O. BOX 3900 ELDORET</p> <p>has been permitted to conduct research in.....</p> <p style="text-align: center;">Location: NZOIA WEST District, RIFT VALLEY Province,</p> <p>on the topic. THE EFFECTS OF QUALITY ASSURANCE PRACTICES AND STUDENTS ACHIEVEMENTS IN SEC. SCHOOLS, A CASE OF TRANS-NZOIA WEST DISTRICT</p> <p>for a period ending 31ST DECEMBER 09, 20.....</p>	<p style="text-align: center;">PAGE 3</p> <p>Research Permit No. NCST/5/002/R/393</p> <p>Date of issue 2.6.2009</p> <p>Fee received SHS. 1000.00</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center;">  <i>Applicant's Signature</i> <i>Secretary</i> <i>National Council for Science and Technology</i> </p>
<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 without prior appointment. 3. No questionnaire will be used unless it has been approved. 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively. 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice 	
<p>GPK 6055—3m—10/2009</p>	 REPUBLIC OF KENYA <hr style="width: 50%; margin: 0 auto;"/> RESEARCH CLEARANCE PERMIT
<p>(CONDITIONS—see back page)</p>	

APPENDIX VII: A MAP OF TRANS-NZOIA WEST SUB-COUNTY

