

**INFLUENCE OF QUALITY ASSURANCE STANDARDS ORGANIZATION
ASSESSMENT ON THE PERFORMANCE IN ENGLISH IN KENYA
CERTIFICATE OF SECONDARY EDUCATION EXAMINATION IN
MATINYANI DISTRICT, KITUI COUNTY KENYA**

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
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**A Research Project Submitted in Partial Fulfillment of the Requirement for the
Degree of Masters of Arts in Project Planning and Management of the University of
Nairobi.**

2012

DECLARATION

This research Project Report is my original work and it has not been presented for the award of degree or diploma in any university or higher institution of higher learning



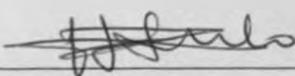
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DEDICATION

In memory of Ann Munandi who filled our lives with Love and Laughter. To my parents Joyfred and Winfred, my siblings Rachael, Esther, Mututa, Susan and Nicholas each of whom has brought something fresh and new of the table of life.

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ABBREVIATION AND ACRONYMS

QASO	Quality Assurance Standards Organization
QASD	Quality Assurance Standards of Directorate
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
KIE	Kenya Institute of Education

ABSTRACT

The purpose of this study was to establish the influence of QASO assessment visits on the performance in English at K.C.S.E in Matinyani district. The study sought to establish influence of QASO visits, training of teachers, and use of instructional media and effects of environment in influencing performance of English in K.C.S.E examination. (Schmied, 1990; Zuengler, 1982) English plays a vital role in Kenyan's educational system, not only as an important subject but also as the medium for instructions. It has been claimed that the model and norm of English used in Kenya, apart from pidgin varieties is the British standard variety and in particular received pronunciation. This study applied descriptive survey to collecting data in order to test hypothesis or to answer questions concerning the current status of the study subject. The target population was English teachers of seven schools in Matinyani District. Stratified random sampling was used to ensure all the sub-groups in the population are well represented and questionnaires were used to help in data collection which was analyzed using tables and Statistical methods.

The results revealed that QASO visits, training of teachers, use of instructional media and environment are some of the major factors that influence performance of English in KSCE examination as stipulated by the QASO. The study revealed that the schools with frequent visits recorded high mean scores, 92% of the respondents possessed professional qualification unlike 8%, 77% felt the effects of instructional media had a great effect on performance unlike 8% who felt the effect was low, while the schools with most adequate facilities recorded high mean scores in relation to the ones with inadequate facilities.

In view of the research findings, the research recommends that QASO should recommend to the government to employ more male teachers, They should also embrace employment of sufficient English teachers in all the schools. The study also recommends that QASO should improve on the number of times they visit schools to monitor teachers on how to teach. QASO should ensure that teachers are professionally qualified in their respective subjects and organize on workshops and seminars to train the teachers regularly. The QASO should also liaise with the head teachers in order to ensure the instructional Medias are used interchangeably. The QASO should ensure that the environment is relatively conducive for the learners, teachers and all the staff working in the schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Quality is considered as the most important element in education. Yvonne Hill (2003) posits that quality of the teachers and the student support systems are the most influential factors in the provision of quality education. Improving quality is important as ensuring the education for all goals is obtained. The success of any community is greatly tied to the quality of education. This is beneficial to both parents and children in the long run.

Quality is one of the most controversial aspects of education in the developing world (Mcburnie & Ziguras, 2003). In whichever way it is looked at whether in terms of the facilities, the inputs in terms of finances or outputs in terms of examination or test score of students, their employability and productivity once in employment, the controversy does not just fade away. The quality of education offered in most schools could at present be practically questionable.

For individuals, education has become the surest way to climb the economic ladder as well as social status. Chattanooga (2004), for a community, education brings social stability and safety. Illiteracy and low educational attainment are core causes of crime, poverty and all ills in the society.

A good curriculum provides an independent external evaluation of its effectiveness by promoting the standards, personal development and well being of the learners, the quality of its provision and how well it is led and managed. Curriculum supervision should contribute to improvement and be centered upon individual of learners. The mission of the Department of Quality Assurance and standards is to establish, maintain and improve educational standards in the country. Its vision is to provide

quality assurance feedback to all educational stakeholders on all educational institutions in Kenya.

There has been a widespread belief among educational economists that educational development would lead to accelerated economic growth, more wealth and income distribution, greater equality of opportunity, availability of skilled human power, a decline in population growth, long life, better health outcomes, low crime rates, national unity and political stability. This belief has made many individuals and nations to invest immensely in education. But why has education become such a big business? In many of his works on this subject, Schultz has noted that population quality and knowledge constitute the principal determinants of the future welfare of mankind.¹ Expounding on this further, Harbison argues that the wealth of nations depend on their capacity to develop their human resources and not so much on their physical resources. He argues that —a country which is unable to develop skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else.² According to Pscharopolos, education is considered the route to economic prosperity, the key to scientific and technological advancement, the means to combat unemployment, the foundation of social equality, equal wealth distribution, and the spearhead of political socialization and cultural diversity.³ Education is also seen as defining and guiding cultural, economic and political dynamics and generational developmental imperative of societies (Ayodo and Gravenir, 1999; Nafukho, 1998; Okech and Abagi, 1997; Amutabi, 2003). Similar studies indicate that countries with high literacy rates among men and women have lower levels of fertility, lower infant and maternal mortality and longer life expectancy. As evidenced by various studies, the socio-economic benefits accruing to formal education are now unambiguous, and when educational opportunities are opened to women such benefits are even greater. It is against this backdrop that education reform and development have been long standing objectives

of the Government of Kenya (GoK) since gaining its independence in 1963. Although the causal relationship between schooling and development in Kenya is less extensive compared to more industrialized nations, there is sufficient evidence to conclude that provision of quality education leads to both economic and social development. It is in this regard, that the Kenyan Government has continued to invest heavily in formal education. In the last two decades, for instance, public spending in education in Kenya as a proportion of Gross Domestic Product (GDP) has increased from 5.1% in 1980/1981 to 15% in 2008/2009. Compared to other countries in Sub-Saharan Africa with similar GDP per capita, Kenya spends considerable more funds on education in relation to its total Government expenditure and Gross National Product (GNP).

The recognition of the noble role of education in society has led for several years to the historic struggle over the control of education, that is, formal education in Kenya. This struggle has led to numerous conflicting interests among various —actors□ in education in both colonial and post-colonial period. Today's struggle in Kenyan education is no longer about seeking to regain control of the school, both privately and publicly; instead, it concerns the quality of education as provided in the school, family, and society. Today's educational struggle in Kenya is the need for pedagogy, more specifically, an African pedagogy that is responsive to the African condition today. This calls for what Bennaars refers to as the need for —genuine education.□4 It is a pedagogy according to Gore that requires well defined —instruction and vision□ in educational theorizing. It is a pedagogy that is expected to be liberating, empowering and responsive to societal needs.s This requires offering reflective education that attends mindfully to the social and political context of educating, as well as to its technical and practical aspects.

Amidst these contestations one question emerges: what is the possible good that is expected to come out of the Kenyan education? No society anywhere in the world educates its people without having good reasons for doing so. Obviously, no society or government will spend so much time, energy and money on an enterprise such as education, if it does not serve any purpose. Despite enormous investment in education, the Kenyan education enterprise since independence has been marked by various changes and severe predicaments, and so has been its impact on national development. The initial post-colonial euphoric confidence in education has to a considerable extent been replaced by a mood of disillusionment. The education system has been accused of being egocentric and materialistic at the expense of collective effort and responsibility, for adopting irrelevant and rigid curricula, for embracing antiquated teaching and learning techniques, for dampening initiative and curiosity, for producing docile and dependent-minded graduates, and for widening the gap between the rich and the poor. It is in the light of

these tensions that this article critically examines various educational reforms and interventions that have been undertaken in Kenya in both colonial and post-colonial period and their role in national development. Some of the key commissions that were undertaken to review education during this period included: a Ten Year Plan, Phelps-Stokes Commission of 1924, the Beecher report of 1949, and the Binns Commission of 1952. A Ten Year Plan sought to provide 50% of school age children with an education lasting six years and to offer within ten years a full primary course for undergraduate teachers to ensure that there was adequate supply of trained teachers. In addition, a satisfactory number of pupils of both sexes was expected to receive education up to the certificate level (Bogonko, 1992; Sifuna 1990). The plan however, was not implemented for the whole cost was to be borne by local government authorities that had inadequate finances.

Phelps-Stokes Commission of 1924 advocated for both quantitative and qualitative improvement of African education. One objective of this qualitative improvement was to give Africans academic type of education similar to that available to European and Asian children. It recommended a practically oriented education for Africans. This was reinforced further by the permanent Advisory Committee on Native Education in Tropical Africa that was set up by the British colonial Africa office. Its purpose was to develop rural areas. It advocated for continuity in policy and fuller cooperation between governments and missions (Otiende, Wamahu and Karugu, 1992).

Although the Commission was expected to create avenues that could make Africans have more access to education and national development, this was not the case. Education during this period remained racial. Europeans and Asians had an education that laid more emphasis on academics and aimed at preparing them for white-collar jobs while Africans on the other hand received an education that geared them towards manual labor. Although the commission made some important contributions in teacher education it failed to meet

Africans personal goals and paid little attention to affective domains of education. Most Africans did not want the type of education it was propagating and thus rejected it. They yearned for an academic education that was not racial and one that could promote development. Because of its inadequacies many Africans opted to set up their own independent schools (Bogonko, 19992; Sifuna 1990).

The Beecher Committee of 1949 was mandated to examine the scope, content, methods, administration and financing of African education.⁷ The report reinforced the argument of Phelps- Stokes and the Ten Year Developmental plan on the provision of practical education to Africans. Its recommendations formed the basis of the government policy on African education until the last year of colonial rule. The Africans were strongly opposed to the Beecher Report. They felt it did not meet their utilitarian, cultural and personal needs. The general African view to the report according to Bogonko (1992) was that it was to lead to Europeanization rather than Africanization of education and it sought to maintain the status quo of perpetually keeping Africans in low cadre positions. In addition, the Africans did not find its recommendations

control of secular education, provision of universal primary and higher education, African teachers' responsibilities, and learning facilities adequate (Sifuna, 1990; Bogonko, 1992). In 1952, Binns Commission of education was set up. It was sponsored by the secretary of state for the colonies and the Nuffield Foundation. It examined educational policy and practice in British Tropical African territories. It was mesmerized by the high level of wastage within the education sector. The commission was a landmark in Kenya's education because it expressed concern regarding the internal efficiency of African education and its ability to address their needs (Sifuna, 1992). It made far-reaching recommendations that influenced the development of teacher-education both in the colonial and post-colonial period. Like previous commissions it met fierce criticism from Africans because of its advocacy for racial education, inability to address social and cultural goals and its emphasis on keeping Africans on native reserves. The state of emergency of 1952 rendered the implementation process of both the Beecher and Binns reports difficult. In addition to several commissions that were undertaken during this period, the colonial government also passed three major education ordinances in 1921, 1931, and 1934 and set up several educational committees, councils and boards aimed at improving the quality of African education (Bogonko, 1992).

In the mid 1950s, the colonial office realized it needed a new policy of education. This led to the drawing up of a developmental plan. The plan advocated for speeding up of output of high-level African workforce by expanding secondary and higher education. Within five years the pace of education was enormously increased for there was anticipation of African rule that required training of more manpower. Sifuna (1992) and Bogonko (1992) observe that the colonial education policies, even after the 1950s, continued to favor European population in terms of finance, curricula and structure and the African education was always the residuary legatee of the wealth of the state. Moreover, only a small number of African children went to school and the rate of attrition

was very high compared to European and Asians. The openings for post-primary education for the Africans were also limited and those Africans who qualified were restricted by the many examinations they had to undertake (Bogonko, 1992). An examination of educational reforms undertaken during this period depicts colonial government efforts of using education to foster development that was racial. Historical Development of Kenya's Education System in the Post- Colonial Period.

In the post-colonial period, Kenya's struggle for political independence served as a major impetus for her educational development. During the struggle for independence, the nationalists' educational aim was to provide an education that would serve immediate needs of the country. In 1961, when independence was imminent in most African countries, a conference on the development of education in Africa was held in Addis Ababa, Ethiopia and Tananarive in Madagascar in 1962. In these two conferences, representatives from all over Africa set educational priorities that aimed at promoting economic and social development. It was upon this framework that Kenya like other African governments formulated its educational programs (Sifuna, 1990, 1992).

The expansion and reform of the education system during this period was also motivated by political pressures. Sifuna writes that —almost every politician and election manifesto leading to the independence elections had called for more educational opportunities of all types, cheaper or free education, universal primary education, Africanisation of syllabuses and teaching staff and an atmosphere in which the African personality and culture could flourish. The education system was expected to fulfill two main objectives: technical and social. The technical objective was to provide future human resource with necessary skills and knowledge, and the social purpose was to inculcate values that could enrich people's lives and maintain cohesive sensibilities. In line with this thinking most African countries devoted their early educational policies to training personnel that could man their burgeoning economic and administrative units. Based on this historical advance, Kenya embarked on various educational legal policies that could advance its development. The first undertaking by the government was the drafting of Sessional Paper Number 10 in 1965. This served as an important document for examining immediate needs and goals of post-independence Kenya. The paper saw education much more of an economic than a social service, a key means of alleviating shortage of skilled domestic workforce and of creating equal economic opportunities for all citizens (Republic of Kenya, 1965b). During this period the government established five major inquiries to look into the development of Kenyan education: The Kenya Education Commission-Ominde Commission (Republic of Kenya, 1964, Republic of Kenya, 1965a, Republic of Kenya, 1965b), The National Committee on Educational Objectives and Policy- Gacathi Report (Republic of Kenya 1978), The Presidential Working Party on the Second University-Mackay Report (Republic of Kenya, 1981a), The Presidential Working Party on Education and Manpower -Kamunge Report (Republic of Kenya, 1988) and Commission of Inquiry into the Education system of Kenya- Koech Commission (Republic of Kenya, 1999).

The Ominde Commission outlined what education was and had to be during and after independence. It was the blueprint that laid the foundation of post-independence education. It was mandated to survey existing educational resources and to advise the government on the formation and implementation of the required national policies for education (Republic of Kenya, 1964; Republic of Kenya, 1965a). The commission was strongly influenced by the then existing international opinion, economic and political forces and available publications that underscored the importance of education in accelerating national development (Sifuna, Fatuma and Ibrahim, 2006). The organization of education during this period was closely linked to the management of human resources and the labor market. This link led to the growth of enrollments, especially in secondary schools, a growth that continued to be experienced in the 1980s. Although formal education was expanding during this period, it was not directly accompanied by the economic growth. Thus, most school dropouts were soon left out with neither jobs nor training. By 1970, majority of secondary school drop outs began to experience unemployment crisis. Due to increase in demand for higher education and the need for highly qualified manpower, the government made more acts in the 1980s geared towards the improvement of education to enable it spearhead development.

A critical examination of various educational acts that were undertaken during this period illustrate the government's commitment to improving education and the emphasis it placed on its ability to develop the nation. It is important to note that despite its noble objectives the Ominde Commission recommendations were not implemented in full, a blunder that has had significant effects on education. Amutabi writes that —if the first Ominde Commission Report would have been implemented in full... Kenya would not have been wandering and experimenting with dubious systems like 8-4-4 today.

Based on the collected views the commission evolved the concept of Totally Integrated Quality Education and Training (TIQUET) to reflect the vision of Kenyan education.

The function of assessing the standards of teaching and learning in schools is a reserve of the quality assurance directorate of the Ministry of Education. This directorate is charged with the responsibility of ensuring that there is standardization of education carrying out various types of assessment of schools and colleges.

Some of the assessments done include: advisory assessment, panel, subject assessment, mass assessment, special assessment numbers – school registration, school mass indiscipline and public centre (MOEST, 2005).

Quality assurance is achieved through inspection of institutions and reporting on these inspections to the institutions. It is also achieved through assessing the curriculum through valid and reliable national examinations whose results are cited as indicators of quality of education in the country. Quality development is achieved through the work of the advisory services, the provision of staff development opportunities and the development of teaching and learning materials. Improvement on the quality of education focuses on setting of standards for the various variables and ensuring that the set standards are adhered to. The department of quality assurance and standards is mandated to co-ordinate, follow-up and advice on curriculum delivery at school level.

1.2 Statement of the problem

The Kenya Certificate of Secondary Education (KCSE) results released in February every year by Kenya National Examination Council (KNEC) showed that English had been recording low grades in Matinyani District contrary to the expected high grades English being a compulsory subject. For instance in Matinyani secondary school the mean score were 6.71, 7.17, 7.07, 7.98 and 8.43 for five years respectively since 2006 to 2010. Due to shortage of personnel in the directorate of quality assurance, that is

the teacher-student ratio in some of schools is 1:80. Some schools go for as long as two to three years without inspection. This study therefore sought to establish the influence of QASO on the performance of English in Matinyani District.

Some of the key variables that greatly affected the quality of education included; curriculum, instructional materials and equipment, physical facilities teachers, assessment and examinations, institutional management and the institutional environment (KNEC 2004).

There was insufficient literature on how much the quality Assurance and Standards directorate had emphasized on the use of instructional media in Kenya hence their contribution to the improvement of the quality of teaching English in secondary school. The QASO got the results and related to the various variables and the performance. This study sought to fill this gap by providing comprehensive information on the relationship between the quality assurance directorate assessment to schools and teachers utilization of instructional media hence its influence on the performance of English at K.C.S.E level.

1.3 The Purpose of the study

The broad objective was to investigate the influence of QASO assessments on use of instructional media and to find out how utilization of instructional media in the teaching of English subject directly or indirectly influenced performance at K.C.S.E in English.

1.4 Specific Objectives

The specific objectives of the study were:

- i. To establish the extent to which QASO visits influence performance in English at K.C.S.E
- ii. To evaluate the extent to which training of teachers influence performance in English at K.C.S.E as required by QASO
- iii. To find out the influence of instructional media available in schools on performance in English at K.C.S.E as speculated by QASO
- iv. To examine the influence of environment on the performance in English in K.C.S.E examination as stated by QASO

1.5 Research questions

This study sought to answer the following questions

- i. What was the influence of school visits by QASO on performance in English at K.C.S.E examination?
- ii. What was the influence of training on instructional media use to teachers on performance in English at K.C.S.E Examination?
- iii. How does instructional media available in schools influence performance in English at K.C.S.E?
- iv. To what extend did environment influence the performance in English in K.C.S.E examination as required by QASO?

1.6 Research hypothesis

This study was guided by the following hypothesis:-

- i. H_0 : There is a significant relationship between QASO visits and performance in English at K.C.S.E.

H₁: There is no significance relationship between QASO visits and performance in English at K.C.S.E.

ii. H₀: There is association between training of teachers and performance in English at K.C.S.E.

H₁: There is no association between training of teachers and performance in English at K.C.S.E.

iii. H₀: There is a significant relationship between instructional media available in schools and performance in English at K.C.S.E.

H₁: There is no significant relationship between instructional media available in schools and performance in English at K.C.S.E.

iv. H₀: There is an association between environment and the performance in English in K.C.S.E examination.

H₁: There is no association between environment and the performance in English in K.C.S.E examination.

1.7 Justification of the study

English plays a key role in Kenya's educational system, not only as an important subject but also especially as the medium of instruction. English plays a key role in the country's legal, economic and education system (Kioko and Muthwii, 2001) English is the main language used in writing of books, newspapers, airports and air traffic control, international competitions, pop music and advertising.

Three quarters of the world's mail is written in English and 80 percent of the world's electronically stored information is in English. And this is a phenomenon that is likely

to continue as the world is networked by computers majority communicates in English (Kachru, 1992).

Holden and Westfall (2005) posit that the use of instructional media is an essential element of the instructional process. They further add that utilizing appropriate instructional media ensures desired learning objectives are achieved.

1.8 Significance of the study

The findings of the study were expected to be of help to several groups of people: First provide the curriculum planners and developers, teachers, learners the public and all stakeholders in the education sector with a better understanding of the quality Assurance and standards Directorate in Kenya are to regularly report on the general quality of education at national, provincial, district and school levels. They identified educational institution needs for improvement and ensure the quality teaching is taking place in the institutions by monitoring the performance of teachers.

The QASO's also used the findings to re-evaluate its activities and perhaps apply recommendations made by the study to improve its performance.

The effect of instructional media on academic performance in English was further emphasized. Apart from textbook teachers could use other forms of instructional materials to facilitate learning.

Ayot and PATEL (1992) states that words alone are liable to distortion – Media facilitates the understanding of complicated concepts and ideas. They make learning a captivating and fulfilling experience.

The study suggested solutions for the perennial poor performance in English at KCSE.

The aim of the secondary school English syllabus was to make students competent in listening, speaking, reading and writing the language (KIE, 1992).

1.9 Limitations of the study

This study on students' academic performance in English in KCSE was conducted in Matinyani District between April 2012 and June 2012 through cross-sectional sample survey design.

The study was conducted in 7 public secondary schools in the District. Data was collected through questionnaires by the researcher.

The findings did not also reflect what goes on or be applied in developed countries since their level of technology, use of instructional media and school assessment approaches are significantly different to those expected in a less developed district like Matinyani.

Research does not claim perfection as it is faced with other limitations inherent in the survey research design adopted.

Majority of the respondents were not comfortable sharing their information with the researcher. This prevented the researcher from getting the information required.

The research may not claim perfection since she relied on primary data sources which is subject to biasness and distortion from respondents.

Financial constraints – limited financial ability to facilitate for research assistants' transport and printing of questionnaires. The researcher administered the questionnaires personally to minimize the cost. There was time limit within which to carry out the study hence the use of a small sample. The geographical area within which the sampled schools are spread is very wide. The researcher covered wide distances moving from one school to another and had to hire transport.

1.10 Delimitation of the study

The study confined itself to the activities of the quality assurance and standards directorate especially in supervision of adoption of instructional media in the teaching

of the English subject. The study was carried out in secondary school of Matinyani District, Kenya. Data collected covered K.S.C.E English results in the period 2006 – 2010 and the activities of the quality assurance and standards directorate in the supervision of adoption of instructional media in the teaching of the English subject within the same period. This however was overcome by an assurance that the research study was strictly for educational purposes and also by availing to them the Introduction Letter.

The researcher overcame problem of the primary data collected by applying good methods of data analysis for easy generalization of the findings

1.11 Assumptions of the study

To effectively carry out the study several assumptions were made which included; that the sample represented the population, the teachers of English subject are conversant with instructional media and understand their effect of use, the data collection instruments (questionnaires) were valid and reliable and the respondents answered the questions accurately and honestly.

1.12 Definition of significant terms

Performance : In this study refers to the grades both per subject and overall that the pupil obtained in K.C.S.E examination.

Instructional Media : Refers to all teaching and learning materials including textbooks, exercise books, charts, radio projector (visual aid).

Poor results : Are examination outcomes in which the mean grade or individual subject performance curtails the learner from higher education or further training.

- KCSE Examination :** Refers to the examination offered to students after four years of study at form four in Kenya as stated by the ministry of education.
- QASO :** This is an organization which ensures quality education is given to students through assessment, visits and supervision of schools within the country.
- Quality :** Are standards and specifications that are supposed to be attained in any given activity within an organization

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter reviews the available related literature on the influence of qaso on the performance of English at K.C.S.E level in Kenya. It discussed the performance of students in English globally, regionally and nationally. The researcher discussed the past studies in the area and method and instruments used and also the critical review concerning the same.

2.1 Quality Assurance Standards Organization Visits

In a rapidly changing world, where knowledge concepts technology, philosophies, is swiftly changing, education has also been exposed to some fundamental changes.

Wallace, (1991) posits In that global village, the current era is shaped by a tremendous progress of knowledge, which leads to an explosion in teaching and learning and which requires the language teachers at the level of renewed information to maintain a continuous and sustained professional development. Hargreaves and Fullan, (1992) Teachers cannot ignore professional growth as it raises the education standards which revolves around the issue of providing equal and sufficient opportunities for everybody

Clark (cited in Hargreaves and Fullan 1992) proposes that professional development is basically a solitary journey; however almost all teachers need assistance and support during that journey from colleagues or supervisors to enhance their own development.

Many studies were conducted related to the role of educational supervision in teachers' professional development; for instance, Wallace 1991, UR (1996) Freeman and Johnson (1998), Freeman (2001) and Richards and Ferrell (2005) wrote about

teachers' professional development by emphasizing the vitality of self-development in their career. Assessment visits is taken for coordination and integrations of an educational effort.

It is essential to note that it centers on the relationship between supervision and curriculum development by paying attention to harnessing and harmonizing of theoretical learning and work experience balancing, relating, and integrating the general education in language, literature and social sciences with diversified courses. The current nature of modern educational supervision can be defined as a democratic, strategic, resourceful and coordinating process during which supervisors and teachers come together to stimulate discussions provoke reflective thoughts and weed out deficiencies in the educational setting. Robins (1999) stressed that a supervisor was to provide the teachers with support, guidance, feedback, problem solving skills and a network of colleagues who share resources, insights, practices and materials thus this work tries to assess the influence of such visits/supervision by the QASO.

2.2 Influence of Training Teachers in Performance in English at KCSE Examination as Stated by QASO

Ettyang, Ezneo Kizito,(1987) investigated the strategies and media teachers and students used in teaching and learning oral literature in selected secondary schools. The findings of the study revealed that the teachers understanding of strategies and media were limited role of QASO was to ensure that the teachers qualify a chance to acquire a sound understanding and application of strategies and media in teaching and learning. Their close monitoring ensured that untrained teachers are given some basics on educational media. Learning and teaching a foreign language needs a lot of patience, energy, time, creativity and competence. The success of the teaching and learning of foreign language skills including English is determined by a number of

factors both linguistic and non linguistic such as the students, the teacher, the methods, material and media or aids used. It is generally acknowledged that promoting teacher quality is a key element in improving primary and secondary education in the United States. Indeed, one of the primary goals of the *No Child Left Behind* law is to have a “highly qualified teacher” in every classroom.

Despite decades of research, however, there is no consensus on what factors enhance or even signal, teacher quality.

We focus here on the relationship between teacher productivity and teacher training, including formal pre-service university education, in-service professional development, and informal training acquired through on-the-job experience. Previous research on teacher training has yielded highly inconsistent results and has fueled a wide range of policy prescriptions. Some studies find that formal education is important and these have been interpreted as support for strengthening existing teacher preparation programs in universities and increased expenditures on post-college training. Equally common, however, is the finding that formal education is irrelevant, leading others to argue for the elimination of colleges of education. One reason for the uncertainty regarding the effects of teacher training is that past studies have been unable to overcome three methodological challenges in estimating the effects of training on teacher quality. First, it is difficult to isolate productivity, especially in teaching where a student’s own ability, the influences of a student’s peers, and other characteristics of schools also affect measured outcomes. The problem is exacerbated by the fact that assignment of students and teachers to classrooms is usually not random, leading to possible correlations between observed teacher attributes and unobserved student characteristics. Teacher occupations, there is an inherent selection problem in evaluating the effects of education and training on

teacher productivity. Unobserved teacher characteristics, such as “innate” ability, may affect the amount and types of education and training they choose to obtain as well as subsequent performance of teachers in the classroom. Third, it is difficult to obtain data that provide much detail about the various types of training teachers receive and even more difficult to link the training of teachers to the achievement of the students they teach. Addressing all of these issues in a single study presents significant data and estimation challenges.

In this paper we present new evidence on the effects of teacher university-based preservice formal education and in-service professional development training on teacher productivity using a unique statewide administrative database from Florida. The Florida data allow us to tie student performance to the identity of their classroom teacher and in turn link teachers to their in-service training, their college coursework and their pre-college entrance exam scores. These extremely rich data also provide a unique opportunity to address the twin selection problems associated with teacher acquisition of training and assignment of students to teachers.

Our analysis proceeds in two steps. First, we estimate student achievement models that include a rich set of covariates that measure the time-varying characteristics of individual students, their classroom peers, and their school’s principal. In addition, we include multiple levels of fixed effects that control for unmeasured time-invariant student, teacher and school characteristics. This first-stage model includes detailed data on the quantity and characteristics of education and training teachers receive after they have entered the classroom, including both graduate education and workshops sponsored by schools and school districts (called “in-service” or professional development training). We also include measures of teacher experience, which represent informal on-the-job training. This first step yields estimates of the fixed

effect for each teacher, which represents the teacher's contribution to student achievement or "value added" that does not vary over her career.² In the second step we take the estimated teacher fixed effect and regress it on characteristics of teachers' (time-invariant) undergraduate coursework, controlling for teacher pre-college cognitive/verbal ability with college entrance exam scores.

We begin in section II by describing past literature on teacher training. Our methodology and data are discussed in sections III and IV, respectively. Our results, presented in section V, suggest that only two of the forms of teacher training influence productivity; content-focused

teacher professional development is positively associated with productivity in middle and high school math and on-the-job training acquired through experience correlated with enhanced effectiveness in teaching elementary reading and elementary and middle-school. The implications of our findings are discussed in section VI. English teaching media are very important to help students acquire new concepts of, the skills and language competences. They are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing. Teaching is an art. It can be refined by training and practice. The availability of competent teachers is central in the reconstruction of the educational system. English has acquired the status of a global language (Crystal, 1997). Keeping in view the growing need and importance of English language in every walk of life, English is made a compulsory subject in Kenya from the very beginning of the academic career. This increasingly necessitates good quality initial preparation for non-native speaker teachers in the school system. In early work on teacher productivity, researchers estimated education production functions by regressing aggregate student achievement levels on measures of teacher training and

various other controls using cross-sectional data (see review by Hanushek (1986)). A subsequent generation of studies used student-level two-year test-score gains and richer sets of teacher training variables to evaluate the impact of teacher training on student achievement. The state of the literature through the year 2000 has been extensively reviewed by Wayne and Youngs (2003) as well as by Rice (2003), Wilson and Floden (2003), and Wilson, et al. (2001). Rather than duplicate previous surveys we highlight new research findings over the last half-dozen years.

While some recent studies of the determinants of teacher productivity continue to employ the gain score approach (Aarons, et al. (2007), Hill, et al. (2005), Kane, et al. (2006)), the bulk of recent research has shifted away from this methodology. The gain-score studies rely on observed student characteristics or “covariates” to account for student heterogeneity. However, they cannot control for unobserved characteristics like innate ability and motivation. There is evidence that better trained and more experienced teachers tend to be assigned to students of greater ability and with fewer discipline problems (e.g., Clotfelter et al. (2006), Feng (2005)).

Given this positive matching between student quality and teacher training, the gain-score studies' inability to control for unobserved student characteristics would tend to upwardly bias estimates of teacher value-added associated with education and training. The recent availability of longitudinal administrative databases has brought forth a new generation of studies that seek to ameliorate selection bias by controlling for time-invariant unobserved student heterogeneity via student fixed effects. In the last six years, eight studies of teacher productivity in the U.S. have employed this approach. An alternative method of avoiding selection bias is to either randomly assign teachers to students or to exploit situations where there is an exogenous change in student assignments to teachers or in teachers to training. Five other recent

studies exploit either experiments with random assignment, situations where there is “apparent random assignment” or “natural” experiments where assignment is based on exogenous factors. No matter what the methodology, nearly all of the recent studies of teacher productivity include some measure of teacher experience, which serves as a proxy for on-the-job training.

Results for elementary math are about evenly split between positive and insignificant effects of teacher experience on student achievement. In contrast, all but one of the eight recent studies that separately analyze elementary reading find that student achievement is positively correlated with teacher experience. At the middle school level the findings are essentially reversed.

Studies that include middle school consistently find positive effects of teacher experience on math achievement whereas the findings for the effects of experience on middle school reading achievement are evenly split between positive and insignificant correlations. The three studies of high school teachers yield conflicting results. Aaronson, et al. (2007) and Betts, et al. (2003) find no significant correlation between teacher experience and student achievement while Clotfelter, et al. (2007) find strong positive effects. One difference in these studies is that Clotfelter et al. utilize course-specific end-of-course exams while the other studies rely on more general achievement exams. As discussed by Rockoff (2004) and Kane, et al. (2006), the estimated effects of experience may be biased if sample attrition is not taken into account. For example, less effective teachers might be more likely to leave the profession and this may give the appearance that experience raises teacher value-added when, in reality, less effective teachers are simply exiting the sample. Alternatively, selection could work in the opposite direction; more able teachers with higher opportunity costs may be more likely to leave the profession, leading to a

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spurious negative correlation between teacher experience and student achievement. One method of addressing the attrition issue is to include a teacher-specific effect, to control for unmeasured teacher ability, along with the experience measures. The teacher-specific effect should purge the influence of teacher time-invariant ability on experience, yielding unbiased estimates of the marginal product of experience.³ While the recent gain score studies all include a teacher specific effect, only two of the eight panel data studies, Hanushek et al. (2005) and Rockoff(2004), employ teacher fixed effects in addition to student fixed effects. Both of these studies analyze only a single school district. In our work we are able to include both student and teacher fixed effects using data for the entire state of Florida.

In addition to experience, the other commonly measured aspect of teacher training is the attainment of graduate degrees. Nearly all of the recent panel-data and random-assignment studies include a measure of post-baccalaureate degree attainment, typically whether a teacher holds a master's degree. Except for positive correlations between possession of a masters degree and elementary math achievement found by Betts et al. (2003), Dee (2004) and Nye, et al.(2004), recent research indicates either insignificant or in some cases even negative associations between possession of graduate degrees by a teacher and their students' achievement in either math or reading. In contrast to experience and possession of advanced degrees, the pre-service undergraduate training of teachers has received much less attention in the recent literature. Two studies, Aaronson, et al. (2007) and Betts et al. (2003) consider the effect of college major on later teacher productivity, but fail to find a robust relationship between undergraduate major and the impact of teachers on student achievement. Three studies, Kane et al. (2006), Clotfelter et al. While the inclusion of teacher effects greatly reduces the potential bias associated with teacher attrition, it

does not necessarily eliminate it for two reasons. First, since multiple observations are required to compute teacher effects, elementary school teachers who leave after one year are necessarily excluded. This is not a significant problem for middle and high-school teachers, however, since they teach multiple classes within a single period (though it remains a problem for estimating the effects of experience, which can still only be done for teachers with two or more years in the classroom). Second, if there is an unobserved time-varying component of teacher productivity that is correlated with the likelihood of attrition, then this will not be fully captured by the teacher effect. For example, as noted by Murman and Phillips (1981) and others, the presence of young children in the home may lower teacher productivity and also increase the likelihood of attrition. We test whether teacher-specific effects eliminate attrition consider general measures of the quality of the undergraduate institution attended and find little or no relationship to teacher productivity in elementary or middle school. A fourth study, Clotfelter, et al. (2007b) does find a positive and significant relationship between the prestige of the undergraduate institution and productivity of high school teachers. Kane et al. (2006) also analyze the relationship between undergraduate grade point average (GPA) and teacher productivity in elementary and middle school. As with the other measures of undergraduate education, they find no significant relationship between GPA and subsequent teacher performance. There are at least two shortcomings of recent estimates of the impact of undergraduate education on teacher productivity. First, recent work has relied on relatively gross measures, like college major, which may obscure significant variation in college coursework. Second, none of the recent studies that include measures of undergraduate training control for the pre-college ability of future teachers. Thus, for example, a positive observed correlation between undergraduate institutional prestige and future teacher

productivity could mean that institutional quality enhances the productivity of future teachers or simply that more able students are accepted into elite institutions and individual ability is determinative of productivity as a teacher. In our work we consider the specific courses taken by teachers and control for pre-college ability with college entrance exam scores.

Jacob and Lefgren (2004) is the only prior study of the impact of in-service professional development on teacher productivity in the United States. Jacob and Lefgren exploit a “natural experiment” that occurred in the Chicago public schools where the level of professional development was based (exogenously) on prior school-level average test scores. Jacob and Lefgren are not able to distinguish the specifics of the professional development that teachers received, however. Like Jacob and Lefgren, they include in-service professional development in their analysis of teacher training. Further, they are able to distinguish between training that focuses on content and that which emphasizes pedagogy.

2.3 Influence of Instructional Media in Performance of English at KCSE Examination as Required by QASO

Wanjala, G. and Luchu S. (2005) studied that the teaching of English using integrated approach had been an issue thus affecting the performance in English at K.C.S.E level. Their study investigated factors that influence the implementation of integrated English curriculum in public schools in Kanduyi Division of Bungoma District thus leaving a gap on the influence of QASO on the same, which this study bridged. The quality of education is directly related to the quality of instructions in the classrooms.

Njoroge, C. W. (2009) looked at the various factors that affect availability, acquisition and utilization of instructional resources in teaching English. The aim of study was to find out ways of improving the poor performance of English at K.C.S.E.

The findings revealed that no single school involved in the study had all the resources required for teaching of English. This could have been due to the result of poor supervision by the head of department, head teacher or even the QASO which this paper tried to address.

A good media is like a window. It should not be called attention to itself; it should just have been let in the light. In general, teacher should use the media in his or her best judgment. It can be facilitated learning or increasing the understanding of materials. Of course, communicating to facilitate learning can be a challenging process, and it is often required creative efforts to achieve a variety of implicit instructional goals (University of Saskatchewan, n.d.). Among the implicit goals that media can be helped by teachers to achieve are as follows: attracting attention, developing interest, adjusting the learning climate and promoting acceptance (of an idea). Media is very useful in learning the English language. Teachers, instructors and learners are helped by using media to achieve the learning goals. So, the teachers should apply the media in teaching - learning activities because: Instructional media can be solved the lack of the learners' experiences. Learners have different background such as family life, society, social economic, etc. Learners who live at different areas will have different experiences, because they have different environment, society, social economic, etc. Instructional media can be reached everything out of the class. There are so many things around the learners that can not be reached by themselves, such as: bacteria, virus, etc. To know and see those tiny things, we must use a microscope as a media. We use a picture to present things which can not be brought into the classroom such as: markets, stations, harbors. The everyday demands of classroom instruction increase in complexity from year to year—with respect to curricular demands, accountability and the diversity of the

student population. New state frameworks and instructional trends require grade-level curricular standards to continually change. The demands of accountability vis-à-vis state standards and student performance on standardized tests influence district policies regarding instructional practices and how to best address the needs of the burgeoning numbers of English language learners.

In addition, the linguistic diversity of English language learners has important implications for the design of programs intended to address the range of levels of English language learners' oral fluency, literacy skills, and cognitive growth. A variety of materials can be used to engage learners in English language content instruction; however, if these students are to attain grade-level standards in English language subject matter instruction, they must master communicative and cognitive skills as well as master strategies for reading and learning from expository text, the staple of content instruction and the dominant type of text included in materials employed to teach content. This formidable mix of demands requires an answer to these two questions: (1) How can teachers effectively manage the complexity of skill, content, and English language development instruction and also make this instruction accessible to English language learners? (2) What are the implications for determining appropriate instructional materials? This presented ideas and strategies to help teachers optimize the education of English language learners in subject matter instruction. The potential to teach language and to enable access to learning across content areas will be addressed through four key instructional dimensions: communication based instruction, content-based instruction, cognitive development, and study skills. Implications for appropriate instructional materials was also addressed. Communication-based instruction can be an effective tool for providing

English language learners access to content area learning. Communication based instruction is designed to parallel the way children acquire their first language. Krashen's (1982) acquisition-learning hypothesis holds that infants acquire language subconsciously rather than cognitively learning the language. When learning content in a second language, students need instructional approaches that allow them to interact with and construct meaning from lessons presented in class. Language is the medium for learning and communicating important subject matter. For students learning *in* the language rather than *about* the language, effective communication is interactive, authentic, and meaningful, with ample opportunities to hear and respond in the target language and to get feedback from native speakers, the teacher, instructional assistants, volunteers, and other English language learners. Direct and indirect modeling of English language structures and conventions with corrective feedback can and should be included in communication based instruction through directed lessons according to Fillmore and Snow (2000). Gersten and Baker (2000) also believe that English learners need formal feedback if they are to learn the language; however, they point out that merging content instruction with English language development usually truncates the amount of time devoted to learning the second language. They believe that sheltered instruction (instruction designed for making sure English language learners understand content instruction) usually does not include adequate English language development in the context of writing. Like Snow and Fillmore (2000), they believe that this phenomenon has a deleterious effect on student writing. The written conventions of the target language should be linked to oral communication and content through daily language lessons in writing, spelling, and grammar that are connected to the related readings of the content curriculum, not taught as isolated and unrelated skills. Connecting daily language lessons to related

reading succeeds in linking written language conventions to oral communication and content by demonstrating for English language learners the ways in which writers use literary devices such as figures of speech, similes, idiomatic expressions, metaphors, imagery, analogies, and the prosodic features (rhythm, intonation, and phrasing) of the dialect. The readings help demonstrate the use of grammatical structures and spelling conventions across genres of literature and expose English language learners to new vocabulary development in context rather than in isolated word lists that have no meaning or connections to their world (see Dutro & Moran, chapter 10 in this volume). In content instruction, it is important for students to learn the structures of the English language in order to interpret the work of related readings across subject matter instruction. The ability of English language learners to succeed in “content” learning has to do with how well they can infer meaning, draw conclusions, learn terminology, analyze problems, and synthesize information from various sources, which means they need to transfer and apply reading and language conventions across the curriculum. Students make gains in language acquisition by interacting with speakers of the English language in meaningful contexts, and their English language oral fluency increases as they begin to respond and sustain communication in the target language— just as accuracy in reading and writing develops with daily involvement in purposeful application. When language is regarded as a medium of learning, it offers a context for communicating the thinking process in the subject matter without the need to translate content. Instructional media are created the possible direct interaction between the learners and their environment. Media are produced some observation. The learners’ observation can be directed into the important things based on the teachers aims. Media can be kept the basic, concrete and real concepts of the teaching. The learners’ motivation is

aroused by using media in learning. According to Cloud and colleagues (2000), there are three goals for content area instruction, which the authors term “goals of integrated instruction”: content, language, and general skills goals. *Content goals* include conceptual learning of knowledge and skills required by the subject matter. *Language goals* address learning the precise vocabulary words and sentence patterns needed to communicate content. Achieving *general skills goals* means attaining study skills that promote both language and content learning. In content based instruction, students are not only learning to communicate in the language of the subject; they are communicating *about* the subject by constructing meaning. Subject matter is taught through communicating content and concepts in a meaningful construct, not through rote drills or practice of isolated skills at the end of a lesson. English language learners need to use language in purposeful contexts as a means to learn content. Instructional approaches should include progression from concrete to abstract thinking, including a rich use of oral and written language forms. Instructional units may be presented through thematic and interdisciplinary approaches so as to allow students to transfer concepts across curricular areas. Learning to create and compile sets of data for a math project, for example, can result in students understanding how to interpret charts, tables, and graphs in science or social studies textbooks. Lessons may need to be sequenced with careful planning so that students can be exposed to information needed as a prerequisite for another subject matter, particularly in the areas of math and science. For example, students may need to have a math lesson on liquid measurement before they can perform a particular science experiment. English language learning should not be a barrier to learning scientific thinking requiring analysis, inference, synthesis, formulation of conclusions, or evaluation; these higher-order thinking skills appear in content

standards across the curriculum and are necessary for students' success in subject instruction. Students should be guided to see that these thinking processes are common in everyday life situations; lessons can then be adapted to demonstrate how the critical thinking used in their personal lives can be transferred to academic thought. Classroom lessons incorporate the use of the English language to communicate content standards and follow-up activities. The underlying premise of content-based instruction is based on student-centered activities, the performance of which ensures comprehension and mastery of lessons. According to Mohan (1986), the term *activity* refers not just to something we get English language learners to do but rather to a combination of performed action and acquired theoretical understanding. In Mohan's understanding, an activity is a basis for a knowledge framework. Activities need to include the daily practice of newly learned skills through experiential approaches and an understanding of how what is learned is linked to the activity; Mohan refers to this as an *expository* approach, in that it is verbal and explicit. It is the combination of an action situation and a theoretical knowledge structure that creates the framework for an activity. English language learners need to be exposed to both sides of the knowledge framework. One side was addressed by involving students in general theoretical concepts through communicative approaches and support from visual aids. The purpose of this component of the framework was to explain background information of concepts and classification of the topic; present the principles through methods, techniques, and strategies; or evaluate goals and appropriateness through the use of visual displays found in graphs, tables, charts, symbols, and other representations of the rules and norms (Mohan, 1986). The other side engages practical knowledge as presented through a discourse of pictures, film, drama, or experiential events. These specific,

practical aspects of knowledge demonstrate concrete examples within the topic material by describing, sequencing, and making decisions in action situations (Mohan, 1986). Pictures or photo stories in manuals or guides provide the “who/what, where, and when” of the real world

2.4 Environment influencing performance in English at KCSE

The conceptualization of school environment was based upon the multiperspective approach of Sergiovanni (1984), Bush, (1986) Bolman and Deal, (1991) that school environment is separated into five aspects; instructional, structural, human resource, political and cultural. The leadership behavior of the principal of the school conceptualized into five dimensions, was considered to be an important component of the school environment. Teacher efficacy and time use, and students learning efficacy and attainment performance as dependent variable to assess their relationship to school environment.

Cheng' (1993b), stated that leadership had been found to be an important factor in the maintenance of a cohesive social environment for the teachers to work in. However in the present study the strength of leadership factor was not found to contribute significantly to the performance of teachers and students. The delineation of school environment into multiple aspects was helpful to the researchers to systematically understand, analyze and manage the internal process of school organization but this study did not exhaustively discuss how environment of the school influenced performance in English.

2.5 Critical Review

From the review of the past studies, it had clearly been indicated that supervision/visit styles, teaching, learning and environment are some of indicators on

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performance. For instance supervision styles discussed in this study provided equal and sufficient opportunities for everybody. Assessment visits were taken for coordination and integration of an educational effort.

Supervision harnessed and harmonized theoretical learning and work experience balancing, relating integrating and general education. Supervision could be defined as a democratic strategic resourceful and coordinating process during which supervisors and teachers/ trainers came together to stimulate discussions and suggestions, provoke reflective thoughts.

Teaching/ learning being another variable had been reviewed hence you could find some unqualified trainers using inappropriate media of instruction or nothing at all. The school environment was separated into aspect which helped very much in influencing the performance. It is through monitoring/ supervision of the environment which helps or improves in performance.

2.6 Theoretical Framework

This study was hinged on three theories. These are Piagets (1964) theory of cognitive development, the functionalism theory of learning and paths-goal leadership theory whose modern development is attributed to Martin Evans and Robert House (1974)

In this study the three theories complement each other in investigating how school assessment influences use of instructional media and the performance in English subject at K.C.S.E level. Piagnets theory (1964) of cognitive development emphasized that instructional media translates abstract concepts into concrete facts and thus enhancing performance.

Functionalism theory emphasized on teacher behavior. The teachers should recognize the importance of instructional media depending on the benefits that could accrue. This influences the teacher decisions to use or not to use instructional media.

The path goal leadership theory postulates that leaders can facilitate task performance by showing subordinate how performance can be instrumental in achieving desired rewards. Thus it gives a frame work within which the quality Assurance and Standards directorate should operate by facilitating task performance.

Piagets (1964) cognitive development theory lends itself well to the secondary school students who are experiencing English language that some teachers have claimed to be abstract (Kawoya 1988)

For instance, the unfamiliar setting Ibsen's' text, "An enemy of the People" is difficult to understand unless teaching aids are used. It is the responsibility of the teachers to organize the learning process to be more meaningful to the learner as espoused by words worth 1984; school experiences can have an impact on student's acquisition of knowledge if teaching practices are brought in line with student's ways of learning.

Teachers should ensure that the child is given the benefit of a linguistically stimulating environment. This will enable the child to develop the correct meaning of concepts as used in the classroom by the teacher.

The functional theory was used as a base for this study to find out the extent to which English teachers use instructional media whether the quality assurance directorate emphasize their use in an attempt to help learners in visualizing, formation of imagery

and conceptualization hence improve performance in English at K.C.S.E as illustrated below:

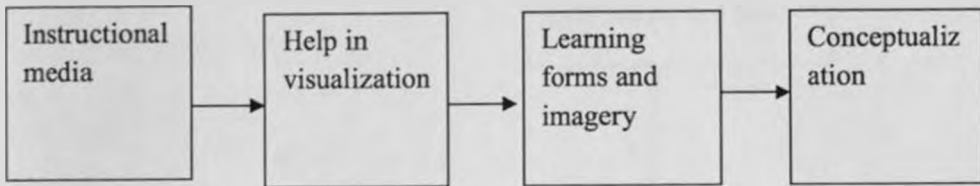


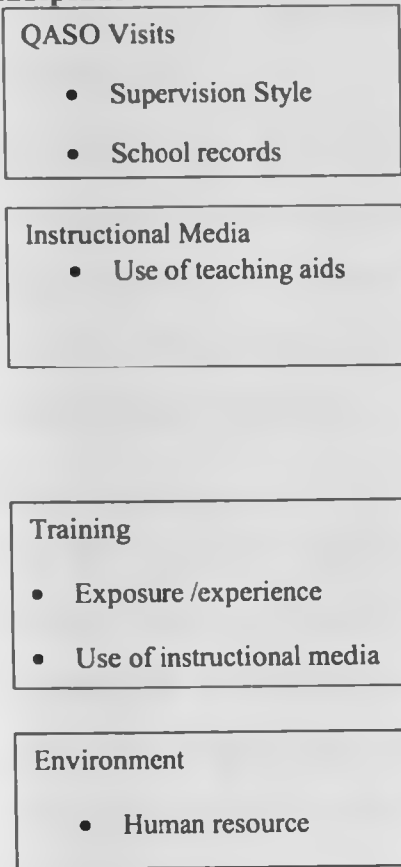
Figure 1 Relationship between Instructional Media and Learning.

In this study, the quality assurance and standards directorate, which assumed the managerial position, should take the motivation and satisfiers role to help the teachers recognize the importance of using instructional media to encourage them to improve the adoption of instructional media.

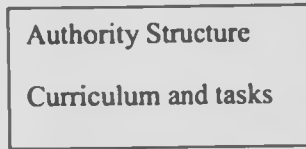
The Quality assurance standards directorate should assume the position of the leader while the teacher is the subordinate, with the school administrators providing the desired instructional resources and structure for their use.

2.7 Conceptual frame work

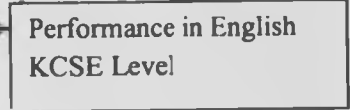
Independent Variable



Moderating Variable



Dependent Variable



Intervening Variable

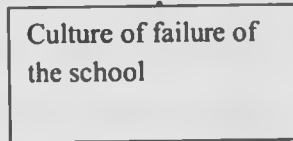


Figure 2 Conceptual Frame Work

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research design that was used in carrying out the research and the target population. It discussed and analyzed the methods of data collection. Sample and sampling procedure was well discussed in this chapter. The research used 7 public secondary schools in the district. All the schools from the district were selected due to the sample size.

3.2 Research Design

This study applied descriptive survey, Mugenda and Mugenda (2003) describes descriptive survey as collecting data in order to test hypothesis or to answer questions concerning the current status of the study subject. Descriptive survey was used because it is appropriate for educational fact finding and fields a great deal of information for this study. It also enables the researcher to gather data at a particular point in time and use to describe the nature of the existing conditions. The research aims at collecting information of how QASO influence performance in English at KCSE examination.

3.3 Target Population

The study targeted English teachers of seven schools in Matinyani District. English teachers are the ones preparing candidates for their KCSE and are deeply concerned about their performance..The research employed the percentage method to determine its sample. According to mugenda (2003) a representative sample should at least be 10% of the population. The research study focused on teachers from seven schools in matinyani district as indicated in table 3.1 below.

Table 3.1 Target Population

School	Frequency	Percentage
Matinyani boys	6	21
St. Johns kwamulungu	4	14
Kauma secondary school	4	14
Kyaani Girls secondary	5	18
St. Benedict Kwamutonga	4	14
Kalimani Secondary	2	7
Nthakame Secondary	3	12
Total	28	100

3.4 Sample and Sampling Procedure

A sample was the selected representative unit from the target population. According to Mugenda (1993), sampling is the process by which a relatively small number of individual, object or event is selected and analyzed in order to find out something about the entire population from which it will be selected. Stratified random sampling was used to ensure all the sub-groups in the population are well represented. According to Mugenda (1995), it is important to have a ratio in obtaining a representative sample from the target population for this case a ratio of 0.5 i.e. 50% of the target population was used to obtain a sample of respondents as indicated in table 3.2

Table 3.2 Sample Size

School	Target population	Sample Size	Percentage
Matinyani boys	6	3	21
St. Johns kwamulungu	4	2	14
Kauma secondary school	4	2	14
Kyaani Girls secondary	5	2	14
St.Benedict Kwamutonga	4	2	14
KalimaniSecondary	2	1	7
NthakameSecondary	3	2	14
Total	28	14	100

3.5 Research Instrument

The research used questionnaires that were distributed to the English teachers to help gather the necessary information for analysis. They were distributed and collected after the respondents completed. The questions asked were both open and closed questions. Closed questions required yes or no answers while open questions required a short explanation. The Questionnaires sought to comment any change recorded by the visits, instructional media available for teaching English and the advice given by the QASO supervisors.

The questionnaire had two parts:

Part 1 contained questions aimed at obtaining general information about the respondent and the school such as name of school, sex, age.

Part 2 contained specific questions related to the objectives of the study which was influence of QASO visits on the performance of English at K.C.S.E level in Matinyani District.

The questionnaires comprised of mainly closed ended questions with only a few open ended questions. Closed ended questions were easier to analyze because they are in an immediate usable form and are economical in terms of time and money.

3.6 Methods of Data Collection

At this stage the researcher prepared tools which were used in collecting the data necessary to answer research questions to achieve the research objectives. The researcher relied on primary data and secondary data to gather the relevant information. Questionnaires were used as the main data collection tool. They were distributed and collected after the respondents completed. The questions asked were both open and closed questions closed questions required yes or no answers while open questions required a short explanation. The researcher conducted the research from English teachers in Matinyani District in seven (7) schools. The instructions on how to respond to the questionnaires were read to the participants. This was to ensure proper filling.

3.7 Validity

Validity is the most important issue in psychological and educational testing because it concerns the meaning placed on test results. Though many textbooks present validity as a static construct, various models of validity have evolved since the first published recommendations for constructing psychological and education tests. These models could be categorized into two primary groups: classical models, which included several types of validity, and modern models, which present validity as a single construct. The modern models reorganized classical "validities" into either

"aspects" of validity or types of Validity researchers then list a series of propositions that must be met if the interpretation were to be valid. Or, conversely, they may compile a list of issues that may threaten the validity of the interpretations. The researcher proceeded by gathering evidence – be it original empirical research, meta-analysis or review of existing literature, or logical analysis of the issues – to support or to question the interpretation's propositions (or the threats to the interpretation's validity). Emphasis was placed on quality, rather than quantity.

3.8 Reliability

The research instruments were to be piloted in one public secondary school in Matinyani District that was to be sampled to participate in the major research. The questionnaires were to be administered to the English teachers. It was assumed that schools within the same district experienced similar factors that may influence QASO on performance.

The purpose of the pilot study was to establish the validity and reliability of the instrument of study. After analyzing the response of the pilot study the questionnaires were modified to eliminate areas that were not well captured hence increasing the validity and reliability of the instrument.

3.9 Methods of Data Analysis

Data was analyzed using a number of statistical methods including quantitative and qualitative analysis. All questions asked were analyzed using percentages, mean scores, standard derivation. Data were analyzed using Spearman's correlation coefficient and ANOVA constructed using Spss software.

3.10 Ethical Consideration

The participant agreed to participate in the study through voluntary informed consent, without threat or undue inducement. Know what a reasonable person in the same situation would want to know before giving his/ her consent. Personal details or sensitive information will be kept confidential at all times.

3.11 Operational Definition of Variables

Table 3.3 Operational Table

OBJECTIVES	VARIABLE	INDICATORS	MEASUREMENT SCALE	TYPE OF ANALYSIS
To establish the performance in English n Matinyani District	-Teaching staff -DQASO	-Academic qualification -Professional qualification -Experience -Attitude	-Ordinal -Nominal	-descriptive
To examine the influence of environment on the performance in English in KCSE	-classes -staffroom	-adequate -Inadequate	-Ratio	-Descriptive
To evaluate the extent to which training of teachers influence performance in English	Academic qualification -professional qualification	-Performance in KCSE	-Nominal -Ordinal -Ratio	-Descriptive
To establish instructional media available in the teaching of English	-Instructional media	-Not available -Inadequate -Adequate	-Ordinal -Ratio	-Descriptive

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The main purpose for this study was to investigate the influence of quality assurance and standards organization assessment on the performance in English in Kenya Certificate of Secondary Education Examination.

The study sought to investigate extent to which QASO visits influence performance in English at K.C.S.E, the extent to which training of teachers influence performance in English at K.C.S.E, the influence of instructional media available in schools on performance in English at K.C.S.E, the influence of environment on the performance in English in K.C.S.E examination as stated by QASO.

Data was collected using the questionnaires as the main instruments. The questionnaires were administered to 13 English teachers in Matinyani District, Kitui County, Kenya. The data collected was presented using frequencies tables which were constructed using Statistical package for social scientists(Spss) software following the objectives. It was analyzed using Spearman's correlation coefficient and ANOVA tables constructed using Spss software.

4.2 Questionnaire Return Rate

Questionnaire return rate is the proportion of the sample that participated in the survey as intended in all research procedures.

Table 4.1: Distribution by Questionnaire Rate Response

Response rate	Frequency	Percentage (%)
Returned	13	93%
Not returned	1	7%
Total	14	100%

Table 4.1 shows that 93% of the questionnaires were returned while 7% were not returned. This indicates that from the questionnaires given to the respondents, majority gave back their questionnaires. The few which were not returned did not negatively affect the results of the findings.

4.3 Gender of Respondents

The respondents were asked to indicate their gender, this aimed at establishing whether the study was gender sensitive and to establish if gender influenced performance of the students in English K.C.S.E in Matinyani District.

Table 4.2: Distribution of Respondents by Gender

Category	Frequency	Percentage
Male	5	38%
Female	8	62%
Total	13	100%

Table 4.2 showed that 62% of the respondents were female while 38% were male. This indicates that the number of male English teachers were fewer than the female.

This has an implication to the performance of the boys in English because they lack role models since they think English is a feminine subject thus translating to low performance in English.

4.4 Professional Qualification

The researcher sought to establish the academic qualification of the respondents. This aimed at finding out whether there was relationship between teacher' academic qualification and performance.

Table 4.3: Distribution of Respondents by Professional Qualification

Category	Frequency	Percentage (%)
KCSE/KCE	1	8%
DIPLOMA	3	23%
B/ED	8	61%
M/A	1	8%
TOTAL	13	100%

Table 4.3 revealed that majority of the respondents,(61%) had B/ED, 23% had diploma, while 8% had MA in English and KCSE of education. It was revealed that academic qualification influences performance in English. The less qualified Respondents as indicated by the 8% greatly affected the performance because they lacked some skills to deliver the knowledge as required by QASO whereas the 23% of the respondents who had attained a diploma did not adequately reach the required expektorations translating to poor performance.

4.5 Teachers Length of Service

The researcher sought to establish the experiences of the respondents to establish whether it had any influence in performance in English. The results were presented in the table below.

Table 4.4: Distribution Respondents by Teachers Length of Service

Length of service	Frequency	Percentage
Less than 2	3	23%
3-5	3	23%
6-9	5	38%
Over10	2	16%
Total	13	100%

Table 4.4 shows that majority of the respondents (38%) taught for 6-9years while 23% of the respondents have taught English for less than 2 years and between 3 - 5 years, while 16% taught for over 10 years. Teacher's length of service had a great effect on the performance of English at KCSE level. The respondents who had experience of 6 to over 10years performed relatively well as compared to the schools which had respondents with lesser experience of less than 6 years. The respondents cited that one gained experience as years went by translating to mastery of the content and better methods in delivering the subject.

4.6 Influence of QASO Visits in Performance in English

The first objective for this study was to investigate how QASO visits affected performance in English in KCSE examination. To achieve this objective, the researcher first established the frequency of QASO visits to schools. The results were shown in the table below.

Table 4.5 Distribution by Number of QASO Visits

Name of School	No. of Visits	Percent
Matinyani Boys'	5	20.8%
St. John Kwa Mulungu	4	16.7%
Kauma Sec School	4	16.7%
St. BenedictKwa Mutonga	3	12.5%
Kyaani Girls	3	12.5%
Nthakame Sec School	2	8.3%
Kalimani Sc School	3	12.5%
Total	24	100%

Table 4.5 shows that Matinyani boys was visited 5 times which was 20.8% of the total visits, St.Johns Kwamulungu and Kauma secondary 4 (16.7%) times, St. Benendict Kwamutonga, Kyaani girls and Kalimani secondary School were visited 3(12.5%) times while Nthakame secondaryschool was visited 2(8.3%) times.

Table 4.6: Performance of the Schools by Mean Scores

Name of Schools	2006	2007	2008	2009	2010
Matinyani Boys	6.71	7.17	7.07	7.98	8.43
St. Johns kwa Mulungu	3.65	3.54	5.02	5.01	4.51
Kauma Secondary	4.54	4.50	5.00	5.05	4.56
Kyaani Girls	4.02	4.45	4.36	4.20	4.15
Nthakame Mixed	3.21	3.02	2.98	2.78	2.63
Kalimani	3.12	3.15	3.05	2.99	3.02
St. Benedictkwa mutonga	4.19	3.61	3.79	4.39	4.61

Table 4.6 shows that the performance of the schools in different years.

If we consider year 2010, Matinyani boys performed relatively well in English with a mean score of 8.43, This was followed by St. Benedictkwa mutonga with a mean score of 4.61, followed by Kauma secondary and St. Johns Kwamulungu with a mean of 4.56 and 4.561 respectively. Kyaani, Kalimani followed with a mean of 4.15 and, 3.02 respectively. The least in performance was Ntakame secondary school which had a mean of 2.63.

4.7 Influence of Training in Performance of English in KCSE Examination

The second objective for this study was to evaluate the extent to which training of teachers influence performance in English at K.C.S.E. The results were presented in the table 4.7.

Table 4.7: Number of Trained and Non Trained Teachers

Category	Frequency	Percentage (%)
Trained	12	92%
Non-trained	1	8%
Total	13	100%

Table 4.7 shows that 92% of the respondents have been trained in teaching methodologies while 8% are untrained. This means that the 8% translates to low performance, meaning that the students are not well taught, thus certain aspects especially in speaking skills and pronunciation are not well articulated; making the students understand less translating leading to low performance in English at KCSE examination.

4.8 Influence of Instructional Media on Performance in English in KCSE

The third objective of the study was to establish the influence of instructional media used in teaching in secondary schools on the performance of English at KCSE examination. The respondents were asked to indicate the instructional media used in classes

Table 4.8: Instructional Media Used in Teaching English in Schools

Category	Frequency	Percentage (%)
Discussion	2	15%
Question/answers	2	15%
Role play	2	15%
Lecture	5	39%
Class reader	1	8%
Radio	0	0%
Resource person	0	0%
Audio visual	1	8%
Total	13	100%

Table 4.8 shows that there are various methods used to teach English. Majority of the respondents (39%) use lecture method. 15% of the respondents used discussion, question/answers and role play methods in teaching English while 8% of the respondents used class reader and audio visual as the instructional media. None of the respondents used resource people and radio methods.

Table 4.9: Responses on the Extent To Which Use of Instructional Media Affects Performance of English

Extent	Frequency	Percentage
Great	10	77%
Moderate	2	15%
Low	1	8%
Total	13	100%

Table 4.9 aided to examine the rate at which use of instructional media affected performance of English, 77% of the respondents rated it great, 22% indicated that the effect was moderate while 8% indicated that the effect was low. This cited that use of instructional media had a great effect on performance of English at KCSE Examination.

4.9 Influence of Environment on Performance in English in KCSE Examination

The last objective of the study was to establish the influence of environment on performance in English. The respondents were asked to indicate the situation of physical facilities in their school which made their environment. The responses were recorded on table 4.10

Table 4.10: Availability of Physical facilities in Schools

Facility	Adequate %	Inadequate %	Total
Matinyani	90%	10%	100%
St. Johns Kwamulungu	60%	40%	100%
Kalimani	40%	60%	100%
Kyaani	50%	50%	100%
Nthakame	30%	70%	100%
Kauma	60%	40%	100%
St. Benedict Kwamutonga	50%	50%	100%

Table 4.10 shows the adequacy and inadequacy of physical facilities within the school environment. Matinyani boys which had 90% adequacy of physical facilities followed by St. Johns Kwamulungu and Kauma with 60% adequacy. This was followed by Kyaani and Kwamutonga each with adequacy of 50%. Kalimani followed with 40% . Nthakame seemed to be the least with an adequacy of 30%. The schools with 60% and above adequacy seemed to have performed relatively well, while Nthakame and kalimani secondary which had 30% and 40% respectively did not perform well. Comparing the results of environment and the mean of the schools in the period of five years there was a clear indication that the schools with most adequate facilities performed better than the schools with inadequate facilities.

4.10 Hypothesis testing

Data for this study were analyzed by testing several hypotheses using Spearman's correlations coefficient and ANOVA. The data was coded and analyzed using

statistical package for social scientist following the research hypothesis. The generated tables were shown below together with interpretation.

4.10.1 Relationship between QASO visits and performance in English

The first hypothesis was to test whether there was a significant relationship between QASO visits and performance in English at K.C.S.E. This hypothesis was tested using Pearson correlation coefficient at 0.05 significance level. The results for the test were shown in the tables indicated.

Table 4.11 Relationship between QASO visits and performance in English

		Visits by QASOS	School performance
Visits by QASOS	Pearson Correlation	1	0.694
	Sig. (2-tailed)		0.084
	N	13	13
School performance	Pearson Correlation	0.694	1
	Sig. (2-tailed)	0.084	
	N	13	13

The correlation coefficient between QASO visits and performance in English at K.C.S.E. is + 0.694 with 0.084 significant level. This correlation coefficient is very high implying that there is a strong positive relationship between QASO visits and performance in English at K.C.S.E. This agrees with Robins (1999) who stated that a supervisor was to provide the teachers with support, guidance, feedback, problem solving skills and a network of colleagues who share resources, insights, practices and materials leading to good performance.

4.10.2 Association between training of teachers and performance in English at K.C.S.E.

The second hypothesis for this study was to test whether there is association between training of teachers and performance in English at K.C.S.E. This was analyzed using Pearson correlation coefficient at 0.05 significance level. The results were shown in table 4.12.

Table 4.12Correlations on Association between training of teachers and performance in English at K.C.S.E.

		School performance	Teachers training
School performance	Pearson Correlation	1	0.70
	Sig. (2-tailed)		.558
	N	13	13
Teachers training	Pearson Correlation	0.70	1
	Sig. (2-tailed)	.558	
	N	13	13

The correlation coefficient between teachers training and performance in English at K.C.S.E. is + 0.70 with 0.558 significant level. This correlation coefficient implies that there is a strong positive relationship between teachers training and performance in English at K.C.S.E. This means the more at teacher is trained the better the performance and vice versa.

4.10.3 Relationship between instructional media available in schools and performance in English at K.C.S.E

The third hypothesis for this study was to test whether there is relationship between instructional media available in schools and performance in English at K.C.S.E. To test this, an ANOVA table was constructed at 5% alpha level as shown in table 4.13.

Table 4.13 ANOVA on relationship of instructional media available in schools and performance in English at K.C.S.E

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.6458	1	.658	6.297	.074
Within Groups	9.982	12	.113		
Total	10.531	13			

The table 4.13 shows that the significance value is 0.074. This is greater than 0.05 therefore we accept the hypothesis and conclude that there is a significant relationship between supervisory tools used by head teachers and pupil’s performance. This agrees with Wanjala, g. and Luchu S. (2005) who stated that media is very useful in learning the English language and that teacher, instructors and learners are helped by using media to achieve the learning goals. This is because the quality of education is directly related to the quality of instructions in the classrooms.

4.10.4 Relationship between in school Environment and performance in English at K.C.S.E

The last hypothesis for this study was to test whether there is association between environment and the performance in English in K.C.S.E examination. This hypothesis was tested using Pearson correlation coefficient at 0.05 significant level. The results for the test were shown in table 4.14.

Table 4.14 Correlation table on Relationship between in school Environment and performance in English at K.C.S.E

		Environment	School performance
Environment	Pearson Correlation	1	0.401
	Sig. (2-tailed)		0.064
	N	7	7
School performance	Pearson Correlation	0.401	1
	Sig. (2-tailed)	.064	
	N	7	7

The correlation coefficient between the environment and performance in English at K.C.S.E. is + 0.401 with 0.064 significant level. This a weak positive correlation coefficient . It is not significant at 0.05 alpha level because the P value of 0.064 is greater than 0.05. It therefore implies that there is a weak positive relationship between environment and performance in English at K.C.S.E. This agrees with Cheng' (1993b),who stated that although leadership had been found to be an important factor in the maintenance of a cohesive social environment for the teachers to work in, the strength of leadership factor which was part of environment was not found to contribute significantly to the performance of teachers and students.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The main purpose for this study was to investigate the influence of quality assurance and standards organization assessment on the performance in English in Kenya Certificate of Secondary Education Examination.

Data were collected using the questionnaires as the main instruments. The questionnaires were administered to 13 English teachers in Matinyani District, Kitui County, Kenya. The data collected were presented using frequencies tables which were constructed using Statistical package for social scientists(Spss) software following the objectives. It was analyzed using Spearman's correlation coefficient and ANOVA tables constructed using Spss software.

5.2 Summary of the Findings

The purpose of the study was to establish the influence of quality assurance and standards organization assessment on the performance in English in Kenya Certificate of Secondary Education Examination. This was because The Kenya Certificate of Secondary Education (KCSE) results released in February every year by Kenya National Examination Council (KNEC) showed that English had been recording low grades in Matinyani District contrary to the expected high grades English being a compulsory subject.

The study sought to investigate extent to which QASO visits influence performance in English at K.C.S.E. It was observed that the number of visits by QASO influenced performance of English thus since there is a strong correlation between visits by QASO and performance in English. The school which had been visited Five times had

a mean of 8.43 while the school which had been visited two times had a mean of 2.63 in English.

The study also sought to establish the extent to which training of teachers influence performance in English at K.C.S.E. There was a strong positive correlation of +0.70 between teacher's training and student's performance. Implying teacher' training influenced performance to a great extent. The more a teacher is trained the better the performance.

The study also sought to investigate the influence of instructional media available in schools on performance in English at K.C.S.E. It was revealed that, 77% of respondents rated the importance of instructional media great while 8% indicated that the effect was low. The ANOVA table also showed that there was a significant relationship between instructional media and performance with P- value of 0.074 at alpha level of 0.05 . This means that the use of instructional media had a great effect on performance of English at KCSE Examination.

Finally, the study investigated the influence of environment on the performance in English in K.C.S.E examination. The study revealed that adequacy of physical facilities within the schools had an influence in performance of English at KCSE Examination though not to a very great extent as the correlation was weak positive correlation of +0.401. This was shown by Comparing the adequacy and inadequacy of environment within the schools and the mean of the schools in the period of five years. However there was a clear indication that the schools with most adequate facilities performed better than the schools with inadequate facilities.

5.3 Discussion of the findings

This study found that the number of visits by QASO influenced performance of English in K.S.C.E. Matinyani boys which was visited 5 times had relatively performed well in English than Ntakame secondary school which was visited only twice. Thus there was a clear indication that the number of visits by QASO influenced performance of English. Thus there is a strong correlation between visits by QASO and performance in English. This agrees with Robins (1999) who stated that a supervisor was to provide the teachers with support, guidance, feedback, problem solving skills and a network of colleagues who share resources, insights, practices and materials leading to good performance.

The study also established that there was a strong positive correlation of +0.70 between teacher's training and student's performance. Implying teacher's training influenced performance to a great extent. The more a teacher is trained the better the performance. This means lack of training translates to low performance, meaning that the students are not well taught, thus certain aspects especially in speaking skills and pronunciation are not well articulated; making the students understand less translating to low performance in English at KCSE examination.

The study observed that the use of instructional media had a great effect on performance of English at KCSE Examination. The commonly used method was observed to be lecture with 39% as indicated by respondents. None of the respondents used resource people and radio methods which affect the performance of English in KCSE examination. Various instructional media enables various skills being imparted on students as required by the QASO. The observation agrees with Wanjala, g. and Luchu S. (2005) who stated that media is very useful in learning the English language

and that teacher, instructors and learners are helped by using media to achieve the learning goals. This is because the quality of education is directly related to the quality of instructions in the classrooms.

The study also observed that the schools with most adequate facilities performed better than the schools with inadequate facilities. However the relationship between environment and performance was not very strong. This agrees with Cheng' (1993b),who stated that although leadership had been found to be an important factor in the maintenance of a cohesive social environment for the teachers to work in, the strength of leadership factor which was part of environment was not found to contribute significantly to the performance of teachers and students.

5.4 Conclusions of the study

The study has shown that the number of visits by QASO influenced performance of English and there is a strong correlation between visits by QASO and performance in English. The QASO minimal visits are greatly translating to low performance. This is alarming considering that the country wants to be industrialized in the year 2030 as envisioned in vision 2030.

In relation to training, lack of training translated to low performance. This meaning that the students are not well taught, thus certain aspects especially in speaking skills and pronunciation are not well articulated; making the students understand less translating to low performance in English at KCSE examination.

The study has shown that Instructional media had a great effect on performance of English at KCSE Examination. Various instructional media enables various skills being imparted on students as required by the QASO thus there was a strong positive correlation between instructional media and Performance in English.

It was also shown that the schools with most adequate facilities performed better than the schools with inadequate facilities. However, the relationship between environment and performance was not very strong.

5.5 Recommendations of the study

In view of the research findings, the research recommends the following:

QASO should recommend to the government to employ more male teachers, this will enable the male students to change their attitude towards the English subject. They should also embrace employment of sufficient English teachers in all the schools

The study also recommends that QASO should improve on the number of times they visit schools to monitor teachers on how to teach. The QASO should ensure that they work closely with the head of department of English in order to get regular feedback on the progress of the subject within any given institution.

QASO should ensure that teachers are professionally qualified in their respective subjects. They should also organize on workshops and seminars to train the teachers regularly because the English subject is dynamic thus should be updated with the changes within the curriculum.

The QASO should also liaise with the head teachers in order to ensure the instructional Medias are used interchangeably. Teachers should use the recommended methods of teaching and also be able to closely monitor work given to students in school.

The QASO should ensure that the environment is relatively conducive for the learners, teachers and all the staff working in the schools. There is also need to create

awareness on the students concerning the importance of the students concerning the importance of English as a subject

5.6 Suggestions for further research

Based on the findings of the study, the researcher makes the following suggestions for further research;

A research need to be done on the Influence of QASO visits on secondary schools the performance in K.C.S.E examination.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION TO RESPONDENT

UNIVERSITY OF NAIROBI

P.O. BOX 30197,

NAIROBI.

9TH JANUARY, 2012.

Dear Respondent,

I am a post graduate student in the University of Nairobi pursuing a Masters degree in project planning and Management course. I am carrying out a research on the “influence of quality assurance standards organization assessment visits on the performance in English at K.C.S.E level in Matinyani District.”

Your school has been sampled for the study and you have been selected as a respondent.

Please answer the questions as truthfully as possible.

The result of this study will be used for academic purposes only. I kindly request for your cooperation and support. Any information collected will be treated with utmost confidentiality.

Yours Faithfully,

JUDISCAH MUNANDI MUNYOKI

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Please complete this questionnaire as truthfully as possible. The information given will purely be used for the purpose of the study and will be treated with the strictest confidence.

PART I: GENERAL INFORMATION

a. Indicate your gender.

Male..... []

Female..... []

b. Does gender of the teacher affect performance of English?

Explain.....
.....
.....

c. What is your highest academic qualification? (Tick as appropriate)

[] Secondary [] College [] University

d. How long have you been a teacher?

.....

e. Does teacher's length of service affect performance in English in KCSE examination?

Yes [] No []

Please explain.....
.....

PART II: QASO VISITS

f. How many times have you been assessed by the QASO in the last five years?

.....

g. Does QASO visit influence performance in English at KCSE examination?

.....

.....

h. What can you say is the teacher's attitudes towards the recommendations by the QASO after the visits?

.....

.....

PART III: TRAINING

i. What is your highest academic qualification? (Tick as appropriate)

[] Secondary [] College [] University

j. Does professional qualification affect performance of English at KCSE examination? (Tick appropriately)

Yes [] No []

Please explain.....

.....

PART III: INSTRUCTIONAL MEDIA

k. What method do you use in teaching English? (tick as appropriate)

- Lecture
- Role play
- Discussion
- Question and answer
- Others (Specify)

l. To what extent do you think the instructional media used influence performance in English at KCSE examination?

Great [] Moderate [] low []

Please

explain.....
.....

m. Comment on any suggestion that given by QASO on use of instructional media

PART IV: ENVIRONMENT

n. Indicate the appropriate situation of the physical facilities in your school

Facility	Adequate	Inadequate
Chairs		
Tables		
Offices		
Text Books		
Staffroom		
Class Reader		
Class room		
All the above		

o. Comment on any influence made by the above physical facilities in the performance of English in KCSE examination

.....

.....

.....

p. Comment on any suggestion given by QASO in relation to physical facilities in the school?

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