

**INFLUENCE OF QUALITY ASSURANCE AND STANDARD  
OFFICERS' PRACTICES ON STUDENTS' PERFORMANCE IN KENYA  
CERTIFICATE OF SECONDARY EDUCATION IN PUBLIC SCHOOLS,  
MASABA NORTH DISTRICT, KENYA**

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**A Research Project Submitted in Partial Fulfillment for the Requirements  
for the Degree of Master of Education in Educational Administration  
University of Nairobi**

**2012**

## DECLARATION

This research project is my original work and has not been presented for a degree in any other university.



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This research project has been submitted for examination with our approval as the University Supervisors.



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## **DEDICATION**

This research project is dedicated to my wife Beatrice Kebaso, my mother Martha Nyarira, brothers; Pondi, Bundi and Nyachiro.

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## ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
EFA	Education for All
DQAS	Directorate of Quality Assurance and Standards
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
PTA	Parents Teachers Association
QAA	Quality Assurance Agency
QAS	Quality Assurance and Standards
QASO	Quality Assurance and Standard Officers
TSC	Teachers Service Commission
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organizations

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## ABSTRACT

The main purpose of this study was to establish the influence of QASOs supervisory practices on students' performance in Kenya Certificate of Secondary Education in public schools in Masaba North District, Kenya. The study was guided by four objectives: to examine whether QASOs visits to classrooms have any influence on students' performance, to establish whether conferences held between QASOs and teachers influence performance, to assess whether QASOs checking of professional documents in schools influence performance, to establish whether QASOs feedback to schools influence students' performance. The literature was done under the following subheadings: concept of quality assurance and standards officers, influence of QASOs practices on performance, professional documents assessed by QASOs and challenges facing QASOs.

A descriptive survey research design was used in the study. A self-administered questionnaire was used for the study to gather data from the sampled respondents. The study population consisted of 271 teachers, 29 head teachers and two QASOs. The collected data was classified, tabulated and analyzed by use of descriptive statistics. The results showed that there was a positive relationship between QASOs supervisory practices and students' performance in KCSE in the District with a regression coefficient of 0.841 for head teachers and 0.762 for teachers.

From the findings it was established that QASOs assisted teachers in the preparation of class timetable and the teachers' timetable; however findings

further indicated that QASOs were more occupied in several other duties that affected their effective service delivery. It was also established that teachers appreciated QASOs when they gave them advice on relevant areas to improve on and this enabled the teachers to embrace their practices in schools. The study recommended that the Directorate Quality Assurance and Standards should increase the number of QASOs per district for effective service delivery to schools.

The study suggested some areas for further research: Since the study was conducted in one district, there is need to conduct a similar study in the entire or in the whole nation, Kenya, an investigation on role of supervision on school policy development; and the relationship between head teachers' and QASOs' training and its effect on supervision of schools.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Monitoring of school performance and maintaining the performance standards in education has been a major concern world over (Elmore, 2003). Continued efforts by most governments to provide high performance in final examinations have for a long time been ensured through regular supervision and inspection of the educational institutions. Guskey & Sparks (2000) observes that supervision and inspection are aimed at providing high achievement of the set educational goals. Cullingford, Daniels, & Brown (1998), states that school inspection started in the United States of America (USA) in the 18<sup>th</sup> century, and then spread to Britain and over time to the other parts of the world. He further notes that, the exercise at the time was autocratic, authoritative and meant to find faults. In the same vein, inspections were infrequent and unsystematic, with no published guidelines for schools to follow (Grubb, 2005).

Research in the United Kingdom by Cullingford, Daniels, & Brown (1998) showed improvement in performance levels in the year of the inspection visit. According to Annunziata (1997), supervision was found to influence the level of teaching and hence led to improved performance in public secondary schools in North America. In a study conducted by Rob & Webbink (2007) in the Netherlands supervision was found important in increasing test scores of students.

In England and North Ireland, Quality Assurance Agency (QAA) was set up in 1997 for improvement in academic performance, (Law & Glover, 2000). Emerging economies like, China, Korea, Brazil and Chile have established quality assurance unity to monitor performance standards (UNDP, 2006). According to Aduwa (2004) supervision of secondary schools has been improved in Nigeria with more professionals carrying out supervision in schools and this has led to greater academic achievement among the students.

In Kenya, according to the Ministry of Education (MoE) strategic plan (2006 – 2011) the functions of Directorate of Quality Assurance and Standards (DQASs) are: to ensure effective teaching is taking place in the institutions, carry out regular and full assessment of all educational Institutions. Sessional paper No.1 of 2005 has expanded the mandate of Quality Assurance and Standards (QASs) to cover all education and training services. In addition efforts have been made to rationalize workload, operational zones and institutions to ensure that quality assurance services are available to all learners, (Republic of Kenya, 2005).

The structures put in the MoE to enhance performance in public secondary schools include; the creation of the inspectorate department charged with maintenance of standards and improved performances. This is in line with the First Medium Term Plan (2008-2012), Kenya Vision 2030 in which the objective of QASOs includes; ensuring relevant curricular as well as teaching and learning materials are developed, appropriate physical facilities and equipments are provided and adequate number of teaching staff for efficient curriculum delivery. The



inspectorate sector is charged with revitalizing subject panels at school level, initiate teacher support initiatives and conduct subject based in–servicing among others to enhance improved performance in secondary schools (MoE, 2007).

Quality Assurance and Standards (QASs) in schools is the process of improvement in instructions and school in general through visits by Quality Assurance and Standards Officers (QASOs) from the DQASs to individual schools. The QASs exercises are done with legal authority granted through the education act (1980) cap 211 laws of Kenya section 18. Under this section the DQASs then referred to as the inspectorate department was established. QASOs are mandated with authority to enter and inspect any school or place at which it is reasonably suspected that a school is being conducted at any time, with or without notice and inspect or audit the accounts of the school or advice the manager of the school on the maintenance of the accounting records and may temporarily remove any books or records for the purpose of inspection or audit. In addition they can request the head teacher of the school to place at their disposal all the facilities, records of accounts, notebooks, examination scripts and any other materials belonging to the school that may be requested for purposes of inspection (Republic of Kenya, 2000).

During QASs exercise, the QASOs assess, staffing, enrolment of students, curriculum management, financial management, the physical environment of the school and teaching–learning resources in place in order to assess the level of schools performance in relation to available facilities (Republic of Kenya, 2000).

The assessment of the physical environment encompasses buildings and security, water supply and sanitation, classroom environment, workshop facilities and equipment, school catering facilities, co-curriculum activities, boarding facilities, textbooks and libraries (Malcoln, 1998).

The DQASs execute its responsibility through its officers known as QASOs. They do these by carrying out visits to schools during which they get to know the conditions and nature of facilities, equipment, administration and knowledge of the teacher's actual teaching. Guskey & Sparks (2000) notes that this enables them to make a report on any observations made and recommendations to remedy the situation. QASOs hence play an important role in the education system and their work is aimed at achieving high standards of education. Njogu (2003) noted that, the major aim of QASOs is ensuring there is improved performance in all educational institutions. Education For All (EFA) assessment that were carried out in preparation for the World Education Forum in Dakar, Senegal in April 2000 revealed that, despite many of the important efforts accomplished in many countries, there are still challenges mainly in terms of performance in public secondary schools ( UNESCO,2005).

A number of studies carried out in the area of QASOs did not rate the exercise highly. A study by Wanjiku, (2008) found out that QASOs were not performing effectively in some areas such as helping newly recruited teachers to adjust to their new positions and involving teachers in decisions that affect their work, this in turn affected performance in schools in addition a negative approach of harassing

and threatening teachers was noted, (Wanzare, 2005). These findings seemed to point out to lack of mutual understanding between teachers and inspectors. Njogu (2003) found that resentment of teachers towards inspectors caused them to continue doing things they were advised against.

In the year 2010, Masaba North District scored a mean of 4.089 in Kenya Certificate of Secondary Education (KCSE) results. KCSE performance occupies a key position in our education system as it sets the benchmarks by which we measure the growth of our nation. It also forms a basis for understanding and managing personal and collective activities in life and as a basic tool for gaining and furthering knowledge. Dismal performance in KCSE has been discussed in many forums by educators, school administrators, parents and the public at large. It is against this background that it is found worth launching an effort to find out the influence of QASOs practices on performance in KCSE in Masaba North District.

## **1.2 Statement of the problem**

Quality assurance and standards is essential in monitoring progress in any organization. QASs in schools are important in providing feedback on progress. The feedback is given through QASOs reports. The reports point out areas of strength and weakness in the school and give recommendations for improvement. Okumbe (1999) indicates that improving supervision improves performance hence leading to the achievement of predetermined goals. The low performance in KCSE in Masaba North District has caused concern to stakeholders of education in the

district including; the community, District Education Officials and sponsors. There has been a general blame of poor preparation of students, lack of adequate teaching and learning facilities, resources, poor discipline among the students and shortage of qualified teachers (MoE, 2007).

**Table 1.1 Comparison of Masaba North District MSS in KCSE in relation to the neighbouring Districts in Kisii and Nyamira Counties (2008-2010).**

County	District	2008	2009	2010
<b>Kisii County</b>	Kisii Central	4.266	3.832	4.798
	Gucha South	3.691	4.102	4.488
	Gucha	3.962	3.953	4.292
<b>Nyamira County</b>	Manga	4.387	4.653	4.978
	Nyamira	3.832	3.702	4.464
	Masaba North	3.909	3.368	4.089

**Source:** Provincial Director Education (Nyanza)

From table 1.1 there is consistency in poor performance of Masaba North District since 2008 compared to other Districts in the two counties, despite being visited by QASOs. Given that the aim of Quality Assurance in Education is to establish, maintain and improve educational standards (Wango,2009), the wanting general performance among public secondary schools in Masaba North District is a matter of concern to all the stakeholders. There has been a continuous worry over the contribution of QASOs practices on performance in KCSE. According to Olembo (1992), there is a close relationship between the level of inspection and the academic performance in any work unit. This study therefore aimed at establishing

the influence of QASOs practices on student performance in KCSE in public secondary schools in Masaba North District, Kenya.

### **1.3 Purpose of the study**

The purpose of this study was to determine the influence of QASOs practices on student performance in KCSE in public secondary schools in Masaba North District, Kenya.

### **1.4 Objectives of the study**

The study was guided by the following objectives:

- i) To examine whether QASOs visits to classrooms have any influence on students' performance in KCSE in Masaba North District.
- ii) To establish whether conferences held between QASOs and teachers influence performance.
- iii) To assess whether QASOs checking of professional documents in schools influence performance.
- iv) To establish whether QASOs feedback to schools influence students' performance.

### **1.5 Research Questions**

The study was guided by the following research questions:

- i) To what extent do the QASOs visits to classrooms influence performance in KCSE in Masaba North District?
- ii) How do the conferences held between QASOs and teachers affect performance?

iii) To what extent does checking of professional documents by QASOs influence performance?

iv) How does QASOs feedback to schools affect students' performance?

### **1.5 Significance of the study**

The study was significant, in that it would assist the Ministry of Education in formulation of policies based on the research findings. They would use it in guiding the teachers in major areas of concern with a view to enhance performance in KCSE in Masaba North District, and in Kenya at large. The study findings would also assist the public secondary school teachers to become more aware of the teaching and learning challenges and find out fresh alternative ways and methods of overcoming these challenges for instance through attending in service training courses and workshops. The study findings would also benefit both the teachers, students and support staff in regard to improved service delivery through the adoption of the recommendations. The research findings would be significant in strengthening and adding to existing knowledge and the role of QASOs hence a data bank for further research.

### **1.6 Limitations of the study**

The study was influenced by the following limitations that were beyond the control of the researcher. The study depended on the co-operation of respondents. To ensure that this problem did not affect the success of the study, the researcher appealed to the respondents that their identity would be kept confidential. It was

not easy to get views from students who had already done their KCSE hence most of the information was obtained from past records on schools' performance.

### **1.7 Delimitation of the study**

The study was conducted to public secondary schools in Masaba North District and the result obtained generalized to the role of QASOs in influencing performance in KCSE in the whole nation. The study was delimited to public secondary school teachers because they were permanent Teachers Service Commission (TSC) employees. Besides the practices played by QASOs in influencing performance in KCSE, there were other salient factors that enhanced performance in KCSE.

### **1.9 Assumption of the study**

The study held the following assumption: All public secondary schools in Masaba North District were frequently assessed by QASOs in enhancing performance in KCSE.

### **1.10 Definition of significant terms**

**Public school** refers to Category of schools with teachers employed by the TSC.

**Performance** refers to a measure of students' academic attainment in KCSE.

**Quality Assurance and Standards Officers** refers to officers of the Ministry of

Education whose duty entails monitoring of schools and teachers to improve performance standards.

**Professional documents** refer to documents used by teachers in schools, the teaching notes, schemes of work, and records of work.

### **1.11 Organization of the study**

The study was organized into five chapters. Chapter one was the introduction and consists of background to the study, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumption of the study, limitations of the study, delimitations of the study, definition of significant terms and organization of the study. Chapter two is the literature review, and focuses on; the concept of QASOs, influence of QASOs supervisory practices on performance, professional documents checked by QASOs, challenges facing QASOs, summary of literature review, a theoretical framework and a conceptual framework. Chapter three focuses on research methodology, it contains; research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four is concerned with data analysis and interpretation in relation to the objectives of the study. It also includes the descriptions of participants' responses in the study and their view on QASOs supervisory practices on performance. Chapter five deals



with the summary of the study findings, conclusion and the recommendations for further research.

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## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides the concept of QASOs on supervision, influence of QASOs supervisory practices on performance, professional documents assessed by QASOs, challenges facing QASOs, a theoretical framework and conceptual framework.

#### **2.2 Concept of Quality Assurance and Standards on Supervision**

Studies by Doolard & Karstanje, (2001) in Southern Australia showed that supervision followed by proper feedback lead to high performance of both teachers' and students' achievements. When the supervisors illustrate both the cause of bad performance as well as its remedy, performance of students is highly achieved (Gray & Wilcox 1995, Early 1998). Quality Assurance and Standards is a process that aims at gathering information in order to make judgments as to whether there is progress towards achieving goals. This is supported by Millman & Darling, (1990) who notes that value judgment is made with a view to take action towards improvement.

According to Goddard & Emerson (1997), supervision should promote high educational outcomes, in particular high attainment, good progress, and a positive response from students. Judgment should be based on the extent to which teachers have a secure knowledge and understanding of the subjects they teach; set high expectations to challenge students and deepen their knowledge and understanding,

plan effectively; employ methods and organizational practices which match curricular objectives and the needs for all students; manage students well; proper use of time and resources; work thoroughly and constructively for better performance (Elliot,1996, Marshal,1998 & Furlang, 2002).

Study conducted by Walter & Yarrow (1996) on how inspection and supervision impacted on education in Britain, observed that supervision made schools take pride in their activity programmes, which provided a wide range of cultural, intellectual, practical, service and sporting opportunities. Proper feedback on inspection leads to improved performance (Brimble, Shaw & Ormston, 1996: Doolard & Karstanje, 2001). In the same nerve, Heidenman, (1990:9, London), notes that supervision and teachers who attended workshops and seminars on their areas of teaching improved performance significantly.

Studies by Daresh and Playko, (1992) in Boston schools (USA) revealed that, supervision done in areas of checking the lesson plans, schemes of work, registers and other administrative documents had a positive impact in academic performance of students. According to Clark (1995), supervision in Zambian public secondary schools led to significant achievements of teachers and students in both outside and inside the classroom. He concluded that supervision improved performance of teachers in their duties.

Quality Assurance and Standards in schools is done to bring improvement in instruction and schools in general through visits to individual schools by QASOs (Republic of Kenya, 2000). According to Okumbe (1999) inspection is aimed at

catching workers red-handed, thus had a fault finding element in it. This view may be ineffective in facilitating improvement of duties of a teacher. For improvements to be realized, it is important that all parties concerned accept and own the QASs exercise as useful endeavor. O'sullivan (1988) notes that QASOs, is a threatening activity to many, since it expresses their deficiencies, hence some teachers withdraw important information. Beare (1987) view QASOs in schools as a process of working with and through others to achieve the greatest possible performance of all students.

According to Rue & Byars (1993), QASOs is concerned with encouraging members of a work unit to contribute positively towards accomplishment of goals and objectives. Hence, teachers as members of the work unit concerned with the implementation of education need to be encouraged and not intimidated to contribute positively towards good performance, (Ukeje,1992). Adam (1987) views QASs as an attempt to improve work done through a second party. Here QASOs help teachers to achieve improvement in their performance.

According to Republic of Kenya,2000 the roles of inspectors include: inspecting all educational institutions regularly and compiling appropriate reports, advising the government on the type and quality of education being offered in the Country, reviewing the learning and teaching materials in collaboration with the Kenya Institute of Education (KIE), advising on curriculum evaluation in collaboration with the Kenya National Examinations Council( KNEC), advising stakeholders on education matters pertaining to curriculum delivery, assessment and provision of

resources, providing career guidance to educational institutions, advising on the identification, selection and promotion of teachers.

### **2.3 Influence of QASOs supervisory practices on performance**

Study by Austin (1979) on supervision of school in raising standards of classroom teaching-learning and morale of staff found out that, the implementation of the action plan and resulting practices was the realization of the importance of continuous monitoring and evaluation of the teaching-learning process in school. Majority of the teachers interviewed did not describe in detail how supervision influenced performance of students in their final examinations. Research in New Guinea on how supervision influenced teaching-learning (Annunziata, 1997) noted that supervision had a positive impact on teaching and learning hence leading to high performance. Of the lessons inspected only two out of the total lessons were found to be ineffective. Information gathered from teachers showed that teachers had changed their methods of instruction from teacher centered to learner centered approach. However the study did not capture how supervision had led to end of level examination but focused entirely on classroom teaching otherwise leaving a gap on the effect of supervision on final examination performance among the students.

Research by Kramer, Blake & Rexach (2005) on supervision of secondary schools in America revealed that teachers in more performing schools view supervision in a more positive way compared to their colleagues from low performing schools.

Supervisory practices by inspectors fail to point out areas of need that teachers from low performing schools need to put more emphasize on, in order to realize good results in their final examinations. Thus there was need to study the influence of QASOs strategies on performance in KCSE.

A study on effects supervision on test-scores in the Netherlands (Rob & Webbink, 2009) using two approaches, standard fixed model and random sampling. Test scores in the first rating showed a slight increase in scores between 2-3percent while the second rating showed minimal effect on the test scores, hence revealing that supervision had a minimal overall effect on performance. Goldsberry (1997) found out that supervision benefited teachers in their teaching activities by filling in the skill gap hence influencing their performance positively. Study by Daresh and Playko (1992) on supervision impact on curriculum implementation in Boston. Findings revealed that supervision done in areas of checking on lesson plans, schemes of work, and registers among other professional records had a significant impact on performance of students. The research further revealed that regular assessments improved students' performance in their final examinations. However the study did not indicate the rate at which the teachers implemented the QASs recommendations.

Study conducted by UNESCO (1997), on teacher supervision and performance in Cyprus revealed that, inadequate supervision and inspection led to decline in students' achievement. Teacher inspection that will study, in depth, teachers'

strengths and weaknesses followed by effective in-service training, can help teachers to improve their teaching methodology within the high schools in Cyprus, hence high performance, (Angelides, 2002). There is a feeling, not only in Cyprus but worldwide, that the teacher is doing his/her job without any support, (Feiman-Nemser & Beasley, 1997). The present study aimed at informing the school policy makers on the influence of QASOs supervisory practices on performance in KCSE in public secondary schools in Masaba North District, Kenya.

According to Mobegi (2010) over 80 percent of public secondary schools in Gucha District were irregularly visited by QASOs. The study revealed that teachers rarely made use of written records; records of work, schemes of work, progress records and class attendance register. Performance of students was found wanting. Study by Rugut (2003) on teachers and QASOs perception of expected roles, led to high performance in schools, revealed that teaching and learning improved positively and new programmes were easily adapted into the system besides the schools registering improved performance. The study however did not capture the rating of teachers on QASOs practices. Study by Maranga (2004) on supervisory practices of school inspectors and principals in secondary schools in Nakuru District, found out that teachers had a negative attitude towards supervision, most likely due to the fact that most supervisors did not approach them kindly, and this affected their input hence affecting performance.

## **2.4 Professional documents checked by QASOs in school**

### **2.4.1 Schemes of work**

This covers the entire syllabus for the subjects within the academic year for each form. It shows what the teacher is expected to teach within a given period. QASOs confirm the existence of schemes of work which is a necessity for every teacher. Proper usage of the schemes of work leads to effective teaching hence high performance (Ministry of Education, 2011).

### **2.4.2 Lesson plan/lesson notes**

Act as a proof to teaching and learning progress in school. QASOs check whether teachers are working as per the allocated work load, 27 lessons per week (Republic of Kenya, 2009). The lesson notes provide logical, coherence and orderliness in teaching and learning (Amanuel, 2009; Wango, 2009). The studies by Amanuel and Wango focused on the teachers' use of lesson notes; however, they did not relate their usage to performance in KCSE.

### **2.4.3 Records of work covered**

This document shows the amount of work covered by the teacher. Helps to coordinate teaching/learning and monitor progress made by teachers as they handle different streams (Republic of Kenya, 2009). QASOs should ensure schemes of work are present and assess them in relation to current syllabus coverage for effective teaching (Wango, 2009). The study sought to establish



whether proper usage of records of work covered had an impact on students' performance in KCSE.

#### **2.4.4 School timetable**

This is an administrative device that brings about the realization of educational programmes. According to Olembo, (1992) the timetable is a magic chart that dictates when break should occur and the day's work is done. QASOs should check for a working time table that spells out duties for effective teaching and learning (Wango, 2009; MoE, 2011). The study sought to establish whether the checking of school time table by QASOs impacts on KCSE performance.

#### **2.4.5 Mark books and progress records**

These captures student progress records academically. QASOs must ensure that every teacher has a mark book that shows the achievement of students (Wango, 2009). Teachers' failure to prepare marks books and progress records reduces his/her effectiveness of monitoring performance trend over time (MoE, 2011). The study sought to assess whether consistent and proper usage of teachers' mark books and progress records had an impact on students' performance of in KCSE.

#### **2.4.6 Class attendance register**

This is a document used to check the daily class attendance by students and can be used to explain the cause of poor performance (Amanuel, 2009). QASOs should check the class registers to counter the actual enrolment and this can be a useful tool in the allocation of teaching learning resources to schools (Wango, 2009).

## **2.5 Challenges facing Quality Assurance and Standards Officers**

According to Lodiaga (1995), problems that frustrate QASOs in monitoring teachers include; inadequacy of equipments, management facilities and finances, low morale and motivation on the part of QASOs, (Ondicho, 2004). Efficient and effective performance of the assessment role by the QASOs in Kenya is hampered by the various challenges for instance there is no clear strategic planning for managing training, directorate is faced by lack of full advisory support structure to plan and deliver national programmes (Rugut, 2003). In addition QASOs perform inadequate assessments and lack of follow-up visits hence affecting feedback. Study by Rugut relied on QASOs assessments to schools and follow-up while ignoring their role on performance in KCSE. (Olembo 1992; Etindi, 2000 & Wango, 2009) found out that most schools are not visited regularly while others are seen more frequently than others. The studies by Olembo, Etindi and Wango focused on QASOs visiting to schools while ignoring their effect on performance thus leaving a gap to study the influence of QASOs supervisory role on performance in KCSE.

## **2.6 Summary of related literature**

The literature review reviewed the influence of QASOs supervisory practices on student performance. For Annunziata (1997) revealed that supervision improved teaching and learning in schools that were regularly supervised. However the study did not indicate how supervision enhanced end of level of examination. Rugut (2003) established that supervisors lacked adequate training and proper

communication which hampered their duties. Maranga (2004) noted that teachers who developed negative attitudes towards supervisors developed negative impact on teaching hence affecting performance. QASOs should design structures that are assessment friendly so as to involve teachers positively in their assessment exercise. From the literature review, it emerged that QASOs are charged with the responsibility of enhancing good performance in all public secondary schools in the country (Wango, 2009). The study area addressed gaps in the research study with a view to creating new understanding as far as the practices of QASOs are concerned in the Kenyan education system and their influence on performance in KCSE.

## **2.7 Theoretical framework**

The study will be based on the Scientific Management Theories' principle. Fredrick Taylor (1856-1917) his principle of *standard conditions* suggested that a worker should be given standardized conditions to accomplish tasks assigned. Okumbe (1999) notes that, to realize maximum production, close supervision should be exercised in accordance with the stated task performance standards. The purpose of structuring authority is to achieve proper coordination of the member's hence maximum performance. According to Taylor, the most important aspect to both the management and the employee is training and so as to maximize production and overall workmen need closer supervision in order to increase output. Applying the principle to QASOs supervisory practices shows that performance is dependant by individuals' own abilities and understanding of their

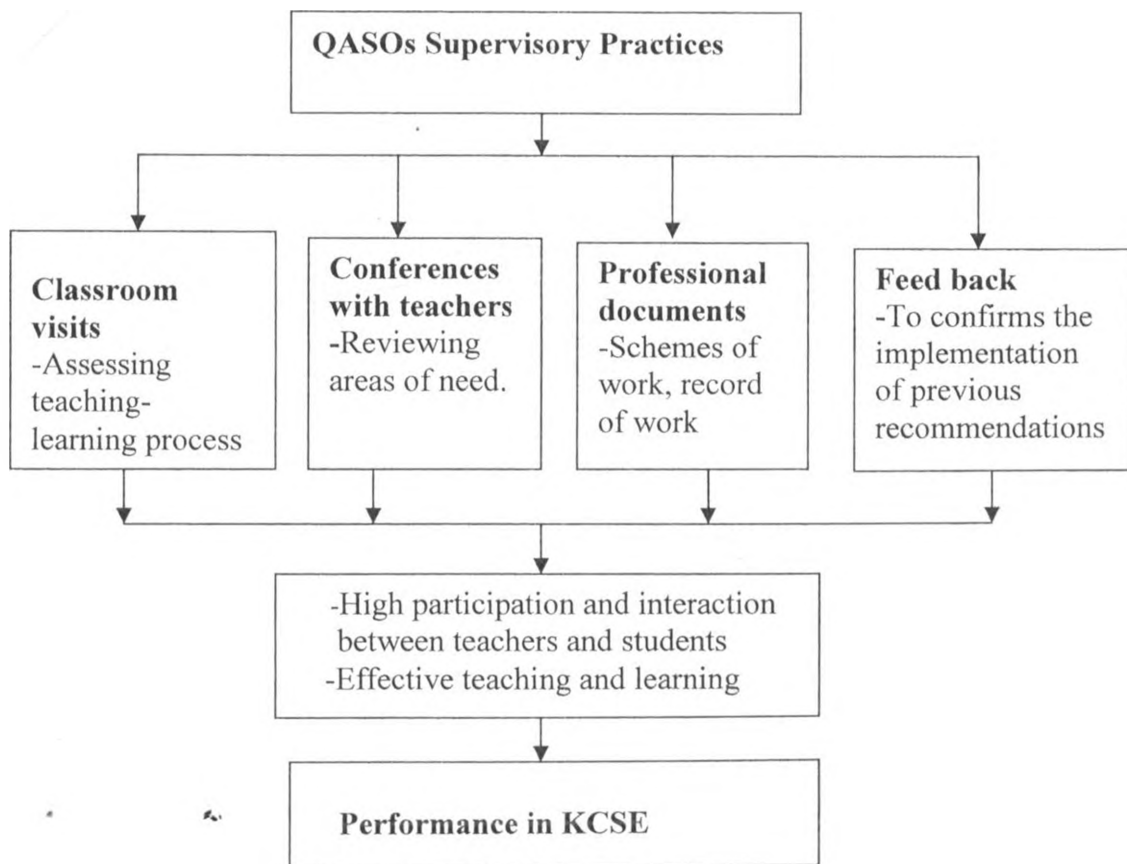
roles as well as the constraints in the environment. In addition QASOs should design supervisory practices that are teacher friendly and target oriented in order to improve performance of students in their final examinations.

## 2.8 Conceptual framework

A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny. It thus identifying the concepts under study and shows their relationship (Orodho, 2009).

**Figure 2.1**

**Interrelationships between variables on the influence of QASOs practices on KCSE performance.**



When the QASOS perform their practices well it leads to high participation and interaction between teachers and students, effective teaching and learning hence resulting to high academic achievement by the students. QASOs supervisory practices are independent variables while as KCSE performance is the dependent variable.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the procedures that were used in conducting the study. The chapter focuses on research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

#### **3.2 Research design**

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure, (Kathuri & Pals 1993, Coopers & Emory, 1995, Orodho, 2009). The study was an exploratory study and it employed a descriptive survey design where data was collected by use of questionnaires to sample of individuals and conclusions on the study based on the assessment of respondents' information. The choice of the descriptive survey design was made based on the fact that in this study research was interested in the state of affairs already existing in the field and no variable was manipulated. Hence survey design was appropriate because it enabled the researcher to gather information concerning the influence of QASOs practices on students' performance in KCSE in Masaba North District.

### **3.3 Target population**

Mugenda, O. & Mugenda, A. (2003) argue that a target population is the population to which a research wants to generate the results of study and should be defined according to the purposes of the study. The study was carried out in Masaba North District. For this study the target population consisted of 29 public secondary schools. The respondents of the study consisted of 29 head teachers, 271 teachers and 2 QASOs. (DEO, Masaba North District). The head teachers were selected because they were in good position to give information about the subject. The teachers were selected because they were constantly with the students and thus their input is vital on enhancing students' performance in KCSE. In addition they are the ones that are supervised by QASOs in schools and the two QASOs in the District were the targeted.

### **3.4 Sample size and sampling procedure**

Mugenda, O. & Mugenda, A. (2003) define a sample as a representative selected group obtained from accessible population. According to Mugenda, O. & Mugenda, A. (2003), 10 percent to 30 percent of the population was a representative number. To sample the respondents the researcher used a sample of 83 percent for head teachers and 60 percent for teachers. Stratified random sampling technique was used to sample 163 teachers and 24 Principals while the 2QASOs were purposively selected. The study used a total of 189 respondents. All the public secondary schools in the District were Mixed Day Schools.

**Table 3.1 Sampling size**

<b>Respondents</b>	<b>Public schools</b>	<b>Sample</b>	<b>Percentage</b>
<b>Principals</b>	29	24	83.0
<b>Teachers</b>	271	163	60.0
<b>QASOs</b>	2	2	100
<b>Total</b>	<b>302</b>	<b>189</b>	

**Source:** District Education Office, Masaba North District.

### **3.5 Research instruments**

A questionnaire was administered to the respondents in the sampled population. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinions and also make suggestions. The questionnaires comprised of both open-ended questions and closed-ended questions. The principals' questionnaires comprised of two sections, section A on demographic data and section B on QASOs practices. Teachers' questionnaire had two sections, section A on demographic data and section B on QASOs supervisory practices. QASOs' questionnaire covered both demographic data and issues arising from their practices on influencing performance in KCSE.



### **3.6 Instrument validity**

Validity is the degree to which a test or scale measures what it purports to measure (Gay, 1992; Orodho, 2009). Best & Kahn (2004) point out that content validity of the research instruments is ensured through expert judgment. To validate the research instruments, the researcher sought opinions of the supervisors on content, clarity, ambiguity, level of language used and any other additional information on the questionnaires to make the instruments more comprehensive and to ensure it measures the variables intended for the study.

### **3.7 Instrument reliability**

Reliability is the level of internal consistency or stability over the time of the measuring instrument (Orodho, 2009, Gay 1992). A pilot study was conducted in 5 randomly selected schools in order to improve the reliability of instruments used in the study (Kombo & Tromp, 2006). The test-retest method was used to estimate the degree to which the test results could be obtained with a repeated measure of the same concept in order to determine reliability. Questionnaire was developed and given to about 5 schools that were not in the study. After two weeks the same questionnaire was administered to same respondents and analyzed and comparison was made.

Data collected in the pilot study was analyzed using Pearson's product moment Correlation Coefficient formula.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum(x)^2 - (\sum x)^2][N\sum(y)^2 - (\sum y)^2]}}$$

Where:

r is the degree of reliability

x is the score obtained during the first test

y is the score obtained during the second test

$\sum$  is the summation sign

N is the number of scores within each distribution.

The reliability coefficient was 0.841 for head teachers and 0.762 for teachers. This was in line with the reliability correlation as proposed by Fraenkel and Wallen, 2000, recommendation that the instrument is reliable if the correlation lies between 0.5-1.0. The findings were also in line with Gatimu & Ingule who considers the reliability to be quite good.

### **3.8 Data collection procedure**

A letter of introduction to conduct research was obtained from the University of Nairobi. A research permit was obtained from National Council of Science and Technology (NCST) offices. After this the researcher paid a courtesy call to both the District Commissioner (DC) and the District Education Officer (DEO) informing them of the intention to conduct research in the District. Each of the

sampled schools was visited and the respondents kindly requested to fill the questionnaires which were collected after two weeks.

### **3.9 Data analysis techniques**

Data analysis is the categorization, ordering, manipulation and summarizing of data to obtain answers to research questions (Orodho, 2009). The raw data collected from the field was organized and coded for analysis. According to Kombo and Tromp (2006) the core function of the coding process is to create codes and scales from the responses which can be summarized and analyzed in various ways. Statistical Package for Social Sciences (SPSS) was used to perform data analysis. Descriptive statistics was used to analyze qualitative and quantitative data. Qualitative data was analyzed in accordance with the four steps proposed by Miles and Huberman (1994) which include; cleaning the data, condensing the data, interpreting data, making sense of the data and presenting it in narrative and interpretive forms.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter focuses on the demographic information of the respondents, presentations, interpretation and discussions of research findings. The presentations were done based on the research objectives.

#### **4.2 Questionnaire return rate.**

Questionnaire return rate is the proportion of the questionnaires returned after they have been issued to the respondents. In this study, out of the 24 questionnaires issued to the head teachers, 21 (87.5%) were returned while out of the 163 questionnaires issued to the teachers 144 (88%) were returned. The 2 questionnaires issued to QASOs were returned. This percentage return rate was above the recommended 80% by Dillman & Clark (1998) and Turley (1999) hence deemed adequate for the study.

#### **4.3 Demographic data of the respondents**

This section presents the demographic information of the respondents namely of the head teachers, teachers and QASOs. The demographic information of the respondents was based on their gender, age, professional training and experience in teaching and duration in the current station. In addition the QASOs were required to indicate the duration of being a QASO and the period they have been in the District.

**Table 4.1: Gender of respondents**

Gender	Teachers		Principals		QASOs		Totals	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
MALE	91	63.2	18	85.7	2	100	111	66.5
FEMALE	53	36.8	3	14.3	0	0.0	56	33.5
<b>Total</b>	<b>144</b>	<b>100</b>	<b>21</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>167</b>	<b>100</b>

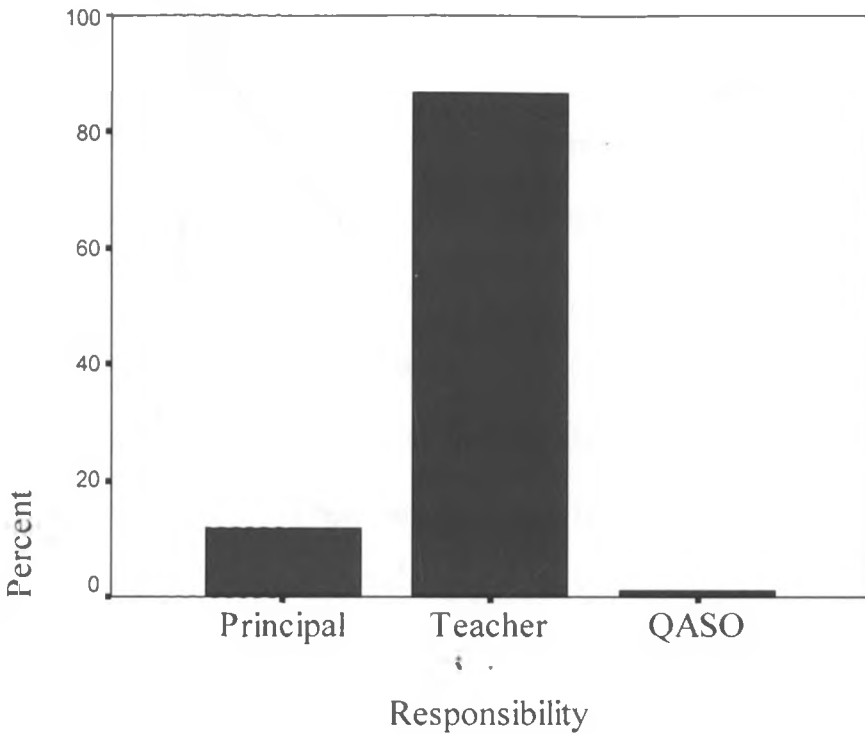
It was found out that, the male respondents were 111 representing 66.5% and female respondents were 56 representing 33.5%. In addition, there were 21 principals (3 female and 18 males) this showed that there was gender imbalance between the male principals and female principals and hence likelihood of interfering with performance of students in KCSE in the area of study given that all the schools in the site were mixed day schools and thus required an equal representation of the administrative personnel in the schools. In the same list there were 144 teachers of whom 53 were female while 93 were male and 2 QASOs of whom both were male.

The gender representation in the study was adequate given that the ratio of male to female was almost 2:1. The gender representation between male and female teachers offers an adequate opportunity to explore other factors that affect performance of students in KCSE given that all the schools in district are mixed day schools thus the issue of gender disparity does not contribute to students' reason for dismal performance in their final examinations. This leaves a void for

the investigation of QASOs role in influencing performance in KCSE in the area of study while holding other factors constant. In addition the ratio of gender representation made it easier for the use of stratified random sampling procedure in the collection of data.

#### **4.3.1 Responsibility of the respondents**

The responsibility of the respondents was based on the areas of occupation, namely; head teachers or principals, Teachers and QASOs. It was found out that there were 21 principals, 144 teachers and 2 QASOs. The findings indicated that there were more teachers in relation to other respondents who were about 16% of the total number of teachers in the district. The study thus provides an atmosphere to establish the influence of QASOs supervisory practices on performance given that teachers in the district were of reasonable number in relation to TSC requirement per school.



**Figure 4.1 Representation of respondents by responsibility**

From the figure 4.1, it is clear that teachers take greater proportion of the respondents owing the fact that they are involved in teaching and learning process and hence play a major role in schools. Principals' task is to manage schools and their representation per school is only one hence their number is less. QASOs occupy the lowest slot given that their function is supervisory. However from the findings it emerges that, the increase in the number of teaching staff per school do not increase in tandem with the rest of the respondents in the district. Critically as the number of students' enrolment per school tends to rise, so does the number of teachers but the number of head teachers and QASOs remains constant hence reducing the frequency of visits by QASOs to schools leading to slowed

assessment of teachers otherwise affecting students performance in KCSE. The findings are in relation to Mobegi (2010) whose findings revealed that over 80% of public secondary schools in Gucha district were irregularly visited by QASOs and hence most likely reason for consistent low performance of Masaba North District in KCSE as shown in table 1.1.

#### **4.3.2 Distribution of respondents by age**

The respondents were asked to indicate their age bracket. The findings are as shown in table 4.2.1. From the table it can be refilled that majority of teachers lie between the age bracket of 36-40 years (27.8%) which is active proportion and are able to understand the influence of QASOs supervisory practices on students' performance in KCSE in Masaba North District. 28.6% of head teachers lie between 41-45 years of age representing an age group that have thought for long and thus have adequate experience in teaching and learning process, in addition they can easily adopt new changes offered towards improving performance in KCSE in the area of study. In addition the head teachers at this age bracket can offer advice to the teachers on QASOs role to supervision in schools thus facilitating the practice of supervision in schools. QASOs lie within an age bracket of 36-40 and 41-45 years giving them an opportunity to access schools with easy. Only 8 (5.6%) and 3 (14.3%) of the teachers and head teachers respectively lie within the age bracket of between 51 years and over and have had a long period teaching experience within the district and outside the district thus understand well



the influence of QASOs supervisory practices in schools and its general effect on students' performance in KCSE in Masaba North District.

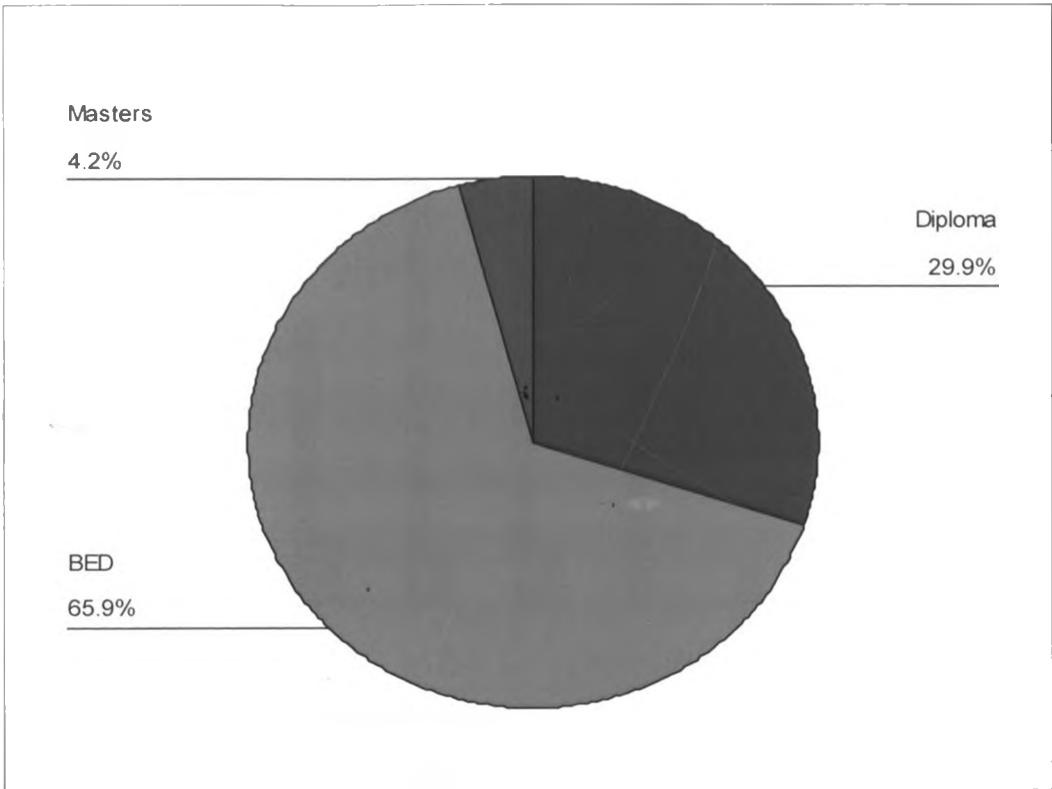
**Table 4.2.1 Distribution of respondents by age**

Age bracket	Teachers		Principals		QASOs	
	Frequency	%	Frequency	%	Frequency	%
26-30years	28	19.4	1	4.8	0	0.0
31-35years	26	18.1	2	9.5	0	0.0
36-40years	40	27.8	4	19.0	1	50.0
41-45years	24	16.7	5	23.8	1	50.0
46-50years	18	12.5	6	28.6	0	0.0
51years& over	8	5.6	3	14.3	0	0.0
<b>Total</b>	<b>144</b>	<b>100.0</b>	<b>21</b>	<b>100.0</b>	<b>2</b>	<b>100.0</b>

### 4.3.3 Highest professional qualification

The respondents were asked to indicate their highest level of professional qualification, the findings showed that majority of the respondents had Bachelor of Education Degree (B.Ed) at (65.9%), while (29.9%) of the respondents had Diploma in education and 4.2%, were Masters of Education holders. This implies that the teachers were highly professionally trained and hence able to identify the influences of supervisors on performance in KCSE in Masaba North District. In addition it showed that the QASOs were equally well trained and hence able to carry out effective supervisory practices as required by the DQASs to enhance

performance in KCSE in Masaba North District. The figure 4.2 shows the proportional segments of the respondents in terms of their professional qualification.

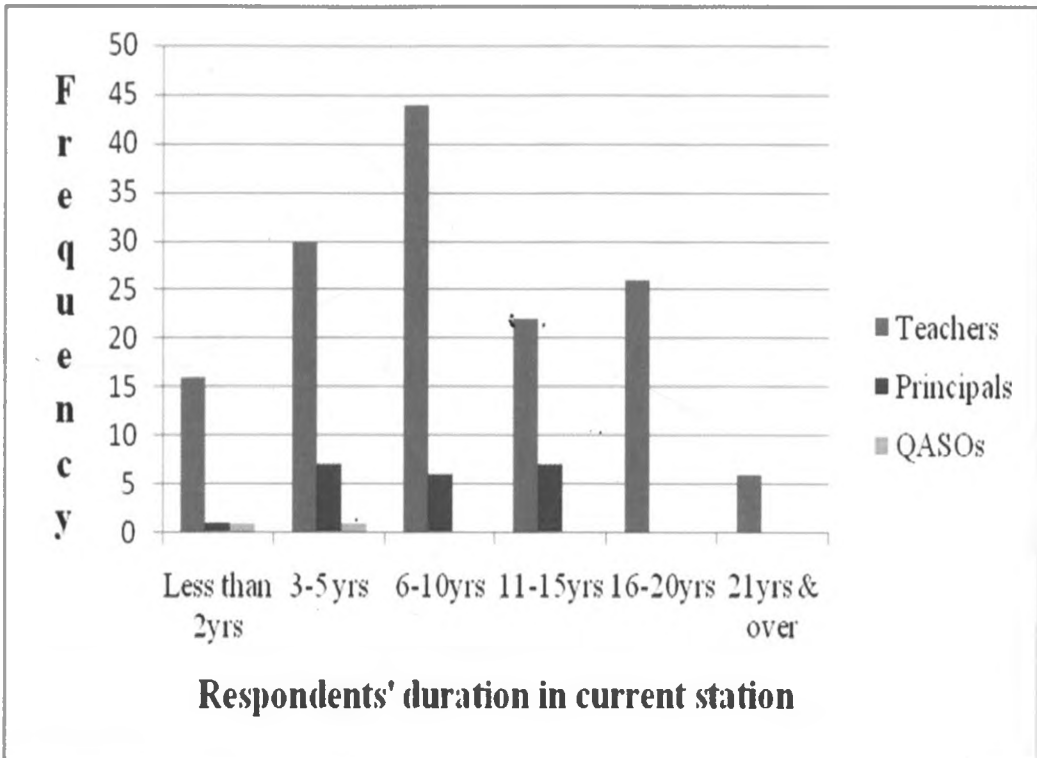


**Figure 4.2 Respondents' professional qualification**

#### **4.4 Duration respondents in their current station**

Data on the duration the respondents had worked showed that half of them had worked for duration of between 6-10 years representing 30.6%. 20.8% had worked for about 5 years while 15.3 % had worked between 11-15 years. These findings presents an adequate duration that gives the respondents experience on how

quality assurance influences performance in KCSE in Masaba North District. From the findings it was established that most head teachers had a long experience in teaching. Long duration of teaching presupposes that they had been supervised by the QASOs there before thus enabling them to facilitate QASOs practices in schools. The figure 4.3 shows the duration in the current station.



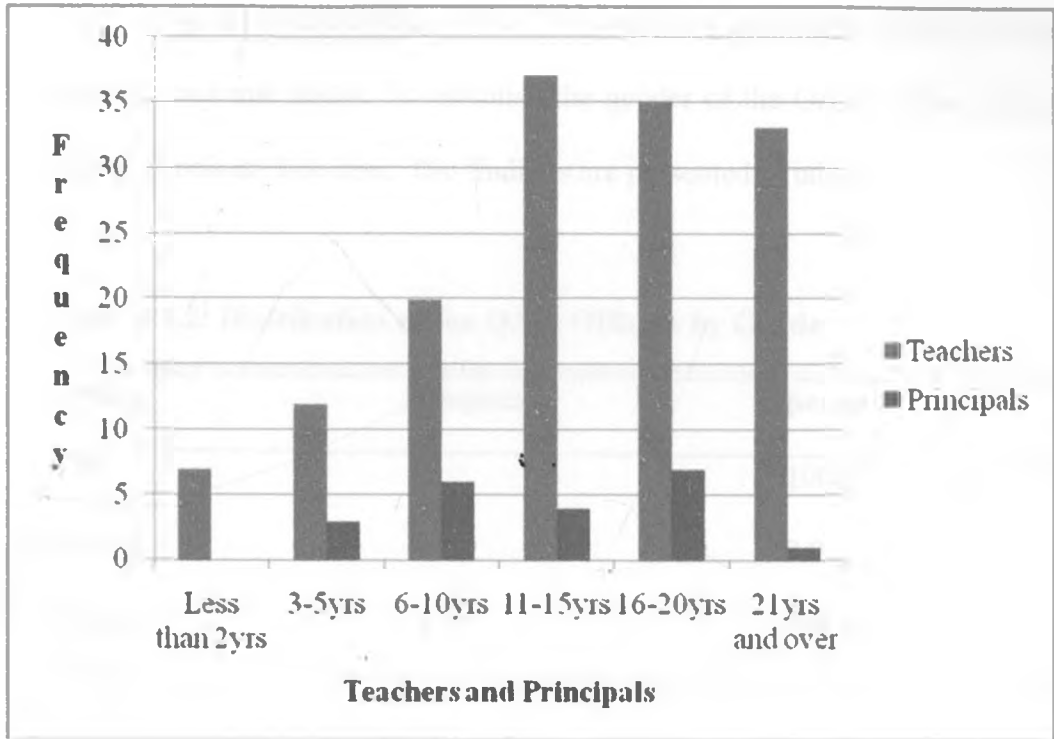
**Figure 4.3 Duration of respondents in their current stations**

#### **4.5 Distribution of Teachers and Principals by teaching experience**

Findings showed that majority of the teachers had been teachers for over 15 years. This provides them with an opportunity to have been aware of the influence of QASOs supervisory practices on performance in KCSE. The teachers were also

asked to indicate their professional qualifications. The data is presented in figure

4.4



**Figure 4.4 Distribution of teachers and principals by teaching experience**

From the figure most teachers had thought for more than 10 years which gives them an enabling experience besides the ability to understand QASOs supervisory practices and it is meant as regards to improving performance In KCSE. In addition most principals had also thought for a period of over 10 years with majority lying between 16-20years giving them a suitable atmosphere to facilitate QASOs supervisory practices and in the implementation of QASOs

recommendations in schools after supervision hence improving performance in KCSE.

#### 4.5.1 Demographic Information for the QASs Officers

The demographic information of the QASs officers was based on their gender, age, highest academic status. To establish the gender of the QASs officers, they were asked to indicate the same. The findings are presented in table 4.2.2.

**Table 4.2.2: Distribution of the QASs Officers by Gender**

<b>Gender</b>	<b>frequency</b>	<b>percent</b>
Male	2	100.0
Female	0	0.0
<b>Total</b>	<b>2</b>	<b>100.0</b>

Findings indicated that all the QASOs in the District were males. This shows a gender disparity on the QASOs officials in the district which can affect supervisory practices in schools visited since male QASOs may not visit all the areas as would be done by female QASOs thus reducing the quality of supervision in schools which may lead to corresponding effect on performance of students in KCSE in their areas of jurisdiction. In addition QASOs were also asked to indicate their age and the findings are presented in table 4.2.3.

**Table 4.2.3: Distribution of the QASs officers by age**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
35-40	1	50.0
41-50	1	50.0
<b>Total</b>	<b>2</b>	<b>100.0</b>

Findings showed that while 1 (50%) was aged between 35 and 40 years while another 1 (50%) were aged between 41 and 50 years. The findings indicated that the QASOs officers were well advanced in age. This further suggests that they had served as teachers before being appointment as QASOs hence they are able to provide information on the effectiveness of supervision in the schools thus playing a major role on performance in KCSE in the district. The study further wanted to establish their highest academic and professional status. Data on the highest academic status of the QASOs indicated that they were both graduates.

#### **4.6 Influence of QASOs supervisory practices in KCSE performance**

This study sought to determine the influence of QASO's supervision practices on students' performance in KCSE in Masaba North District. The variables under investigation included; QASOs visits to classrooms, conferences held with teachers, checking of professional documents, feed back to schools visits and any other factors that influence students' performance in KCSE in Masaba North District. This section presents the data as sought by the researcher from the field.

#### 4.6.1 Influence of various supervisory practices by QASOs on performance

To establish the influence of various supervisory practices used by QASOs on performance, the head teachers were asked to indicate the number of times their schools had been supervised since January 2010. Data on the same is presented in table 4.2.4.

**Table 4.2.4: Frequency of supervision by QASO since January 2010**

<b>Frequency of visits</b>	<b>Frequency</b>	<b>percent</b>
None	18	86
1Time	2	9
2Times	1	5
3Times	0	0
4Times and above	0	0
<b>Total</b>	<b>21</b>	<b>100.0</b>

Findings showed that most of the schools had not been supervised as shown by 18(86%). This implies that lack of supervision by the QASOs means the teachers could be using improper methods of teaching which may affect student's academic performance. Teachers that were inspected recently seemed to have better ways of teaching which leads to improved student's academic performance. Hence the findings revealed that teachers had not been supervised more than two times since January 2010. These findings are in line with research in the United Kingdom by

Cullingford, Daniels, & Brown (1998) that showed improvement in performance levels in the year of the inspection visit.

**Table 4.2.5: QASOs responses to supervisory practices in schools**

<b>Supervisory practices</b>	<b>Yes</b>	<b>No</b>
Schemes of work	2(100)	0(0.0)
Lesson plan	2(100)	0(0.0)
Mark books and progress records	2(100)	0(0.0)

Findings from the QASOs indicated that they had supervised the various professional documents prepared by teachers for the purpose of influencing performance in KCSE in Masaba North District. However QASOs information contracts the information that was already provided by the head teachers and teachers on their practices of checking professional documents in schools. In addition when the head teachers were asked to indicate the number of times their schools had been supervised by QASOs since January 2010, findings showed that 86 percent of the schools had not been visited by QASOs for supervision purposes. This was the most likely reason for the low performance trend in KCSE in the district.

The findings are in line with Mobegi (2010) whose findings showed that, over 80 percent of public secondary schools in Gucha District were irregularly visited by QASOs. In addition the findings support the study conducted by UNESCO (1997)



in Cyprus on teacher supervision that revealed that the teacher is doing his/her job without any support, (Feiman-Nemser & Beasley, 1997). The findings further indicate that performance of teachers will purely rely on the nature, type and frequency of supervision. Where teachers are frequently visited for advice and proper feedback offered on areas of improvement performance of students on their final examinations is usually high. Findings further support studies by Doolard & Karstanje (2001) in Southern Australia whose findings revealed that supervision followed by proper feedback lead to high performance of both teachers' and students' achievements. Additionally where the supervisors illustrate both the cause of bad performance as well as its remedy, performance of students is high.

**Table 4.2.6: QASOs Supervisory practices**

<b>Implementation of recommendations</b>	<b>Frequency</b>	<b>percent</b>
Very frequently	0	0
Frequently	0	0
Sometimes	1	50
Rarely	1	50
Never	0	0
<b>Total</b>	<b>2</b>	<b>100.0</b>

Quality Assurance and Standards Officers were asked to rate the level to which teachers implemented their recommendations after supervision and the findings are presented in the table 4.2.6. From the findings it was revealed that most teachers did not take their recommendation seriously. Failure to follow the recommendations meant that teachers used practices that were against QASOs advice hence leading to consisted low trend in performance of students in KCSE as can be seen in table 1.1.

Quality Assurance and Standards Officers were asked whether they visited classrooms while assessing schools and the findings were presented as in the table 4.2.7. The findings revealed that teachers sometimes implemented or rarely did they implement the recommendations given by QASOs on areas of improvement.

**Table 4.2.7: QASOs visit to classrooms**

<b>Classroom visits</b>	<b>Frequency</b>	<b>percent</b>
Very frequently	0	0
Frequently	0	0
Sometimes	1	50
Rarely	1	50
Never	0	0
<b>Total</b>	<b>2</b>	<b>100.0</b>

In addition, Quality Assurance Officers were asked whether they discussed assessment reports with teachers, whether they hold conferences with teachers

after assessment and whether the school management prepared action plan for the implementing their reports. The findings are as shown in the table 4.2.8.

**Table 4.2.8: QASOs practices on performance**

QASOs practices	Yes		No	
	F	%	F	%
Discussing assessment reports with teachers and administration	2	100	0	0
Holding conferences with teachers and head teachers	2	100	0	0
Preparation of action plan for implementing the assessment reports,	1	50	1	50

Quality assurance and Standard Officers were asked give major factors that hindered performance in the various schools within the district. Some of the notable issues included; transport challenges, some of the schools could not be reached easily, they at times used motor bikes to schools that were too risky especially during rainy seasons. Inadequate support from parents and other stakeholders in education sector within the district. In addition the QASOs were to give their recommendations to the directorate QASs on areas to be addressed in order to improve performance of their activities. Their recommendations included;

provision of adequate transport facilities, allowing them to participate in capacity building projects/seminars and increasing the number of QASOs in the districts that is personnel. Their suggestions were in line with findings by Lodiaga, (1995), Rugut, (2003) and Ondicho, (2004) whose studies pointed a number of problems frustrating QASOs in monitoring teachers that included; inadequacy of equipments, management facilities and finances that led to lack of follow-up visits thus affecting feedback leading to performance of students in their final examinations.

#### 4.7 Teachers responses to QASOs supervisory practices in schools

Teachers were asked to respond to whether QASOs carried out various activities in schools when they visited. The findings are in the table 4.2.9.

**Table 4.2.9: Teachers responses to QASOs supervisory practices**

Statement	Yes		No	
	F	%	F	%
Asses you while teaching in class	74	51	70	49
Check the lesson plan	105	73	39	27
Check on schemes of work	125	87	19	13
Check on teaching materials used in class	112	78	32	22
Check on the records of work	98	68	46	32
Check on school time table	130	90	14	10
Demonstrate skills and methodology to be used	46	32	98	68

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when teaching				
Check on students books to see if they are marked	53	37	91	63
Check on progress records on students' performance	99	69	45	31
Check on students' class attendance register	106	74	38	26

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Data showed that majority of the respondents indicated that the QASOs visited teachers in the classroom as indicated by 74 (51%), it was also revealed by most of the teachers that the QASOs observed schemes of work (87%). Data further showed that QASOs checked the timetable when visited schools. Findings further showed that QASOs checked student's class attendance register at 74%. However the findings are contrary to the information given by head teachers that showed that most schools about 86% have not been visited by QASOs since January 2010.

From the findings it shows that most teachers are fully aware of the role that QASOs are expected to carry out hence responded positively to their expected practices in schools. The findings tally with studies by Daresh and Playko (1992) on the impact of supervision on curriculum implementation in Boston whose findings revealed that supervision done in areas of checking on lesson plans, schemes of work, and class registers among other professional records had a significant impact on performance of students in their final examinations.

Teachers were also asked to respond to QASOs practices in schools that are geared towards improving performance in KCSE in Masaba North District. Their responses are presented in the table 4.3

**Table 4.3: Teachers view to effectiveness of QASOs supervisory practices**

Statement	Yes		No	
	F	%	F	%
QASOs help in identifying teaching and learning challenges to improve performance in KCSE	64	44	80	56
Involve you in making decisions that affect your work to improve performance.	79	55	65	45
Guide you in the selection of teaching/learning materials to assist in boosting performance of students in KCSE	87	60	57	40
Give support in the preparation of school class and teachers' time table to enhance performance.	99	69	45	31
Assist you in implementing new courses so to improve students' achievements	56	39	88	61
Equip you with knowledge about changes in educational policies so as to improve performance of students	62	43	82	57
Assist in identifying students with learning	73	51	71	49

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disabilities for the purpose of providing appropriate educational programmes so as to improve performance in KCSE.

Assist you in organization and co-ordination of curricular activities so as to enhance performance in KCSE. 86 60 58 40

QASOs hold conferences after supervision in order to determine the areas of need to improve performance. 76 53 68 47

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From the findings it was refilled that QASOs assisted teachers in the preparation of teachers' time table at 99 (69%). This is based on the fact that the time table is the main tool for guiding teaching and learning hence need to be prepared well. It was also realized that QASOs did not assist teachers more on new programmes in schools as can be seen by 56(39%). This is in line with Feiman-Nemser & Beasley, (1997) studies in Cyprus that showed that the teacher is doing his/her job without any support.

The study also sought to establish the influence of QASOs supervisory practices on students' performance. The teachers were therefore asked to indicate the QASOs supervisory activities as shown in the table 4.3.1.

**Table 4.3.1: QASOs supervisory practices on performance**

Statement	SA	A	U	D	SD	$\sum f_i w_i$	$\frac{\sum f_i w_i}{\sum f_i}$
	5	4	3	2	1		
QASOs visits to classrooms help you on curriculum delivery and methods of teaching to improve performance of students.	19	36	42	32	15	444	3.08
Feed back by QASOs highly improves teaching-learning hence adding value to students' performance in KCSE	59	26	34	12	13	538	3.74
QASOs' checking of professional documents leads to high performance in KCSE.	53	43	24	16	8	506	3.51



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Conferences held	38	41	39	24	2	476	3.31
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between teachers and QASOs are necessary to improve students' performance

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From the findings it can be seen that 59 strongly agree that when QASOs carry out feedback to check areas previously identified to be worked on performance will be high. On the same note about 53 of the teachers strongly agree that QASOs checking of professional documents leads to improvement in performance while 15 of the teachers strongly disagree that QASOs visits to class rooms bears no benefit towards performance in KCSE. 24 of the teachers were undecided of whether QASOs checking of professional; documents was of help to students' performance in KCSE in the district. On the same column 39, 34 and 42 equally strongly believed that QASOs checking of professional documents in schools was of little input towards students' academic performance.

Asked whether the supervisory by the QASOs when visiting classrooms improved performance in the schools, data showed that it did as indicated by 19 while 36 indicated they agreed, 32 disagreed that QASOs visits to classrooms was necessary in improving performance in KCSE in the district. In a nutshell from the findings it is evident that supervision had improved performance and the quality of teaching

and learning in the schools previously visited by QASOs. It also kept teachers and students' on the right track in terms of curriculum and syllabus coverage. It had also changed teachers' attitude and hence improved teaching. It was also reported that supervision assessment in the school was very important as a tool for positive change in the school in terms of improving academic results and physical development of the school at large.

In a nutshell, the findings from table 4.3.1, the weighted averages for QASOs practices are above 3 for each practice indicating that when QASOs carry out their roles well of performance of students will be impressive. The weighted average of 3.74 illustrates that QASOs feedback is necessary for effective performance. This is in line with studies conducted by Brimble, Shaw & Ormston, (1996), Doolard & Karstanje, (2001) on feedback to supervision whose findings revealed that; supervision made schools take pride in their activity programmes, which provided a wide range of cultural, intellectual, practical, service and sporting opportunities, in addition proper feedback on inspection leads to improved performance among the students in their final examinations. From the findings it is evident that supervision of teachers by QASOs plays a key role on students' performance in KCSE.

#### **4.8 Head Teachers' responses to QASOs supervisory practices**

The study also sought to establish the head teachers' opinion on the suitability of QASOs supervisory practices on influencing performance in KCSE. The respondents were therefore asked to respond to items that sought to establish the

same. In addition the head teachers therefore asked to indicate the implication of QASOs supervisory reports on performance in KCSE in Masaba North District. The table 4.3.2 captures the head teachers' opinion on the QASOs supervisory practices and their effect on performance in KCSE. Majority of the head teachers indicated that they were satisfied with the supervision by QASO.

**Table 4.3.2: Head teachers' opinion on QASOs supervisory practices on**

**Students' performance**

Statement	SA	A	U	D	SD	$\sum f_i w_i$	$\frac{\sum f_i w_i}{\sum f_i}$
	5	4	3	2	1		
When QASOs assess my school they visit classrooms to fore see teaching-learning process hence improving.	2	7	6	4	3	67	3.05
QASOs hold conferences with teachers after supervision to assist teachers improve on curriculum delivery thus enhancing performance.	1	6	9	3	2	64	2.91
QASOs check teachers' professional documents to assist in teaching-learning thus leading to greater academic achievement.	1	2	8	7	2	53	2.41
After assessment QASOs carry out	0	6	7	5	4	59	2.68

regular follow up to check whether their previous recommendations have been effected to enhance performance.

After assessing teachers and the school, QASOs give immediate feedback to add on skill gap thus improving performance.	1	5	9	4	2	62	2.82
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Assessment by QASO's helps to curb teachers unprofessional behaviors like absenteeism, lateness, drunkardness, and indiscipline which may affect normal classroom teaching and learning hence hindering performance in KCSE.	3	5	6	5	3	66	3.00
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QASO's help teachers in the preparation of lesson plans and schemes of work for adequate teaching and learning hence enhancing performance.	1	2	4	8	6	47	2.14
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Data shows that only two of the head teachers were of the opinion that when QASOs made visits to class rooms had a positive impact on performance in KCSE

in Masaba North District. seven of the respondents agreed that QASOs visits to class rooms was necessary, six of the head teachers were not very sure whether QASOs visits to classrooms had any meaning towards performance in KCSE. Four and three respectively disagreed and strongly disagreed that QASOs' visits to classrooms was necessary to enhance performance. Nine of the respondents were of the opinion that conferences held between QASOs and teachers somehow had an impact on students' performance in KCSE in the district. 6 agreed that QASOs' conferences with teachers had an effect on performance in KCSE in the district.

The findings further revealed that, one of the respondents strongly believed that professional documents in schools were of greater use towards teaching and learning process thus appreciated the checking of the same by QASOs once they visit schools. 8 head teachers were undecided that professional documents can benefit learners hence leading to greater academic achievement while two agreed that professional documents were necessary in enhancing students' performance. six of the respondents believed that follow up by QASOs to schools can be of much help towards teaching and learning thus improving performance however three strongly disagreed that follow up was necessary on influencing students' performance in KCSE in the District. The rating can be attributed to the fact that most schools had not visited by QASOs for a period of almost 2 years as shown by the head teachers response to the number of times that their schools had been

visited by QASOs since January 2010 of whom 86% of the response showed most schools had seen the QASOs visiting for supervision.

It was also revealed that majority of the head teachers denied that QASOs help teachers on how to prepare lesson plans and schemes of work as shown by eight and six who disagreed and strongly disagreed respectively. While three strongly agreed that Assessment by QASO's helps to curb teachers unprofessional behaviours like absenteeism, lateness, drunkardness, and indiscipline which may affect normal classroom teaching and learning hence hindering performance in KCSE in the district. It was further observed that about five agreed that QASO's presence in schools could curb teachers' bad behaviours thus assist in diagnosing teaching- learning problems encountered facing students in schools. However three strongly disagreed. Five of the respondents were undecided that QASO's practices in schools could help much to deal with teachers' challenges such as absenteeism, lateness, drunkardness, and indiscipline.

The head teachers were asked to indicate how often the QASOs visited teachers in classrooms and the findings are shown in the table 4.3.4.

**Table 4.3.4 Head teacher's responses to QASOs visits to classrooms**

	Frequency	%
Very frequently	-	0
Frequently	1	4.7
Sometimes	3	14.3
Rarely	5	23.8
Never	12	57.2

Findings showed that majority of the head teachers indicated that QASOs never attended classrooms as shown by 57.2% of the respondents, this view supports the early observation that most schools have not been visited by QASOs since January 2010. This supports Mobegi 2010, whose study showed many schools had not been supervised in Gucha District. 5 (23%) of the respondents indicated that QASOs rarely visited teachers in classrooms and one response indicated that QASOs do visit classrooms when visit their schools.

Head teachers were also asked to comment on the supervisory practices that could make teachers appreciate QASOs' visits to schools more appropriate and teacher friendly. Their responses indicated that teachers perceived QASO positively when they assisted them to make good schemes of work, when they avoided harassment of teachers and when they helped teachers improve their teaching methods. In addition teachers needed to be taken kindly when being advised and guided well.

The teachers were also asked to comment on the supervisory practices that make teachers perceive supervision by QASOs negatively. Their responses showed that supervision was perceived as negative when the QASOs kept changing professional record keeping methods, when they were authoritarian, when they overemphasize on the shortcoming of teachers rather than advising them, when they dealt with teachers as juniors and acted bossy, when they had conflict of interest, when they blamed performance on teachers. They also reported that they perceived them negatively when they had negative attitude towards teachers when they gave threats and harassed teachers, when they lacked follow up after supervision and when they stressed<sup>4</sup> on inspecting rather than advising. These findings are in line with Maranga (2004) who found out that teachers have negative attitudes towards supervision because some supervisors either lack skills or have negative attitudes towards teachers.

#### **4.9 Challenges facing QASOs in their effective service delivery**

The study also sought to find out some of the challenges that hindered QASOs from carrying out effective supervision in the area of study. The QASOs were therefore required to comment on the various challenges they encountered. From their comments it emerged that they used motor bikes to visit schools and at times walked. From their views it also emerged that QASOs had other responsibilities which included: organizing co-curricular activities, assess Early Childhood Teachers (ECD), attended to duties assigned by the DEO, co-coordinating the INSET training, KESSP and conducting workshops for new teacher. Hence this



meant that they were overworked, some of the schools are in remote and inaccessible areas. In addition they also faced a lot resistance from teachers, inadequate personnel, hostile environment and poor communication. The findings are in line with studies by Olembo, (1992), Lodiaga, (1995), Etindi, (2000), Rugut, (2003), Ondicho, (2004) & Wango, (2009) whose findings pointed out many problems experienced by QASOs including: inadequate funds, lack of transport and communication facilities, negative attitudes from teachers, inadequate professional training and delayed implementation of their recommendations. Ondicho (2004) also found out that teachers' positive attitudes towards inspection could be enhanced if supervisors developed a more friendly approach towards teachers.

## CHAPTER FIVE

### SUMMARY OF THE STUDY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

#### 5.2 Summary

The purpose of this study was to determine the influence of QASOs' practices on students' performance in KCSE in public secondary schools in Masaba North District, Kenya. Four research questions were formulated to guide the study. Research question one sought to examine whether QASOs visits to classrooms influenced students' performance in KCSE in Masaba North District; Research question two sought to establish whether conferences held between QASOs and teachers influenced performance in KCSE.

Research question three aimed at assessing whether checking of professional documents in schools influenced students' performance in KCSE and Research question four sought to establish whether QASOs feedback to schools influenced performance in KCSE. This study was an explanatory study and it employed a descriptive survey design. The sample population comprised of 24 head teachers, 163 teachers and 2 QASOs officials. The researcher relied on self administered questionnaires. Data was analyzed using qualitative and quantitative analysis.

### 5.3 Findings of the study

Findings revealed that:

Most of the schools had not been supervised as shown by (86%). This implies that lack of supervision by the QASOs means the teachers could be using improper methods of teaching which may affect students' academic achievement. Quality Assurance and Standards Officers conducted supervision to schools when there was a need for example schools that had registered low performance in KCSE.

Supervision had a great impact on the side of academic performance in all levels. They added that it had improved performance and the level of teaching and learning in the schools. In addition findings revealed that, teachers need to be supervised especially in areas of their professional training to add on skill gap and assist them to deal with teaching – learning challenges in schools.

Majority of the head teachers were of the opinion that supervision is of value to teachers if done well as indicated by seven who supported the fact that if QASOs could visit classrooms performance would be higher. It further established that majority eight and six respectively disagreed and strongly disagreed that QASOs' assisted in preparation of lesson plans and schemes of work. Majority of the head teachers indicated that QASOs supervisory behaviors stimulates teachers' participation in classroom instruction, the head teachers further denied that QASs is concerned with offering specialized skills in advising and helping the teachers.

## 5.4 Conclusions

The study sought to find out the influence of QASOs' supervisory practices on performance in KCSE in Masaba North District. From the study various issues emerged as regards to QASOs practices in schools. Suggestions have been made that could be used to improve inspection in schools for instance creation of smaller zones for QASOs, employment of more QASOs, allocating more funds. Teachers suggested that supervision should be increased in schools, QASOs should be friendly, they also suggested for more supervisor sensitization such as pro-active problem solving, seminars for teachers, and avoidance of criticism. Supervisors should stress on advising teachers, they should inform teachers before they come to schools, resources should be availed, provide better methods of communication.

The study also sought to establish the means that could be used to improve effectiveness of supervision. The QASOs suggested that there should be training for QASOs. They also suggested that there should be provision of adequate facilities for effective supervision. They also reported that supervision could be improved if the officer at the ground were supported financially for easier movement. It was further suggested that supervision of curriculum institutions should involve and maintain internal systems of quality checks that need to be kept and lastly that there should be provision of enough funds and the necessary transport.

The head teachers were asked to indicate the impact of supervision on their schools. Findings indicated that sometime supervision created poor relationship between supervisors and the teachers especially those that are lazy. It also sometimes created hatred and low morale of working to some teachers especially those that did not like being supervised. The head teachers also said that the QASOs normally concentrate on professional records more than delivering of concepts.

Based on the findings it was concluded that, most of the schools had not been supervised which implies that lack of supervision by the QASOs means the teachers could be using improper methods of teaching which may affect students academic performance. The head teachers indicated that QASOs had not visited their schools. It was also concluded that supervision had a great impact on the side of academic performance in all levels they added that it had improved performance and the quality of teaching and learning in schools. The study further concluded that supervision was of value to teachers if done well. Further conclusions showed that majority of the head teachers indicated that QASOs supervisory practices stimulates teachers' participations in classrooms instruction, the head teacher further denied that QASOs is concerned with offering specialized skills in advising and helping the teachers.

## **5.5 Recommendations**

Based on the above findings it was recommended that:

The government should avail the required resources to facilitate supervision and inspection of all schools by the QASOs.

Teachers should cultivate positive attitudes towards supervision and inspections to enable them adopt QASOs' recommendations.

The QASOs should conduct supervision with an aim of assisting and advising teachers in teaching and learning and not to act as faulty finders.

## **5.6 Suggestions for further research**

Taking the limitations and delimitations of the study, the researcher makes the following suggestions for further research:

1. Since the study was conducted in one district, there is need to conduct a similar study in other neighbouring districts.
2. An investigation on role of supervision on school policy development.
3. Relationship between head teacher and QASOs' training and its effect on supervision of schools.

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**APPENDICES**

**APPENDIX I**

**LETTER OF INTRODUCTION TO THE HEAD TEACHER**

University of Nairobi  
Faculty of Education  
Department of Educational  
Administration and Planning  
P.O Box, 30197- 00100  
NAIROBI.

The Principal .....High School

Dear Sir/Madam,

**REF: RESEARCH STUDY**

I am a postgraduate student conducting an academic research on influence of QASOs practices on students' performance in KCSE in public secondary schools in Masaba North District. Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school. Your identity will strictly be kept confidentially. Findings of the study may be useful to students, teachers, principals and Ministry of Education (DQASs) and government in general.

Thank you,



Nyarira Kebaso Gabriel.

## APPENDIX II

### HEAD TEACHERS' QUESTIONNAIRE

This research is meant for academic purpose only. It is intended to find out the influence of QASOs practices on performance in KCSE in public secondary schools in Masaba North District. Please tick [✓] where appropriate or fill in the required information in the spaces provided. Kindly do not give your name or the name of your school. Your identity will strictly be kept confidential

#### Section A: Demographic data

1. What is your gender? Male

Female

2. Kindly indicate your age bracket? 26-30years  31-35years

36-40years  41-45years  46-50years  51years plus

3. What is your highest professional qualification?

Diploma in Education

B.Ed

M.Ed

PhD

4. How long have you served as a head teacher in your current station?

Less than 2years  3-5 years  6-10 years  11-15 years

16- 20 years

**Section B: QASOs supervisory practices on students' performance in KCSE.**

5. From your point of view, do the QASOs carry out the following practices effectively in enhancing performance in KCSE in Masaba North District?

(a) Assisting you in solving teaching-learning challenges.

Yes

No

(c) Guide you in getting feedback from teachers on teaching-learning process.

Yes

No

6. How many times since January 2010 have your school been supervised by QASOs.

(a) 0

(b) 1

(c) 2

(d) 3

(e) 4 and above



7. Does the following QASOs practices influence students' performance in KCSE in Masaba North District? Read each statement in the table and tick one of the number 5, 4,3,2,1 that best represent your opinion:

5 Strongly agree

4 Agreed

3 Undecided

2 Disagree

1 Strongly disagree

Statement	SA (5)	A (4)	U(3)	D(2)	SD(1)
When QASOs assess my school they visit classrooms to fore see teaching-learning process hence improving performance.					
QASOs hold conferences with teachers after supervision to add assist teachers improve on curriculum delivery thus improving performance.					
QASOs check teachers' professional documents to assist in teaching-learning thus improving					

performance.					
After assessment, QASOs carry out regular follow ups to ascertain whether their previous recommendations have been effected.					
After assessing teachers and the school, QASOs give immediate feedback hence improving performance.					
Assessment by QASO's helps to curb teachers unprofessional behaviour such as absenteeism, lateness, drunkardness, and indiscipline which may affect efficient classroom teaching and learning otherwise hindering students' performance.					
QASO's visit to schools is of great value, as regards to conveying new ideas and improving performance.					

8. How often does QASOs visit teachers in classrooms?

Very Frequently

Frequent

Sometimes

Rarely

Never

9. Which supervisory practices can make the teachers appreciate the QASOs visit to schools more effective in order to enhance performance in KCSE?

.....

.....

.....

## APPENDIX III

### TEACHERS' QUESTIONNAIRE

This research is meant for academic purpose only. It is intended to find out the influence of QASOs practices on performance in KCSE in public secondary schools in Masaba North District. Please tick [✓] where appropriate or fill in the required information in the spaces provided. Kindly do not give your name or the name of your school. Your identity will strictly be kept confidential.

#### Section A: Demographic data

1. Kindly indicate your gender? Male   
Female
2. What is your age bracket? 26-30years  31-35years  36-40years   
41-45years  46-50years  51years & above
3. What is your highest professional qualification?  
Diploma in Education   
B.Ed   
M.Ed   
PhD   
Any other, specify.....
4. How long have you been in the teaching profession? Less than 2years   
3-5 years  6-10 years  11-15 years  16-20 years  Over 21 years

5. How long have you served in your current station? Less than 2years

3-5years  6-10 years  11-15 years  16-20 years  over 21years

**Section B: Professional documents assessed by QASOs and their effect on  
Students' performance**

6. Do the QASOs carry out the following activities during their visits to your school to improve performance in KCSE?

(a) Assess you while teaching in class.

Yes

No

(b) Check the lesson plan.

Yes

No

(c) Check on the schemes of work.

Yes

No

(d) Check on the teaching materials used in class.

Yes  No

(e) Check on the records of work.

Yes

No

(f) Check on the school timetable.

Yes

No

(g) Demonstrate skills and methodologies that you can use when teaching.

Yes

No

(h) Check on students' books to clarify if they are marked.

Yes

No

(i) Check on progress records on student's performance.

Yes

No

(j) Check on students' class attendance records.

Yes

No

**Section C: QASOs supervisory practices on students' performance**

7. From your own point of view, do the QASOs carry out the following practices effectively in enhancing performance in KCSE in Masaba North District?

a) Helping you identify and solve teaching problems.

Yes  No

b) Involving you in making decisions that affect your work.

Yes

No

c) Guiding you on selection of teaching materials.

Yes

No

d) Guiding you on preparation of school class and teachers timetable for smooth coordination of teaching.

Yes

No

e) Assist you in implementing new courses.

Yes

No

f) Equip you with knowledge about changes in educational policies.

Yes

No

g) Assist in identifying students with learning disabilities for the purpose of providing appropriate educational programmes.

Yes

No

h) Assist you in organization and co-ordination of curricular activities

Yes

No

j) Hold conferences with you in order to determine areas of improvement.

Yes

No

8. The statements below give various supervisory practices of QASOs on students' performance in KCSE. Read each and tick anyone of the number 5,4,3,2, and 1 that best represents your opinion on the influence of QASO's practices on performance in KCSE.

5 Strongly agree

4 Agree

3 Undecided

2 Disagree

1 Strongly disagree



Statement	5	4	3	2	1
QASOs visits to classrooms help you on curriculum delivery and methods of teaching to improve performance of students.					
Feed back by QASOs highly improves teaching-learning hence adding value to students' performance in KCSE					
QASOs' checking of professional documents leads to high performance in KCSE.					
Conferences held between teachers and QASOs are necessary to improve students' academic achievement					

9. What are some of the reasons that make you perceive QASOs;

a).Negatively.....  
 .....  
 .....  
 .....

b).Positively.....  
 .....  
 .....  
 .....

## APPENDIX IV

### QUESTIONNAIRE FOR QASO

This research is meant for academic purpose only. It is intended to find out the influence of Quality Assurance and Standards Officers' Practices on Students' Performance in KCSE in Public Schools in Masaba North District. Your identity will be kept confidential. Tick [√] where appropriate or fill in the required information in the spaces provided below each. Do not give your name or any other form of identification.

1. Kindly indicate your gender? ;

Male

Female

2. What is your highest professional qualification?

Diploma in Education

B.Ed

M.Ed

PhD

Any other specify.....

3. Kindly indicate your age bracket? 26-30 years  31-35 years

36-40 years  41-45 years  46-50 years  51 years and above

4. When you were appointed as a QASO you had been;

Teacher

Head teacher

TAC tutor

Any other specify.....

5. Years of your experience as a QASO;

2-5years  6-10years  11-15years  16 years and above

6. When assessing schools, do you check on the following documents;

a) Schemes of work,

Yes

No

b) Lesson plan,

Yes

No

c) Mark books and progress records,

Yes  No

6. Do teachers implement the recommendations you give after supervision?

Very frequently

Frequent

Sometimes

Rarely

Never

7. Do you visit classrooms when assessing teachers in schools?

Very frequently

Frequent

Sometimes

Rarely

Never

8. Do you always discuss assessment reports with individual's teachers and school administration?

Yes

No

9. After assessing teachers and the head teacher do you hold conferences to discuss the supervisory findings?

Yes

No

10. Does the school management prepare action plan for implementing the assessment reports?

Yes

No

11. According to your own opinion what are the major factors that affect performance in KCSE in Masaba North District?.....

.....  
.....

12. What challenges can you recommend to the directorate of quality assurance and standards so as to improve your practices?.....

.....  
.....

## APPENDIX V

### Mixed Public Secondary Schools in Masaba North District

- |                               |                          |
|-------------------------------|--------------------------|
| 1. Riakworo                   | 20. Kerongeta            |
| 2. St. Danes Eronge           | 21. Mongoni              |
| 3. St. Don Bosco              | 22. Kebirichi            |
| 4. Machururiati               | 23. Riamoni              |
| 5. Matutu PAG                 | 24. Rigoma               |
| 6. Nyankoba SDA               | 25. St. Francis Nyatieko |
| 7. Metamaywa                  | 26. Esani                |
| 8. St. Syprian Biticha        | 27. St. Lukes Nyasumi    |
| 9. Riyabe                     | 28. St. Albert Girango   |
| 10. Omoyo                     | 29. Boncharia PAG        |
| 11. Riooga                    |                          |
| 12. St. Yuvinalis Nyamakoroto |                          |
| 13. Riosiago                  |                          |
| 14. Nyakongo                  |                          |
| 15. Karantini SDA             |                          |
| 16. Mochenwa                  |                          |
| 17. Sungututa                 |                          |
| 18. St. Anatole Nyanchonori   |                          |
| 19. Nyariacho                 |                          |

Source: District Education Office, Masaba North District

## APPENDIX VI

### Research Authorization Letter

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: NCST/RCD/14/012/803

Date: 3<sup>rd</sup> July 2012

Gabriel Kebaso Nyarira  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of quality assurance and standard officers' practices on students' performance in Kenya Certificate of Secondary Education in public schools in Masaba North District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Masaba North District** for a period ending **31<sup>st</sup> August, 2012**.

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

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

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


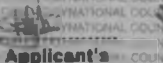

Copy to:

The District Commissioner  
The District Education Officer  
Masaba North District.

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NAIROBI

# APPENDIX VII

## Research Permit

<b>PAGE 2</b>		<b>PAGE 3</b>	
<b>THIS IS TO CERTIFY THAT:</b>		<b>Research Permit No. NCS/RC/14/012/803</b>	
<b>Prof./Dr./Mr./Mrs./Miss/Institution</b>		<b>Date of issue</b>	
<b>Gabriel Kebaso Nyarira</b>		<b>3<sup>rd</sup> July, 2012</b>	
<b>of (Address) University of Nairobi</b>		<b>Fee received</b>	
<b>P.O.Box 30197-00100, Nairobi.</b>		<b>KSH. 1,000</b>	
<b>has been permitted to conduct research in</b>			
<b>Masaba North</b>	<b>Location</b>		
<b>Nyanza</b>	<b>District</b>		
	<b>Province</b>		
<b>on the topic: Influence of quality assurance</b>			
<b>and standard officers' practices on students</b>			
<b>performance in KCSE in public schools in</b>			
<b>Masaba North District, Kenya.</b>			
<b>for a period ending: 31<sup>st</sup> August, 2012.</b>			
		<b>Applicant's Signature</b>	
			
		<b>Secretary</b>	
		<b>National Council for Science &amp; Technology</b>	