

**INFLUENCE OF QUALITY ASSURANCE
AND STANDARDS OFFICERS ON IMPLEMENTATION OF
CO-CURRICULAR ACTIVITIES IN PUBLIC SECONDARY
SCHOOLS IN KENYA: CASE OF MIGWANI SUB COUNTY**

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DECLARATION

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

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DEDICATION

I dedicate this work to my adorable mother Alice Mbithe Mutungi. She has been my encourager since I was a small baby till now; to my lovely wife Catherine Mwendu Wambua, my anchor and source of inspiration whose belief in me helped me soldier on; to my precious daughter Golda Mbithe Wambua whose questions and remarks made the whole process fun despite many challenges; to my great son, Joel Mumo Wambua, thank you for your love son.

I love you all.

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ABSTRACT

The purpose of this study was to investigate the influence of the supervisory role of Quality Assurance and Standards Officers (QASOs) in implementing co-curricular activities in public secondary schools in Migwani Sub-County of Kitui County. The study objectives were: to establish the extent to which the Quality Assurance and Standards Officers' level of training affect the implementation of the co-curricular policy in schools, to determine the extent to which QASOs' assessment reports influence the implementation of co-curricular activities in secondary schools, and to establish how QASOs' frequency of school visits influence the implementation of co-curricular activities in secondary schools. A survey research design was carried out in public Secondary schools in Migwani Sub-County, Kitui County based on co-curricular policy implementation. Questionnaires and interview schedule were used in data collection. The target population was drawn from 44 principals, 44 games masters and one QASO in the sub-county. The sample size for the study was 14 head teachers, 14 games masters and one QASO. Descriptive and inferential statistics were used in the analysis of the collected data. The calculations were done using the statistics package of Social Sciences computer program version 20.0 of International Business Management. The findings of the study were; activities is = + 0.694 with 0.000 significant level. There is a strong positive relationship ($r = 0.811$) between QASO visits and implementation of co-curricular activities. The factors (QASO training, reports and visits) significantly predict the implementation of co-curricular activities. It can be noted that the independent variables are significant at 0.05% significant level ($p=0.00$). The recommendations of the study were; the government should continually in-service the QASOs on the implementation of co-curricular activities. This would improve the schools performance in co-curricular activities, the QASOs should improve on the compiling of reports so that they can give immediate feedback to schools on co-curricular activities and the QASOs should increase the number of visits to schools so as to offer continuous advice on implementation of co-curricular activities.

ABBREVIATIONS AND ACRONYMS

DQAS Directorate of Quality Assurance and Standards

QASOs Quality Assurance and Standards Officers

MOEST Ministry Of Education Sciences and Technology

SCEO Sub County Education Officer

CCA Co-Curricular Activities

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT.....	v
ABBREVIATIONS AND ACRONYMS.....	vi
LIST OF TABLE	x
LIST OF FIGURES	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the study	1
1.2 Statement of the problem	6
1.3 Purpose of the study.....	9
1.4 Objectives of the study.....	9
1.5 Research questions.....	10
1.6 Significance of the study.....	10
1.7 Limitations of the study	11
1.8 Delimitations of the study.....	11
1.9 Assumptions of the study.....	12
1.10 Definitions of operational terms	13
1.11 Organization of the study.....	14
CHAPTER TWO: LITERATURE REVIEW	15
2.1 Introduction.....	15
2.2 The concept of quality assurance in education	15
2.3 QASOs' level of training and implementation of co-curricular activities	17
2.4 QASOs' visits and the implementation of co-curricular activities.	19
2.5 QASO reports and implementations of co-curricular activities.....	20
2.6 Implementation of co- curricular activities.....	21
2.7 Theoretical Framework:.....	25
2.8 Conceptual framework.....	27

CHAPTER THREE: RESEARCH METHODOLOGY	29
3.1 Introduction.....	29
3.2 Research design	29
3.3 Target population	30
3.4 Sampling procedures and sample size	30
3.5 Research instruments	31
3.6 Validity of the reseach instruments.....	31
3.7 Reliability of the instruments.....	32
3.8 Data collection procedures.....	32
3.9 Data Analysis Techniques.....	33
3.10 Ethical considerations	33
3.11 Operational definition of variables	34
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION & INTERPRETATION ..	35
4.1 Introduction.....	35
4.2 Questionnaire Return Rate	36
4.3 Gender of Respondents	36
4.4 Academic level of respondents	37
4.5 Teachers Length of Service	38
4.6 Influence of QASO level of training on co-curricular activities.....	39
4.7 QASO report and implementation of co- curricular activities.....	41
4.7 Influence of QUASO visits on Implementation of co-curricular activities	43
4.5 Implementation of co-curricular activities.....	45
CHAPTER FIVE : SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS	47
5.1 Introduction.....	47
5.2 Summary of the Findings.....	47
5.3 Discussion of the findings.....	49
5.4 Conclusions of the study.....	51
5.5 Recommendations of the study	51
5.6 Suggestions for further research	52

REFERENCES	53
APPENDICES	57
Appendix I: Introductory Letter.....	57
Appendix II: Questionnaire.....	58

LIST OF TABLE

Table 3.1: Operational Definition of Variables	34
Table 4.1: Questionnaires Rate Response.....	36
Table 4.2: Distribution of Respondents by Gender	37
Table 4.3: Distribution of Respondents by Academic Qualification.....	37
Table 4.4: Distribution Respondents Length of Service.....	38
Table 4.5: QASO level of training and Supervision of co-curricular activities.....	39
Table 4.6 Relationship between QASO trainings and implementation co-curricular activities	40
Table 4.7: QASO reports and Implementation of co-curricular activities.....	41
Table 4.8 Relationship between QASO reports and implementation of co-curricular activities.....	42
Table 4.9: QASO level of visits and Supervision of co-curricular activities.....	43
Table 4.10 Relationship between QASO visits and implementation.....	44
Table 4.11: Implementation of co-curricular activities.....	45

LIST OF FIGURES

Figure: 1: Conceptual framework on the roles of QASOs.....	28
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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Quality is considered as the most important element in education. Yvonne Hill (2003) posits that quality of the teachers and the student support systems are the most influential factors in the provision of quality education. Improving quality is important as ensuring the education for all goals is obtained. The success of any community is greatly tied to the quality of education. This is beneficial to both parents and children in the long run. Quality is one of the most controversial aspects of education in the developing world (McBurnie & Ziguras, 2003). In whichever way it is looked at whether in terms of the facilities, the inputs in terms of finances or outputs in terms of examination or test score of students, their employability and productivity once in employment, the controversy does not just fade away. The quality of education offered in most schools could at present be practically questionable.

For individuals, education has become the surest way to climb the economic ladder as well as social status. Chattanooga (2004), for a community, education brings social stability and safety. Illiteracy and low educational attainment are core causes of crime, poverty and all ills in the society. A good curriculum provides an independent external evaluation of its effectiveness by promoting the standards, personal development and well being of the learners, the quality of its provision and how well it is led and managed. Curriculum supervision should contribute to improvement and be centered upon individual of learners. The mission of the Department of Quality Assurance and standards is to establish, maintain

and improve educational standards in the country. Its vision is to provide quality assurance feedback to all educational stakeholders on all educational institutions in Kenya.

The function of assessing the standards of teaching and learning in schools is a reserve of the quality assurance directorate of the Ministry of Education. This directorate is charged with the responsibility of ensuring that there is standardization of education carrying out various types of assessment of schools and colleges. Some of the assessments done include: advisory assessment, panel, subject assessment, mass assessment, special assessment numbers – school registration, school mass indiscipline and public centre (MOEST, 2005).

Globally, quality assurance in the education sector is a vital process and therefore cannot be a preserve of a single agency. For instance in the US, government bodies often play an important role in the quality assurance of education. The United States Department of Education, a federal agency is one of the two institutions that carry out the recognition of accrediting agencies (Eaton,2004). Similarly in Japan independent evaluation bodies must be recognized by the Ministry of Education, Culture, Sports, Science and Technology (Kimura et al., 2004). Moreover, autonomous agencies are also used in quality assurance in the education sectors in many countries. Almost all Europeans countries have an agency coordinating quality assurance. External quality assurance agencies are usually established either by the national or regional government. The agency is by nature an independent organization with a steering body. However, institutions and governments may be represented on the boards of quality assurance agency, or contribute to the funding of the agency or evaluations (QAANZ, 1999).

Quality Assurance and Standards Officer (QASO) is a recent term coined to refer to the education officer responsible for supervision of the entire curriculum implementation in schools. Previously QASOs were referred to as inspectors. The term ‘inspector’ used to connote a person who came from above to see that policies developed at the central education office are being implemented in schools. According to Wanzare (2006), this notion created a rift between the inspectors and the teachers. Thus teachers tended not to cooperate with the inspectors fearing that the inspectors were on a faultfinding mission. The new term of QASO is aimed at removing the stigma associated with the inspector and to portray the officers as people concerned with improving quality and standards of education by working as partners with teachers (Farrant,1994).

Quality Assurance and Standards in Education in Kenya, is the function of the Directorate of Quality Assurance and Standards which is the professional arm of the ministry of education. One of the objectives of QASOs is to organize and administer co-curricular activities with a view to developing an all-round learner (MoEST Handbook, 2000). Co-curricular activities (CCA) are an integral part of the education system for they ensure the learners become holistic. However, more emphasis has been laid on the formal regular/formal curriculum. The co-curricular activities include: athletics, games, clubs and societies, subject- based clubs and community work. The success of any educational policy is directly proportional to the ability of that policy to enhance student involvement (Astin, 1984). Co-curricular activities sufficiently enrich the regular curriculum. Moreover, co-curricular activities call for the students’ assumption of responsible positions of leadership, students’ interests and immediate needs determine affiliations and experiences; and the teacher-supervisor becomes a mentor or

guide rather than an instructor (Stevens, 1999). Although the Kenya government's budgetary allocation for co-curricular activities in public schools is over Ksh. 400 million annually, the students' participation in co-curricular activities remains low (Ministry of Education, 2012). The Quality Assurance and Standards Officers (QASOs) are the main liaison agents between the top management of the education systems, where the rules are set, and the schools where education really takes place (Watson, 1994). In addition to supervising the implementations of rules and regulations, QASOs also carry out functions such as advice, guidance, information and stimulation (Braakma and Heinink, 1993).

In Kenya, the Directorate of Quality Assurance and Standards is given the mandate by the Education Act Cap 211 of the laws of Kenya to enter and inspect schools. The government of Kenya through the Ministry of Education has made several efforts to improve this directorate in order to provide quality education (Republic of Kenya, 2005). For example, recruitment of the officers is done by the Public Service Commission and is based on merit. One must be a graduate to qualify. The Government has also come up with policy and statutory documents such as Handbook for inspection to guide the QASOs; seminars and workshops for QASOs are frequently carried out. The MOEST handbook for inspection gives the main purpose of Quality Assurance and Standards as to ascertain whether there is value added in education (Republic of Kenya, 2000). To promote quality education, QASOs carry out assessment in schools and advise on capacity building and organization resources to achieve the quality education. The officers are charged with supervising the implementation of curriculum and offer guidance to schools on how they can better their performance, curricular and co-curricular. NewsKenya (2012) maintains that constant supervision improves performance.

Quality Assurance and Standards Officers have the role of carrying out regular and full panel assessment of all institutions on a regular basis (Mwinyipembe, 2005). The Directorate however is hampered by scarcity of human resources to enable it to efficiently and effectively deliver services (Republic of Kenya, 2003). Olembo, Wanga and Karugu (1992) noted that the number of school inspectors is highly inadequate. They maintain that the number of schools supersedes the capacity of the existing number of inspectors because of the alarming rate at which enrolments of schools is increasing.

Another study found out that school inspection as currently carried out is highly inadequate and as a result, it does not meet the needs of schools, teachers, head teachers, students and parents. Daily Nation Editor (2001) reported that, in general, Kenya schools are rarely inspected. Furthermore, Adongo (2000) noted lack of inspection of schools by the Inspectorate department of the Ministry of Education. The Task Force on the realignment of education sector to the new constitution commented that the application of standards and quality assurance measures are not comprehensive enough.

Minimum quality standards are not achieved as schools are not regularly inspected and therefore teachers and school management in general are not held into account for declining education achievement in the county (MOE, 2012). This raises the question whether the QASOs are doing something to promote the students' performance in co-curricular activities. This study sought to investigate the role of the QASOs in the implementation of co-curricular activities in public secondary schools in Migwani Sub-county, Kitui County.

1.2 Statement of the problem

A lot of emphasis has been laid on the academic performance of students at the expense of the co-curricular activities. It is undeniable that academic performance is a key pillar in shaping the future of learners. Teachers and parents alike are guilty of stressing on the good academic performance and sidelining the co-curricular activities. It is not a wonder that the government through its various agencies have also followed suit: they glorify those who perform very well academically and scarcely recognize those who excel in co-curricular activities. The educational officers from national to school levels seem to be more interested in academic excellence per se. They guide, supervise and advise on the mainstream curriculum implementation while giving the co-curriculum policy a wide berth.

Many scholars have also conducted studies on factors influencing academic performance. For instance, Onzere 2015, conducted a study on influence of QASOs activities on academic performance in schools in Trans-Nzoia East. Mwaura, 2014 studied the role of QASOs in promoting education in private schools in Limuru District. Her study was purely on academic performance. Moreover, Mwinyipembe 2014, conducted a study on effectiveness of Quality Assurance and Standards Officers' supervisory roles in enhancing students' academic performance in national examinations in Nakuru District, Kenya. There, however, have been few instances of studies into how the government and its agencies have supervised the implementation of co-curricular activities in schools. This state of affairs have in one way or another contributed to the negativity associated with the co-curricular activities hence poor participation and dismal performance in them and many talents and potentials left undiscovered. Due to this, the study into the influence of the Quality Assurance and

Standards Officers' role in implementation of co-curricular activities, sought to fill this glaring gap.

There is a great need to regularly and effectively supervise the implementation of the Curricular policy if success to that end is to be realized (Oketch and Ngware, 2012). The supervisory role of the QASOs is especially needed in the co-curricular sub-sector since curriculum has for a long time been erroneously interpreted to mean academic per se. This has led to the sidelining of co-curriculum activities. This is despite the heavy investment by parents the government and other non-governmental agencies towards this end. The quality of education measures using academic and non-academic indicators in secondary education in Kenya is neither achievable nor sustainable without the continuous assessment of these indicators on how they influence the delivery of quality education by school systems in the country (Mwinyipembe, 2005). The role of the school supervision is well entrenched in the laws of Kenya Chapter 211 known as Education Act (Republic of Kenya 2012a, 2012b). section 18 of the Education Act states thus, "school inspectors appointed by the Ministry of Education be charged with authority to enter and inspect any school, or any place at which it is reasonably suspected that a school is being conducted, any time, with or without notice and to report" (Republic of Kenya,2013).

The Act thus empowers the QASOs to assess, report and advise schools on how to fully implement the curriculum and more so the co-curricular policy. Consequently, many students' talents will be discovered, nurtured and may even be a future source of livelihoods to the learners. Due to the over-emphasis of academic excellence at the expense of co-

curricular activities most learners pass through their secondary lives and proceed to the outside world with their talents lying dormant. The budgetary allocation for co-curricular activities from the national level down to the school level is misappropriated due to the obvious apathy attached to the co-curricular activities.

It is therefore no wonder that many a misinformed parent warn their sons and daughters against participating in co-curricular activities while at school since they feel co-curricular activities eat into their 'precious' academic time.. The people charged with the mandate to demystify that thought that co-curricular activities in schools are worthless are the QASOs who should offer their advice, guidance and supervision on the issue. The QASOs should work tirelessly to ensure the curriculum is fully and completely implemented. They should work to stem the perennial bias against co-curricular activities in schools.

Most schools concentrate on academic work examined after four years in secondary school thus effectively locking out co-curricular activities- a central component of the curriculum offered in our secondary schools. Each child has the potential to succeed in school and in life although many, especially those from poor and minority families are exposed to risk by school practices that are based on a system of education that tend to glorify those who excel academically while condemning the students who fail to in exams thus relegating them to lower quality futures. This is quite unfair given that the so-called 'failures' are actually good in one form of co-curricular activity, given the opportunity.

It is therefore vitally important to assess the influence of the QASOs' supervisory role in the implementation of co-curricular activities in public secondary schools students in Migwani Sub-county of Kitui County.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of the Quality Assurance and Standards Officers' supervisory role in the implementation of co-curricular activities in public secondary schools in Migwani Sub County, Kitui County.

1.4 Objectives of the study

This study sought to:

1. Establish the extent to which Quality Assurance and Standards officers' level of training influence the implementation of the co-curricular policy in schools.
2. Determine the extent to which Quality Assurance and Standards officers' assessment reports influence the implementation of co-curricular activities in secondary schools
3. Assess the extent to which the Quality Assurance and Standards officers' frequency of school visits and supervision influence the implementation of co-curricular activities in public secondary schools.
4. To assess the extent of implementation of co-curricular activities in secondary schools.

1.5 Research questions

1. To what extent does the Quality Assurance and standards Officers' level of training influence the implementation of the co-curricular activities in Migwani Sub-County?
2. To what extent do the Quality Assurance and Standards Officers' reports influence the implementation of co-curricular activities in public secondary school in Migwani County?
3. To what extent does the QASOs frequency in school visits and supervision influence the implementation of co-curricular activities in Migwani Sub-County?
5. To what extent has co-curricular activities in secondary schools been implemented?

1.6 Significance of the study

It was hoped that this study would be of paramount importance to educational planners, school head teachers, NGOs and the government in the following ways. To QASOs, the study will be a catalyst to self-evaluation. They would acquire information on the need to sharpen their skills in providing guidance, inspection, advice and giving feedback on the full implementation of school curriculum, without bias against the co-curriculum aspect. To the principals and teachers, the study would be very beneficial because it would offer information on the value of the co-curricular activities and the very healthy correlation between academic performance and the co-curricular activities. The Non-governmental agencies which are at the fore front in sponsoring co-curricular activities would be able to determine whether or not their resources are adequately and properly utilized. The government would be in a better position to make informed decisions on areas of investment within the education sector and specifically school infrastructure, capacity development and

budgetary allocation. In a nutshell, the study, it is hoped, would provide window of opportunity to reformulate and implement effective quality assurance strategies and policies in the quest for quality and all-round education in Kenya.

1.7 Limitations of the study

A limitation of the study refers to the constraints or drawbacks, both theoretical and practical that the researcher may find and has little or no control over (Orodho, 2004). Due to resource and time constraints, only one sub-county, out of 16 sub-counties in Kitui County was studied. There was also a limitation such as the reliance on views of the sub-county education officer (SCEO), Quality Assurance and Standard Officers (QASOs), head teachers, and teachers. Views of other stakeholders may be important but were not included in this study. In addition, some respondents in this study may not have been willing to share their views. However, the researcher was introduced to them by their known friends and colleagues who would advise them accordingly before the questionnaire was administered.

1.8 Delimitations of the study

Delimitations play the role of narrowing the scope of the study (Creswell and Plano, 2007). This study was limited to Migwani Sub-County and was not extended to other sub-counties. This also involved public secondary schools because private secondary schools have different management as well as different perspectives to co-curricular activities. In addition the researcher was confined to establishing influence of the QASOs supervisory role in the implementation of co-curricular activities in public secondary schools in Migwani Sub-

County. Furthermore, the study was conducted using samples of head teachers and teachers in the selected schools within the sub-county because of time and money constraints.

1.9 Assumptions of the study

There were the following assumptions:

QASOs were adequately posted to Migwani Sub-County and have enough training, QASOs effectively performance their duties and the respondents would be cooperative.

1.10 Definitions of operational terms

Definitions of significant terms of the study are as follows:

Definition of terms:	refers to the explanation of some words as used in the study proposal.
Co-curricular Activities:	refers to the activities that enable to supplement and complement the curricular activities. They include: sports, musical activities, debate, model, art, music, drama, declamation contest, story writing competition, essay writing competition, art craft, wall magazine decoration, write ups for school magazines, folk songs, folk dance, flower show, school decoration, sculpture making, fancy dress competition, preparation of chart and models, album making, photography, clay modeling, toy making, soap making, basket making, organization exhibitions, celebration of festivals.
Directorate of Quality Assurance:	refers to the department of the ministry of Education Science and Technology in charge of the supervision of curriculum implementation.
Learners:	refers to people, including children who participate in co-curricular activities and other education programs of a school.
Implementation of co-curricular activities	refers to the carrying out, execution or practice of co-curricular programs and policy in the public secondary schools.
Quality Assurance and Standards Officers:	refers to education officers responsible for supervision of co-curricular activities implementation in public secondary schools. They are appointed by Directorate of Quality Assurance and Standards.
Secondary schools:	refers to the second level of the 8-4-4 systems of education, also referred to as high schools.
Supervisory role:	an organized examination or formal evaluation exercise involving the measurements, tests, and gauges applied with regard to implementation of co-curricular activities in public secondary schools.
Quality education:	refers to how much and how well the knowledge gained by the learners translates to a range of personal, social and developmental benefits such as interaction, career and intelligence.
All round performance indicators:	parameters that show whether the standard has been attained in academic and co-curricular activities.

1.11 Organization of the study

The study is organized into five chapters. The first chapter consists the introduction and the background of the study, statement of the problem, purpose of the study, general and specific objectives, research questions, and significance of this study, limitations of the study, delimitations, basic assumptions, and definition of significant terms. This preempts the intention of the researcher and approaches challenges likely to be encountered during the study. Chapter two focused on literature review with deep discussion on the other scholars' views, theories and discussions of the subject matter. Chapter three focused on the research designs, target population, sample size and technique to be used, data collection techniques and how the raw data was processed. Chapter four focused on discussion on the research findings. This included data analysis and drawing conclusions. Chapter five dwelt on dissemination of research findings and making of recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of ideas, theories and findings of other researchers who have carried out research on the impact of activities of Quality Assurance and Standards officers on implementation of co-curricular activities in public secondary school.

2.2 The concept of quality assurance in education

The term quality assurance refers to ‘systematic, structured and continuous attention to quality in terms of quality maintenance and quality improvement’ (Vroeijenstijn, 1995a). Harvey and Green (1993) identify five categories or ways of thinking about quality. As cited in Watty (2003) key aspects of each of these categories can be summarized as follows:

1. Exception: distinctive, embodies in excellence, passing a minimum set of standards.
2. Perfection: zero defects, getting things right the first time (focus on the process as opposed to inputs and outputs).
3. Fitness for purpose: a focus on efficiency and effectiveness, measuring outputs against inputs. A populist notion of quality.
4. Transformation: a qualitative change; education is doing something to the learner as opposed to something for the consumer. Includes concepts of enhancing and empowering: democratization of the process, not just outcomes.

Watty (2003) suggests that the dimension of quality as perfection can be removed, since education does not aim to produce defect-free graduates. Lomas (2001) suggests that fitness

for the purpose and transformation seem to be the most appropriate definition of quality, according to small scale research with a sample of managers in education institutions.

The three main approaches to quality are accreditation, assessment and audit. First accreditation refers to the evaluation of whether an institution or program meets a threshold standard and qualifies for certain status. The focus of accreditation is comprehensive, examining the mission, resources and procedures of an education institution or program (Dill, 2000). The output of accreditation is a yes/no decision (Woodhouse, 1999). In the United States accreditation of both programs and institutions is the main quality assurance method (Eaton,2004). Accreditation of programs is used on a regular basis by about half of the European quality assurance agencies. Moreover, assessment refers to the evaluation that makes graded judgments about quality, in this respect it goes beyond accreditation that makes a binary judgement (Dill, 2000). Assessment asks ‘how good are your outputs?’. The output of assessment is quantitative evaluation, a grade (whether numeric, literal or descriptive) (Woodhouse, 1999). Programs and institutional assessments are widely used by European QAAs. Programs assessment is one of the most frequently used methods. It is done on a regular basis 53% of the European agencies. The third approach to quality assurance is audit. This checks the extent to which the institution is achieving its own explicit or implicit objectives (Woodhouse, 1999). As cited in Woodhouse, 1999’ISO Standards New Zealand,1994) defines quality audit as three-part process, checking: the suitability of the planned quality procedures in relation to the stated objectives, the conformity of the actual quality activities with the plans; and the effectiveness of the activities in achieving the stated

objectives. The output of audit is the description of the extent to which the claims of an institution are correct.

Quality Assurance refers to the maintenance of a desired level of quality in a service or product, especially by means of attention to every stage of the process of delivery or production. ISO 9000 defines Quality Assurance as part of quality management focused on providing confidence that quality requirements will be fulfilled.

Quality Assurance (QA) is a way of preventing mistakes or defects in manufactured products and avoiding problems when delivering solutions or services to customers. QA has been referred to as shift left as it focuses on quality earlier in the process(Larry, Smith 2001). According to Wikipedia, quality Assurance comprises administrative and procedural activities implemented in a quality system so that requirements for service, activity or product will be fulfilled. QA is the systematic measurement, comparison with a standard, monitoring processes and an associated feedback loop that confers error prevention.

2.3 QASOs' level of training and implementation of co-curricular activities

Training of Quality Assurance and Standards Officers (QASOs) is extremely vital if effective performance of their duties is to be realized. However, according to Ajuoga et al (2010), this training is rarely based on the officers' own identified needs. QASOs training needs to inculcate the following competencies in them: human relations, knowledge of the subject/field, supervision approach, report writing and action research, among other skills. A study conducted in Kisumu revealed that the QASOs competence was average in areas such as human relations, knowledge of subjects, supervisory approach, report wanting and action

research (Ajuoga et al, 2010). In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision (Rep. of Kenya, 1988, 1999). This has resulted in calls for strengthening of the Directorate of Quality Assurance and Standards (DQAS), particularly improving the knowledge, skills and attitudes of the QASOs. Quality Assurance and Standards officers (QASOs) are persons appointed by the DQAS, which is a department in the Ministry of Education, to supervise curriculum implementation in schools (Wanzare, 2006). In order to do their work effectively, the QASOs require special skills specific to the job (Etindi, 2001). However, there is currently no special training of QASOs in colleges of education in Kenya. Instead, QASOs are appointed from among classroom teachers, head teachers and Teacher Advisory Centre (TAC) tutors. Such appointees would normally have merely undergone primary teachers' training without specific training as QASO (Etindi 2000). Therefore, they need special training as QASOs because this role is not the same as teaching. Normally, QASO training has been done through In-Service Education and Training (INSET) courses organized from time to time (Republic of Kenya, 2000).

In spite of the INSET courses, doubts have been raised over the relevance of INSET course content (Indoshi, 2001). Very seldom however, are structured surveys undertaken to identify the felt needs of the participants (Etindi, 2000; Kithuka, 2006; Wanzare, 2006). According to Sifuna (1974) the work of the QASOs is to assess and ascertain quality of standards of education being provided in schools. Sifuna (1974) posits that there is a need to have a little more information by supervisors on modern methods of supervision.

Wasanga (2004) maintains that quality assurance officers should have good academic qualifications, special skills and well established start-development programs. The

department of Quality Assurance is adversely affected by inadequacies in skills. There is no a specified policy governing the recruitment and deployment of quality assurance and standards officers. According to Maranga (1987) Quality Assurance and Standards officers play a leading role not only locally but also nationally in curriculum innovation. This then begs for a good selecting policy that takes into account the academic background of the officer and experience in the education officer. Kimall (1967) also agrees with this and says that, to enhance quality inspection and supervision, both the quality assurance and standards officer and the headteacher are expected to have a very good grasp of all curricular subjects and co-curricular activities, how they should be delivered to the students. Macharia (2008) maintains that quality assurance and standards officers should have a repository of pedagogical skills to enable him organise upgrading workshops for trainees and have capability and exposure to new approaches in education. According to UNESCO Global monitoring report. (2004) every effort should be put to improve on the quality of education by embodying accountability measures where an outside body intervenes in the school or classroom are: Examples of these external interventions include school inspection (UNESCO, 2005a, 2005b)

2.4 QASOs' visits and the implementation of co-curricular activities.

According to a research by Bernard Amwayi (2015) conducted in Kakamega County showed that the visits by the Sub County Quality Assurance and Standards officers to schools in Kakamega East and Kakamega central during the period of 2009 – 2013 were irregular.

The findings of the study showed that only 25% of respondents in Kakamega East reported that their QASOs had visited their schools. In Kakamega Central 30% indicated that

QASOs were regular while 70% noted that the QASOs visits were not regular. Consequently, a majority of schools in both sub-counties did not receive timely assessment and follow up advice on quality assurance. Chetalam (2010) conducted a study and found out that among factors problems faced by public primary school was lack of sufficient supervision. The study acknowledged that supervision by QASOs had a positive outcome on performance.

2.5 QASO reports and implementations of co-curricular activities

After the supervision the QASOs are supposed to provide feedback to the schools making recommendations in form of reports with hope that the stakeholders will read them and get an opportunity to know their areas of weakness and strengths. These reports play a great role in establishing what needs to be done for objectives to be met. In a research conducted in Limuru subcounty by Mwaura (2014), it was found that 100% of all the principals confirmed that they received feedback from the QASOs. 60% of the teachers said that they received feedback from the QASOs after supervision while the remaining 40% of the teachers stated that they never received feedback after supervision. Among those who received feedback all of them stated that it was helpful in their work performance especially in eliminating performance deficiencies, motivating staff members and also justifying administrative decisions.

It was also discovered that 50% of the principals and 13.3% of the teachers rated teachers' implementations of the recommendation from the supervision process as good while 50% and 46.7% of them respectively rated it as fair. 40% of teachers said that they never received feedback .Mwaura (2014) also asserts that according to the area DEO and QASOs, most of

the teachers were not putting into action advice given by QASOs after supervision. This clearly indicates that recommendations made by QASOs were not fully implemented in schools and therefore this could be one of the factors negatively influencing quality of education in schools despite QASOs supervision.

2.6 Implementation of co- curricular activities

According to Ayieke (2005) the education sector has been affected as Kenya devotes huge portions of the tax receipts to payment of debts. This has undermined the country's ability to finance vital investments in human capital and infrastructure.

Inadequate funding has been acknowledged by the education office and by all the schools. The government has however committed huge portion of its budget to education, but the needs exceed the resources. The government budgets still include anticipated donor funding. The facilities in most schools are overstretched. This has put a stress in many areas including health and sanitation.

Zahida (2012) observes that the modern education system recognizes that a child comes to school for all-round and better development. It aims at the development of the total personality of the child and for that school provides opportunities for experience. In fact, the quality of the schools depends on the performance of the students. In this era of globalization co-curricular activities play a vital role for the performance of students in primary education. Co-curricular activities prepare students practically for the future. Co-curricular activities are

particularly good at providing opportunities for students to work in teams, to exercise leadership, and to take the initiative themselves.

Co-curricular pursuits are integral to the educational program and whether or not they carry academic credit have legitimate links to regular courses and to the purposes of middle level and high schools. They underpin the goal of teaching students to be responsible and fulfilled human beings with opportunities that develop character, critical thinking, social skills, and talents (NASSP, 1996). Co-curricular activities (CCAs) also provide students with a network of peers and adults who have interests and talents similar to their own. Students who participate have the chance to excel individually, be part of a group, and gain real-life lessons about the importance of teamwork, responsibility, commitment, and hard work (Educational Research Service, 1999). Participation in co-curricular activities improves an adolescent's chances of avoiding such risky behaviors as dropping out, becoming a teenage parent, engaging in delinquency, smoking, or abusing drugs or alcohol (Zill, Nord and Loomis, 1995).

According to Wikipedia, the free encyclopedia (2011) there is a wide choice of CCAs in schools, for which students can sign up based on their interest and ability. Schools typically classify CCAs under one of the following groups: performing arts, sports and games, uniformed groups, clubs and societies and student associations. CCAs can also be typically divided into core CCAs and merit CCAs. Core CCAs typically include: sports, performing arts groups and uniformed groups. These activities tend to take up more time and resources and have more emphasis placed on them by the school. Merit CCAs typically include the

clubs and societies. They are usually less time-consuming. Academic clubs however may consume as much time as, if not more than, core CCAs. Merit CCAs serve as an optional pursuit for students with an interest in what the CCA has to offer.

Most co-curricular pursuits are not expensive to run, and those activities that might be more expensive, such as military cadet groups and science clubs, can often apply to outside agencies for funding. Staff often given their time free, because they believe the activities are worthwhile for the students and enjoyable for themselves to run, and many groups can also be supported by unpaid volunteers from the wider community.

Giving a greater place in education to the co-curriculum means that many more clubs and activities will have to be organized for students. This will be very expensive as it will require more staff and more resources to be paid for. This explains why most schools that currently offer a large co-curriculum are well-funded fee-paying institutions. Most ordinary schools, dependent on state-funding, will never be able to match this spending and could not aim to offer an ambitious co-curriculum. If they try, it will be at the expense of more important academic activities (Wikimedia Foundation, Inc, 2013).

Abolition of all fees and charges levied to parents before the introduction of FSE means that responsibility of ensuring quality rests with the Government. Such charges were used to procure the teaching learning materials for use in schools. Conventionally, quality has been equaled to the number of pupils who pass and join the few quality secondary schools at the end of the eight year primary cycle. But this conceptualization has now changed as Kenya

has embraced the New Partnership for Development (NEPAD) Goals and Millennium Development Goals which calls for the holistic development of children- so that they can compete equally and fully within the national, regional and international arena (Gichura, 2003).

As noted by Gichura (2003; and Sifuna (2005), to ensure full and quality participation the Kenya Government provided funds for purchase of all teaching learning materials, teachers' salaries, funds for capacity building program for education managers to oversee program implementation. All levies and fees hitherto charged in primary schools were abolished. To meet the commitment the Government earmarked Kshs.5.4 billion from its budget which was reallocated for implementation of Free Secondary Education (FSE). A further Kshs.4 billion was raised from the external partners who support education. As in many African nations that have implemented FPE, the question of sustaining FPE when there has been a heavy initial dose of donor funds injected into the program is still a big debate in Kenya.

According to an article by Otieno in the Daily Nation (2012) titled "Kenya: Schools to be ranked using co-curricular activities" the ministry allocates massive resources towards co-curricular activities including Sh400 million for facilitation of co-curricular activities this year. The then Minister of Education – also noted that his ministry in conjunction with the Sports and Youth Affairs ministry and UNICEF have teamed up to establish 17 talent centers in the country through which 2,700 youths where young talents are being nurtured. He also stated that parliament would approve a policy that stipulates that there should be a talent centre in each county.

Chege (2013) notes that implementation of CCAs is influenced by several factors. These factors are resource allocation, pre-planning of the activities, training of student leaders and teacher patrons of CCA, monitoring and evaluation of the CCA. Teachers and students perception regarding the value of CCA also affects CCA effective implementation. Wangai (2012) observed that in order to ensure there is effective participation and performance of pupils in CCAs; there should be a proper cost analysis of each of the CCAs and adequate funding to ensure that all pupils have an opportunity to participate; the curriculum for teacher training should include professionalism in CCAs; parents should be sensitized in identifying, nurturing and developing their children's co-curricular talents; career guidance on co-curricular activities to talented and gifted children be offered regularly in the school.

2.7 Theoretical Framework:

This study was based on the human capital theory. The human capital theory was formulated by Adam Smith. Slavin (1996) defines human capital as the acquired skills of an individual's education, training and work habits. Human capital theory is the most influential economic theory of western education, setting the framework of government policies since the early 1960s (Onzere, 2015). It is seen increasingly as a key determinant of economic performance. A key strategy in determinant of conomic performance has been to employ a conception of individuals as human capital and various economic metaphors such as 'technological change', 'research', 'innovation', 'productivity', education', and 'competitiveness'. In *The Wealth of the Nations* (1776) Adam Smith formulated the basis of what was later to become the science of human capital. Over the next two centuries two schools of thoughts can be distinguished. The first school of thought distinguished between the acquired capacities that

were classified as capital and the human beings themselves, who were not. A second school of thought claimed that human beings themselves were capital. In Modern Human Capital theory all human behavior is based on the economic self-interest of individuals operating within freely competitive markets. Other forms of behavior are excluded or treated as distortions of the model. A prominent explanation for that move is provided by the recent reformation of Human Capital Theory which has stressed the significance of education and training as the key to participation in the new global economy.

DQAS and QASOs in particular must be viewed through the lenses of human capital. For the QASOs to deliver on their mandate, constant training and relevant education and skills must be sought. It is ironical to expect an officer who lacks the prerequisite skills to play their roles efficiently. For QASOs to supervise the implementation of co-curricular policy and the entire curriculum in general a deliberate effort must be done and resources allocated to ensure they are kept abreast with the most recent information, knowledge, training and skills in their relevant field this can be done through workshops, seminars and even college courses.

2.8 Conceptual framework

The purpose of the study was to determine the influence of QASOs on the implementation of co-curricular activities in public secondary schools in Migwani Sub-County, Kitui County. It specifically dealt with the training levels of the Quality Assurance and Standards officers and its effects on co-curricular activities, the effectiveness of QASOs assessment reports on students' on the implementation of co-curricular activities in Migwani Sub-County; the impact of the QASOs school visits on the implementation of co-curricular activities and the extent to which the co-curriculum activities have been implemented in public secondary schools.

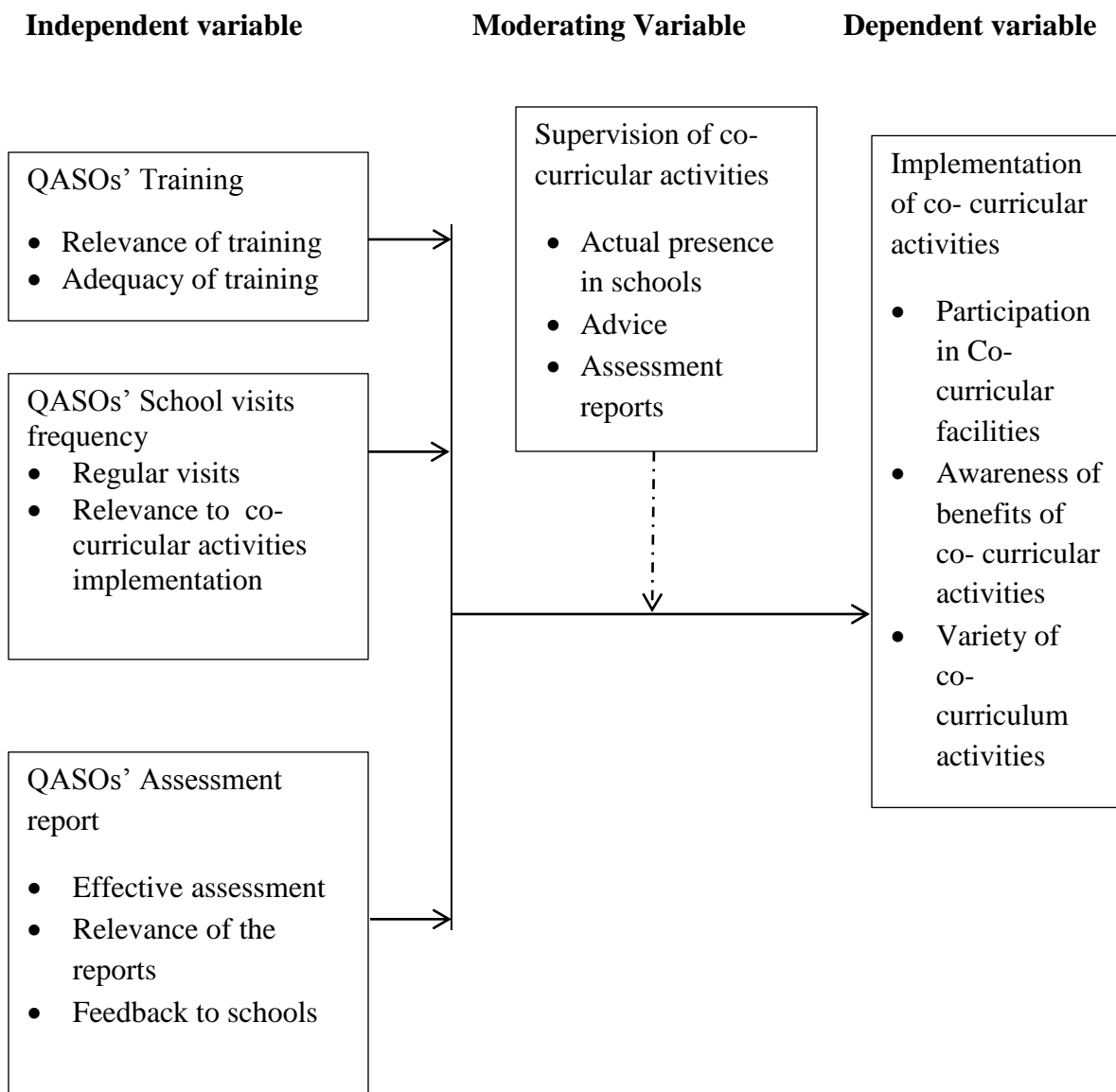


Figure: 1.1: Conceptual framework on the roles of QASOs.

2.9 Summary of the Literature Review

Literature derived from existing studies show that the co-curriculum policy has not yet been fully implemented. Many stakeholders do not appreciate the importance of co-curriculum activities in secondary school students. The Quality Assurance and Standard Officers have not been felt to impact on the implementation of co-curricular activities. This study will try to examine the role QASOs play in promoting implementation of co-curriculum activities in secondary schools in Migwani, Kitui County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods that were utilised in the study. They include the research design, the target population, sampling and sampling techniques, research instruments for data collection, validity and reliability of instruments, data collection procedure, and data analysis procedure. Legal and ethical considerations are also covered in this chapter.

3.2 Research design

This study adopted a descriptive survey research design. Descriptive survey design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2009). It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of social issues (Orodho & Kombo, 2002).

Kothari, 2009, posits that descriptive survey design describes the present status of a phenomenon, determining the nature of the prevailing conditions, practices, attitudes and seeking accurate descriptions. According to Lokesh (1984) survey studies are designed to obtain persistent and precise information concerning the current state of phenomena and whenever possible to draw varied general conclusions from the facts discovered. Survey methods are non-experimental for they deal with the relationships among the non-manipulated variables. Since the events or conditions have already occurred or exist the researcher merely selects the relevant variable for the analysis of their relationships (Best and

Kim, 1993). According to Lukesh,1994, survey research is designed to obtain permanent and precise information concerning the current status of the variables under investigation and generalisations from the facts. In our case we wish to investigate the influence of QASOs' activities on the students' participation in co-curricular activities in secondary schools and make generalisation.

3.3 Target population

According to Mugenda and Mugenda (2003) target population is an entire group of individuals events all subjects having common characteristics. It is the sum total of all that conforms to a given specification. The population chosen for this study is 44 public secondary schools in Migwani Sub County in Kitui County. The study targets a population of one SCEO, 44 head teachers, 1 QASOs, 44 games masters teachers. (SCEO Migwani Sub County, 2016).

3.4 Sampling procedures and sample size

The study used simple random sampling to select 30% of the target population making a sample of 14 principals and 14 teachers in Migwani Sub County. The researcher wrote the names of the schools of on pieces of paper and pick the required sample size at random Purposive sampling was used to select the Sub County Education officer and all Quality Assurance and Standards Officer.

3.5 Research instruments

Structured and open ended questionnaires was developed for the Head teachers and teachers to collect data on the variables for the study. Interview schedule was developed for the QUASO. A questionnaire has the ability to collect amount of information in reasonably quick space of time. Through use of questionnaires, information's can be collected from a large number of people and the questions can be easily analysed, and it allows anonymity (Orodho, 2009). Each survey questionnaire consisted of items which were closed, open-ended/ free response and rating scale in nature. This is necessary to diversify responses and also reduces what Watson and Coombes (2009) calls 'question fatigue'. The open-ended or free response section or items offered the respondents an opportunity to make comment, expand, or clarify information on their responses and thus help the researcher to gain some insight on views regarding influence of QASOs supervisory on the implementation of co-curricular activities. In-depth interviews were used to collect qualitative data.

3.6 Validity of the reseach instruments.

Validity is the degree to which the results obtained from the analysis of the data actually represents the phenomenon under study (Orodho, 2005). According to Mugenda and Mugenda 2012, validity can be referred to which a test or research tool actually measures what is supposed to measure. Face validity refers to the likelihood that a question was misunderstood or misinterpreted, thus, the pilot study will be used to iron out ambiguity. Pretesting a survey is a good way to increase the likelihood of face validity. According to Borg and Gall

(1989), content validity instrument is improved through expert judgment. Content judgment refers to whether an instrument provides adequate coverage of a topic. According to Wilkison (1991) expert opinion help to establish content validity. Such assistance will be sought from the supervisors and other experts from the university, in order to help improve content validity of the instruments. Pretesting will be used to refine the data collection data.

3.7 Reliability of the instruments

Reliability is concerned with the extent to which the instruments yields the same results on repeated trials (Mugenda & Mugenda, 2003). In order to improve the reliability of the instrument, an assessment of the consistency of the responses on the pilot questionnaires was made to make judgment on their reliability. Test-retest technique of reliability testing was employed whereby the pilot questionnaires will be administered twice to the respondents, with a one week interval, to allow for reliability testing. The scores were correlated using Pearson Product-Moment Correlation formula to determine the reliability coefficient. A correlation was determined.

3.8 Data collection procedures

A research authorization permit was obtained from the Ministry of Higher Education in order to be allowed to collect data for the study. A copy of the permit was submitted to the Migwani Sub county Education Officer since the study covered the entire Sub County. The researcher pre-visited selected schools to establish rapport before actual data collection date and also to be familiar with respondents. The questionnaire was administered to the

Subcounty Education Office, QASO, head teachers and teachers. Interviews was carried out for those participating in the study.

3.9 Data Analysis Techniques

Data collected through the interviews, group discussions and questionnaires were collected with the help of the research assistants. The data was coded according to the study thematic areas. The questionnaires were numbered and checked for completeness. Responses for each questions were collated under the various sub themes of the study. The statistical programmes for social sciences (SPSS) version 20 was used to generate tables of percentages to present the study responses in a statistically meaningful manner.

3.10 Ethical considerations

The researcher sought for a research permit from the National Commission for Science, Technology and Innovation (NCOSTI) and permission from the Sub County County Education Officer and the Deputy County Commissioner. The researcher then wrote letters to the headteachers to be allowed to carry out the study. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality will be maintained.

3.11 Operational definition of variables

Table 3.1 gives a summary of research objectives, variables of study, their indicators, level of measurement, tools of analysis for each objective and type of tool employed for each objective.

Table 3.1: Operational Definition of Variables

Objectives	Variable	Indicators	Measurement scale	Data collection tools	Tools analysis
Establish the extent to which Quality Assurance and Standards officers' level of training influence the implementation of the co-curricular policy in schools.	QASOs' training	- Seminars - Workshops - Courses	- Nominal - Nominal - Nominal	Questionnaires	Frequency tables
Determine the extent to which Quality Assurance and Standards officers' assessment reports influence the implementation of co-curricular activities in secondary schools	QASOs' assessment report	- Report Feedback - Headteachers report	- Nominal - Nominal - Nominal	Questionnaires	Frequency tables
To what extent does the QASOs frequency in school visits and supervision influence the implementation of co-curricular activities in Migwani Sub-County?	QASOs' school visit frequency	- Number of actual visits a term - Actual supervision of co-curricular activities	- Nominal - Nominal - Nominal	Questionnaires	Frequency tables
To what extent have co-curricular activities been implemented in public secondary schools?	Implementation of co-curricular activities	- Sports - Clubs in the schools	- Ordinal - Nominal	Questionnaires	Frequency tables

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The purpose of this study was to investigate the influence of the Quality Assurance and Standards Officers' supervisory role in the implementation of co-curricular activities in public secondary schools in Migwani Sub County, Kitui County.

The study sought to establish the extent to which Quality Assurance and Standards officers' level of training influence the implementation of the co-curricular policy in schools, determine the extent to which Quality Assurance and Standards officers' reports influence the implementation of co-curricular activities in secondary schools, and to assess the extent to which the Quality Assurance and Standards officers' frequency of school visits and supervision influence the implementation of co-curricular activities in public secondary schools.

Data were collected using the questionnaires as the main instruments. The questionnaires were administered to 14 principals, 14 teachers making a total 28 respondents. Interview schedule were administered to and 1 QASOs in Migwani Sub-County, Kitui County, Kenya. The data collected were presented using frequencies Tables which were constructed using Statistical package for social scientists (SPSS) software following the objectives. It was analyzed using Spearman's correlation coefficient and ANOVA Tables constructed using SPSS software.

4.2 Questionnaire Return Rate

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

Table 4.1: Questionnaires Rate Response

Response rate	Frequency	Percentage (%)
Returned	25	89.0
Not returned	3	11.0
Total	28	100.0

Table 4.1 shows that 89% of the questionnaires were returned while 11% were not returned. This indicates that from the questionnaires given to the respondents, majority gave back their questionnaires. The few which were not returned did not negatively affect the results of the study.

4.3 Gender of Respondents

The respondents were asked to indicate their gender. This aimed at establishing whether the study was gender sensitive and to establish if gender influenced implementation of co-curricular activities in Migwani Sub-County.

Table 4.2: Distribution of Respondents by Gender

Category	Frequency	Percentage (%)
Male	16	64.0
Female	9	36.0
Total	25	100.0

Table 4.2 showed that 64% of the respondents were female while 36% were male. This shows that the distribution of the respondents in terms of gender was well balanced and followed the two third rule of either gender. However the gender distribution had no influence on the results of the study.

4.4 Academic level of respondents

The researcher sought to establish the academic qualification of the respondents with an aim of establishing if the academic qualification influenced the implementation of co-curricular activities. The responses were presented in Table 4.3

Table 4.3: Distribution of Respondents by Academic Qualification

Category	Frequency	Percentage (%)
Diploma	5	20.0
Degree	16	64.0
Masters	4	16.0
Ph.D	0	0.0
TOTAL	25	100%

Table 4.3 revealed that majority of the respondents (64%) had a degree as their highest level of education followed by 20% who had Diplomas. The least were those with masters degree (16%). It was however noted that none of the respondents had a Ph.D. This shows that all the respondents were qualified to teach in secondary school and that they were able to implement co-curricular activities.

4.5 Teachers Length of Service

The researcher sought to establish the experiences of the respondents to establish whether it had any influence in implementation of co-curricular activities. The results were presented in the Table below.

Table 4.4: Distribution Respondents Length of Service

Length of service	Frequency	Percentage (%)
1 - 5	8	32.0
6 - 10	12	48.0
11 - 15	3	12.0
Over 15	2	8.0
Total	25	100%

Table 4.4 shows that majority of the respondents (48%) had taught for 6-10years while 32% of the respondents have taught 1 - 5 years. The least were those who had taught for 11-15(12%) and above 15 years (8%). This shows that almost all the respondents had enough experience to implement co-curricular activities.

4.6 Influence of QASO level of training on co-curricular activities

The first objective for this study was to establish the extent to which Quality Assurance and Standards officers' level of training influence the implementation of the co-curricular activities in schools.

To achieve this objective, the respondents were requested to indicate the extent to which they agreed with the given statement using a 5-Likert scale where; 5 –Strongly Agree, 4- Agree, 3- Neutral, 1 - Disagree, 1– Strongly Disagree. The responses were presented in Table 4.5.

Table 4.5: QASO level of training and Supervision of co-curricular activities

Statement	1	2	3	4	5
1.QASOs are trained to supervise implementation of co-curricular activities.	8%	8%	4%	32%	48%
2.QASOs training is relevant for supervision of co-curricular activities.	4%	4%	8%	32%	52%
3.QASOs requires additional training for proper supervision of co-curricular activities.	8%	20%	20%	28%	24%
4.QASOs training is important for supervision of co-curricular activities	0%	0%	4%	40%	56%
Mean responses	4%	8%	8%	32%	52%

Table 4.5 shows that among those who strongly agreed, majority (56%) indicated that QASOs training is important for supervision of co-curricular activities. This is because without training one might not know the requirements and the guidelines which should be

followed in the implementation of the co-curricular activities thus making it difficult to supervise. This was followed by (52%) who indicated that QASOs training is relevant for supervision of co-curricular activities. It was also observed that (48%) indicated that QASOs are trained to supervise implementation of co-curricular activities. This helped them in doing their supervisory duties. The least (24%) of those who strongly agreed indicated that QASOs requires additional training for proper supervision of co-curricular activities. This is because the training they have only is adequate to help them supervise the extra curriculum activities and might not require extra training but in-servicing. The researcher further sought to establish the relationship between Quality Assurance and Standards officers' level of training influence the implementation of the co-curricular activities.

Table 4.6 Relationship between QASO trainings and implementation co-curricular activities

		QASOs Level of training	Implementation of co-curricular activities
QASOs level of training	Pearson Correlation	1	0.741
	Sig. (2-tailed)		0.000
	N	25	25
Implementation of co-curricular activities	Pearson Correlation	0.741	1
	Sig. (2-tailed)	0.000	
	N	25	25

The correlation coefficient between Quality Assurance and Standards officers' level of training and implementation of the co-curricular activities in schools is $r(1,24) = +0.741$ at 0.000 significant level. This shows that there is a strong positive relationship between Quality Assurance and Standards officers' level of training and the implementation of the co-curricular activities in schools. This means that if the level of training for the Quality

Assurance and Standards officers' increases, implementation of the co-curricular activities in schools will also increase and vice versa.

4.7 QASO report and implementation of co- curricular activities

The second objective for this study was to determine the extent to which Quality Assurance and Standards officers' reports influence the implementation of co-curricular activities in secondary schools.

To achieve this objective, the respondents were requested to indicate the extent to which they agreed with the given statement using a 5-Likert scale where; 5 –Strongly Agree, 4- Agree, 3- Neutral, 1 - Disagree, 1– Strongly Disagree. The responses were presented in Table 4.7.

Table 4.7: QASO reports and Implementation of co-curricular activities

Statement	1(%)	2(%)	3(%)	4(%)	5(%)
1. QASOs have effective assessment reports.	5(20)	4(16)	3(12)	7(28)	6(24)
2. QASOs reports are relevant to co-curricular activities	2(8)	3(12)	2(8)	8(32)	10(40)
3. QASOs reports help to plan and improve the implementation of co-curricular activities.	2(8)	5(20)	5(20)	7(28)	6(24)
4. QASOs needs to improve on their compiling of reports for co-curricular activities	4(16)	3(12)	2(8)	10(40)	6(24)
Mean responses	3(12)	4(16)	3(12)	8(32)	7(28)

Table 4.7 shows that majority (40%) of the respondents strongly agreed and only agreed that QASOs reports are relevant to co-curricular activities and QASOs needs to improve on their compiling of reports for co-curricular activities respectively. This was followed by 32% of the respondents who indicated that QASOs reports are relevant to co-curricular activities. This was followed by 28% who agreed that QASOs have effective assessment reports and QASOs reports help to plan and improve the implementation of co-curricular activities. The reports enable the schools to understand their strengths and weaknesses which would help them to improve their performance.

Table 4.8 Relationship between QASO reports and implementation of co-curricular activities

		QASO reports	Implementation of co-curricular activities
QASO reports	Pearson Correlation	1	0.77
	Sig. (2-tailed)		0.000
	N	25	25
Implementation of co-curricular activities	Pearson Correlation	0.77	1
	Sig. (2-tailed)	0.000	
	N	25	25

The correlation coefficient between QASO reports and implementation of co-curricular activities is ($r = + 0.694$) with 0.000 significant level. This correlation coefficient is very high implying that there is a strong positive relationship between QASO report and implementation of co-curricular activities. This means that more reports leads to better the implementation and vice versa.

4.7 Influence of QUASO visits on Implementation of co-curricular activities

The third objective of the study was to assess the extent to which the Quality Assurance and Standards officers' frequency of school visits and supervision influence the implementation of co-curricular activities in public secondary schools.

To achieve this objective, the respondents were requested to indicate the extent to which they agreed with the given statement using a 5-Likert scale where; 5 –Strongly Agree, 4- Agree, 3- Neutral, 1 - Disagree, 1– Strongly Disagree. The responses were presented in Table 4.5.

Table 4.9: QASO level of visits and Supervision of co-curricular activities

Statement	1(%)	2(%)	3(%)	4(%)	5(%)
1. QASOs pay regular visits to schools to supervise co-curricular activities.	12(48)	7(28)	1(4)	2(8)	3(12)
2. QASOs school visits improve supervision of the implementation of co-curricular activities.	3(12)	3(12)	2(8)	7(28)	10(40)
3. Lack of sufficient supervision influence the implementation of co-curricular activities.	2(8)	4(16)	2(8)	7(28)	10(40)
4. QASOs needs to increase their frequency of school visits	0(0)	0(0)	2(8)	10(40)	13(56)
Mean responses	4(16)	3(12)	2(8)	7(28)	9(36)

Table 4.5 shows that majority (56%) of the respondents strongly agreed that QASOs needs to increase their frequency of school visits. This was followed by 40% who strongly agreed that Lack of sufficient supervision influence the implementation of co-curricular activities and that QASOs school visits improve supervision of the implementation of co-curricular

activities. This is because the more the QASOs visit the schools the more they help the schools to improve on implementation of implementation of co-curricular activities. The teachers will always try to be ready since they know that the QASOs can visit any time.

The researcher further sought to establish the relationship between QASO visits and implementation.

Table 4.10 Relationship between QASO visits and implementation

		Visits by QASOS	Implementation of co-curricular activities
Visits by QASOS	Pearson Correlation	1	0.811
	Sig. (2-tailed)		0.000
	N	25	25
Implementation of co-curricular activities	Pearson Correlation	0.811	1
	Sig. (2-tailed)	0.000	
	N	25	25

Table 4.10 shows that the correlation coefficient between QASO visits and implementation of co- curricular activities is ($r = + 0.811$) at 0.000 significant level. This correlation coefficient is very high implying that there is a strong positive relationship between QASO visits and implementation of co- curricular activities. This implies that the more the QASO visits the better the implementation of co- curricular activities. Supervision provide the teachers with support, guidance, feedback, problem solving skills and a network of colleagues who share resources, insights, practices and materials leading to good performance in co-curricular activities.

4.5 Implementation of co-curricular activities

The last objective for this study was to determine the extent to which co-curricular activities are implemented in secondary schools. To achieve this objective the respondents were requested to the extent to which they agreed with the given statements using; Using a 5-Likert scale as; SA for Strongly Agree, A for Agree, N for Neutral, D for Disagree and SD Strongly Disagree.

Table 4.11: Implementation of co-curricular activities

Statement	SA(%)	A(%)	N (%)	D (%)	SD(%)
1. Students are actively involved in co-curricular activities in schools	10(40)	8(32)	1(4)	2(8)	4(16)
2. The facilities for co-curricular activities are adequate.	4(16)	5(20)	2(8)	5(20)	9(36)
3. There is variety of co-curricular activities in place that ensure students enroll in each activity	7(28)	5(20)	1(4)	7(28)	5(20)
4. The teachers' teaching word load does not deter teachers from participating in co-curricular activities.	14(58)	5(20)	2(8)	2(8)	2(8)
Mean total	9(36)	6(24)	1(4)	4(16)	5(20)

Table 4.11 revealed that majority (58%) of the respondents strongly agreed that the teachers' teaching word load does not deter teachers from participating in co-curricular activities. This was followed by 40% who agreed that students are actively involved in co-curricular activities in secondary schools. It was however established that 36% strongly disagreed that the facilities for co-curricular activities are adequate.

This implies that primarily public secondary schools implement co-curricular activities. This is partly attributable to the QASOs supervisory role in the schools. It also implies that academics and co-curricular activities blend well since teachers can double as both classroom instructors and coaches without adversely affecting either of them negatively. However lack of or insufficient facilities hamper full implementation of co-curricular activities.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of this study, discussion of the findings conclusions from the study, recommendations of the study and the suggestions for further research.

5.2 Summary of the Findings

The purpose of this study was to investigate the influence of the Quality Assurance and Standards Officers' supervisory role in the implementation of co-curricular activities in public secondary schools in Migwani Sub County, Kitui County. The objectives of the study were; to establish the extent to which Quality Assurance and Standards officers' level of training influence the implementation of the co-curricular policy in schools, determine the extent to which Quality Assurance and Standards officers' reports influence the implementation of co-curricular activities in secondary schools, and to assess the extent to which the Quality Assurance and Standards officers' frequency of school visits and supervision influence the implementation of co-curricular activities in public secondary schools.

The study established that majority (52%) of the respondents strongly agreed that; QASOs are trained to supervise implementation of co-curricular activities, QASOs training is relevant for supervision of co-curricular activities, QASOs requires additional training for proper

supervision of co-curricular activities and QASOs training is important for supervision of co-curricular activities. It also established that there was a strong positive relationship ($r = 0.77$) between Quality Assurance and Standards officers' level of training and the implementation of the co-curricular activities in schools. The correlation coefficient between QASOs reports and implementation of co-curricular activities.

It was also established that majority (32%) of the respondents agreed that; QASOs have effective assessment reports, QASOs reports are relevant to co-curricular activities QASOs reports help to plan and improve the implementation of co-curricular activities and QASOs needs to improve on their compiling of reports for co-curricular activities. The results also revealed that, the correlation coefficient between QASO reports and implementation of co-curricular activities is $= + 0.694$ with 0.000 significant level. This correlation coefficient is very high implying that there is a strong positive relationship between QASO report and implementation of co-curricular activities.

The study also revealed that, majority (36%) of the respondents strongly agreed that; QASOs pay regular visits to schools to supervise co-curricular activities, QASOs school visits improve supervision of the implementation of co-curricular activities, Lack of sufficient supervision influence the implementation of co-curricular activities and QASOs needs to increase their frequency of school visits. It also revealed that, there is a strong positive relationship ($r = 0.811$) between QASO visits and implementation of co-curricular activities.

From the regression model, it was established that the factors (QASO training, reports and visits) significantly predict the implementation of co-curricular activities. It can be noted that the independent variables are significant at 0.05% significant level ($p=0.00$).

5.3 Discussion of the findings

The discussions for the study related the findings of the study with the literature review. The discussion shows whether the others related studies agrees or disagrees with the results of the current study.

From the first objective, the study revealed that majority (52%) of the respondents strongly agreed that; QASOs are trained to supervise implementation of co-curricular activities, QASOs training is relevant for supervision of co-curricular activities, QASOs requires additional training for proper supervision of co-curricular activities and QASOs training is important for supervision of co-curricular activities. These results agrees with Ajuoga et al (2010) who argued that training of Quality Assurance and Standards Officers (QASOs) is extremely vital if effective performance of their duties is to be realized. (Etindi, 2001). However, there is currently no special training of QASOs in colleges of education in Kenya. Instead, QASOs are appointed from among classroom teachers, head teachers and Teacher Advisory Centre (TAC) tutors. Such appointees would normally have merely undergone primary teachers' training without specific training as QASO. Etindi (2000) argued that there is need for special training as QASOs because this role is not the same as teaching. Normally, QASO training has been done through In-Service Education and Training (INSET) courses organized from time to time (Republic of Kenya, 2000).

From objective two, the study revealed that majority (22%) of the respondents agreed that; QASOs have effective assessment reports, QASOs reports are relevant to co-curricular activities QASOs reports help to plan and improve the implementation of co-curricular activities and QASOs need to improve on their compiling of reports for co-curricular activities. These results agree with Mwaura (2014) who indicated that QASOs are supposed to provide feedback to the schools making recommendations in form of reports with hope that the stakeholders will read them and get an opportunity to know their areas of weakness and strengths. These reports play a great role in establishing what needs to be done for objectives to be met.

From objective three, the study revealed that majority (36%) of the respondents strongly agreed that; QASOs pay regular visits to schools to supervise co-curricular activities, QASOs school visits improve supervision of the implementation of co-curricular activities, Lack of sufficient supervision influence the implementation of co-curricular activities and QASOs need to increase their frequency of school visits. These results agree with Chetalam (2010) conducted a study and found out that among factors problems faced by public schools was lack of sufficient supervision. The study acknowledged that supervision by QASOs had a positive outcome on performance which includes co-curricular activities.

5.4 Conclusions of the study

Based on the findings of this study, the researchers concluded the following.

- i. The QASOs trained on the implementation of co-curricular activities in secondary schools. This will improve their supervision o-curricular activities supervision competence.
- ii. There has not been frequent feedback given on the supervision of co-curricular activities. This has led to poor implementation of co-curricular activities in some schools.
- iii. The QASOs do not visit the schools regularly, and this was likely to affect the implementation of co-curricular activities.

5.5 Recommendations of the study

Based on the findings of this study, the researcher made the following recommendations.

- i. The government should continually in-service the QASOs on the implementation of co-curricular activities. This would improve the schools performance in co-curricular activities.
- ii. The QASOs should improve on the compiling of reports for the so that they can give immediate feedback to schools on co-curricular activities.
- iii. The QASOs should increase the number of visits to schools so as to offer continuous advice on implementation of co-curricular activities.

5.6 Suggestions for further research

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

- i. The effect of level of training on the efficiency of QASOs.
- ii. Factors influencing QASO visits to secondary schools.
- iii. Factors influencing the effectiveness in the monitoring and evaluation of school by the QASOs.

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APPENDICES

Appendix I: Introductory Letter

The University of Nairobi
Department of Extra Mural Studies
P.O. Box 30197-00100
Nairobi, Kenya

Dear Respondent,

I am a post graduate student at the University of Nairobi. I am undertaking a research on the topic: Influence of Quality Assurance and Standards Officers' supervisory role on the implementation of co-curricular activities in public secondary schools in Migwani Sub County.

Your institution has been selected for the study and as a result you have also been selected to participate in the study. I therefore request you to respond to each item as honestly and accurately as possible. The information obtained will be used for academic purpose only.

Thank you in advance.

Yours faithfully,

Mutungu Richard Wambua.

Appendix II: Questionnaire

This research is meant for academic purpose. The questionnaire aims at finding out the influence of Quality Assurance and Standards Officers (QASOs) in the implementation of co-curricular activities in Public Secondary School. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Response to those questions will be treated as confidential.

SECTION A: Background Information

1. Gender: Male Female

2. Highest level of education

Diploma Degree Post Graduate

Any other (specify).....

3. What is your designation / job groups?.....

4. How many years have you worked?

a) 1 -5 b) 6 – 10 c) 11-15 d)16 and above

SECTION B: QASOs level of training and implementation of co-curricular activities in public secondary schools.

5. Please tick according to your level of agreement. (Please indicate by using 1 – strongly agree, 2 – agree, 3 – neutral, 4 – disagree, 5 – strongly disagree)

	SA	A	N	D	SD
QASOs are trained to supervise implementation of co-curricular activities					
QASOs training is relevant for supervision of co-curricular implementation					
QASOs require additional training for proper implementation of co-curricular activities.					
QASOs training is important in supervision of implementation of co-curricular activities					

SECTION C: The QASOs assessment reports and the implementation of co-curricular activities in public secondary schools.

6. Please tick according to your level of agreement. (Please indicate by using 1 – strongly agree, 2 – agree, 3 – neutral, 4 – disagree, 5 – strongly disagree)

	SA	A	N	D	SD
QASOs have effective assessment reports					
QASOs reports are relevant to the supervision of the implementation of co-curricular activities.					
QASOs reports help to plan and improve the implementation of co-curricular activities.					
QASOs need to improve on their compiling of assessment reports					

Section D: QASOs frequency of school visits and implementation of co-curricular activities.

7. Please tick according to your level of agreement. (Please indicate by using 1 – strongly agree, 2 – agree, 3 – neutral, 4 – disagree, 5 – strongly disagree)

	SA	A	N	D	SD
QASOs pay regular visits to the schools to supervise co-curricular activities.					
QASOs schools visits improve the implementation of co-curricular activities.					
Lack of sufficient supervision influence the implementation of co-curricular activities.					
QASOs school visits are relevant to co-curricular implementation					
QASOs need to increase their frequency of school visits.					

SECTION E: QASOs actions and implementation of co-curricular activities

8. The table below shows to the extent to which co-curricular activities are implemented.

Please tick according to your level of agreement. (Please indicate by using 1 – strongly agree, 2 – agree, 3 – neutral, 4 – disagree, 5 – strongly disagree)

	SA	A	N	D	SD
Student are actively involved in co-curricular activities in schools					
The facilities for co-curricular activities are adequate.					
There is variety of co-curricular activities in place that ensure students enroll in each activity.					
The teachers' teaching word load does not deter teachers from participating in co-curricular activities.					