

**ROLE OF QUALITY ASSURANCE OFFICERS IN ENHANCING QUALITY
EDUCATION IN NAIROBI COUNTY KENYA**

BY

CHEPKEMOI MERCY

BED/253/11/12

**A Research Project submitted to the Department of Education in Partial Fulfilment of the
Requirements for Award of the Degree of Bachelor of Education.**

DEPARTMENT OF EDUCATION

MARIST INTERNATIONAL UNIVERSITY COLLEGE

A Constituent College of the Catholic University of Eastern Africa

NAIROBI-KENYA

JULY, 2016

DECLARATION

I hereby declare that this Research Project is my own work and all the sources that have been used or quoted have been indicated and acknowledged by means of complete references. The Research Project is presented to the Marist International University College (MIUC) of the Catholic University of Eastern Africa (CUEA) in partial fulfilment of the requirements for the award of the Degree of Bachelor of Education.

Signed -----**Date**-----

MERCY CHEPKEMOI

This Research project has been submitted for Examination with my approval as the University College Research Project Supervisor.

Signed -----**Date**-----

DR.EVERLYNE OLOUCH-SULEH

This Research Project has been approved by the Head of Department

Signed -----**Date**-----

DR .EVERLYNE OLUOCH-SULEH

DEDICATION

This research project is dedicated to my entire family. You have always been at my side during times of need and your constant encouragements have made me achieve this far.

ACKNOWLEDGEMENTS

This project would not have been possible without the guidance and the help of several individuals who in one way or another contributed and extended their valuable assistance in the preparation and completion of this study. First and foremost, my utmost gratitude to my supervisor whose sincerity and encouragement I will never forget. I extend also a hand of thanks to University lecturers for the kind concern and consideration regarding my academic requirements.

ABSTRACT

Despite the QASOs being given targets in terms of the numbers, they are required to assess in a given performance period they have always failed to meet the targets supervision of secondary schools is not adequately performed by school inspectors and that the factors affecting supervision are of concern. Members of directorate are expected to visit schools regularly, conduct seminars and in service courses for teachers, promote advisory services among other activities. Nairobi County has been of great concern among the stakeholders. Many questions have been raised regarding the role of QASOs in enhancing teachers' effectiveness in order to improve academic performance in secondary schools. The main objective of the study was to find out the role of QASOs in enhancing quality education in Nairobi County, Kenya. The study specific objective were to; determine the role played by QASOs in school inspection; determine the preparedness of QASOs in enhancing quality education; establish the administrative factors that affects the level of performance of QASOs; establish the effects of staffing levels on the performance of QASOs; examine how the work environment influences the level of performance of QASOs and determine the frequency of QASOs visits to schools.

The research adopted descriptive design. Simple random sampling was used to sample 26 teachers from secondary schools in Nairobi County. Systematic random sampling was used to select 26 secondary schools from 85 public schools in Nairobi. Therefore, the sample size included 26 teachers, 26 head teachers and 20 QASOs officers. Questionnaires were used as the primary data collection instruments which were self-administered to the respondents. Secondary data was obtained from journals, internet, and text books. Even with the efforts made for instance in training appointed qualified personnel and providing necessary materials in strengthening the department, it's still wanting.

The study concluded that QASO officers play key role teachers in curriculum implementation during schools inspection. QASO officials advises the staff concerning the relevant curriculum for the school and assisted teachers in enhancing quality .The level of preparedness of QASOs in enhancing quality education contributed greatly towards guiding QASO officials on how to advise teachers' implementation of better education quality standards. The study recommendations were that QASO officials should visit schools regularly, conduct seminars and in service courses for teachers, promote advisory services among other activities. QASO officers should improve in assisting teachers in curriculum implementation and increase the rate of schools inspection. QASO should always advice the staff on relevant curriculum for the schools and assist teachers in enhancing quality and QASO officials should properly plan their school visits and set clear objectives.

TABLE OF CONTENTS

DECLARATION	i
DEDICATIONS.....	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	xi
LIST OF FIGURES	xiii
ABBREVIATIONS AND ACRONYMES.....	xv
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Background of the study.....	1
1.2 Statement of the problem.....	3
1.3 Objectives of the study.....	4
1.4 Scope and Delimitations of the Study.....	4
1.4.1 Delimitations of the Study.....	4
1.4.2 Scope of the Study.....	4
1.5 Significance of the study.....	4
1.6 Theoretical Framework.....	5
1.7 Definitions of key terms.....	7
CHAPTER TWO.....	8
REVIEW OF LITERATURE.....	8

2.1 Role of Quality Assurance and Standard Officers in Schools.....	8
2.2 Preparedness of Quality Assurance and Standard Officers.....	11
2.3 Administrative factors that Affects the Levels of Performance of Quality Assurance and Standard Officers.....	12.
2.4 Effects of Staffing Levels on the performance of Quality Assurance and Standard Officers.....	14
2.5 Influence of Work Environment on the level of performance of quality assurance and standard Officers.....	16
2.6 Frequency of Quality Assurance and Standard Officers visit to schools.....	17
2.7 Summary of Reviewed Literature and Analysis of Knowledge Gap.....	19
CHAPTER THREE.....	21
RESEARCH DESIGN AND METHODOLOGY.....	21
3.1 Research Design.....	21
3.2 Population of the Study.....	22
3.3 Description of sample size and sampling techniques.....	22
3.4 Description of Data Collection Instruments.....	23
3.5 Validity and Reliability of Instruments.....	24
3.6 Data Collection Procedures.....	24
3.7 Data Analysis Technique.....	27
3.8 Ethical Considerations.....	25
CHAPTER FOUR.....	26
DATA ANALYSIS, PRESENTATION AND INTERPRATION OF FINDIGS.....	26
4.1 Response Rate.....	26

<i>4.2 Demographic Information</i>	27
<i>4.3 To determine the role played by QASOs in school inspection</i>	33
<i>4.4 To determine the preparedness of QASOs in enhancing quality education.</i>	38
<i>4.5 To establish the administrative factors</i>	42
<i>4.6 Effects of staffing levels</i>	48
<i>4.7 Influence of work environment</i>	50
<i>4.8 Frequency of quality assurance</i>	54
<i>4.9 Summary of the findings</i>	57
CHAPTER FIVE	59
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	59
<i>5.1 Summary of the Study</i>	59
<i>5.1.1 To Determine the Role played by QASOs in School Inspection</i>	59
<i>5.1.2 To Determine the Preparedness of QASOs in Enhancing Quality Education</i>	59
<i>5.1.3 To Establish Administarive Factors that Affects the Level of Performance</i>	60
<i>5.1.4 Effects of Staffing Levels on Performance of Quality Education</i>	61
<i>5.1.5 Influence of Work Environment on the level of Performance of Quality Assurance and Standard Officers</i>	61
<i>5.1.6 Frequency of Quality Assurance and Standard Officers Visits to School</i>	61
<i>5.2 Conclusions</i>	62
<i>5.3 Recommendations</i>	63
<i>5.4 Suggestions for Further Studies</i>	64
REFERENCES	65
APPENDICES	70

APPENDIX I: Questionnaires for QASOs 70

APPENDIX II: Questionnaires for Teachers.....76

APPENDIX III: Questionnaires for Principals.....80

APPENDIX IV: Research Authorization letter

LIST OF TABLES

Table 1.....	18
Table 2.....	18
Table 3.....	21
Table 4.1 Analysis of the Response Rate.....	26
Table 4.2 Gender of the Respondents.....	27
Table 4.3 Age of the Respondents.....	28
Table 4.4 Highest Education Level.....	29
Table 4.5 Grade of School Principal.....	30
Table 4.6 Working Experience.....	31
Table 4.7 Assisting Teachers in Curriculum Implementation.....	33
Table 4.8 QASO Assist Teachers on Quality of Education.....	34
Table 4.9 QASO Advice Staff on Curriculum.....	35
Table 4.10 QASO assist teachers in Enhancing Quality Education.....	36
Table 4.11 Trained as a QASO.....	38
Table 4.12 Organizing In-Service Courses.....	39
Table 4.13 QASO Organize induction Seminars.....	40
Table 4.14 QASO Recommend Teachers Seminars and Workshops.....	41
Table 4.15 Response on Inspection.....	42

Table 4.16 Extent of Implementation of Inspection Report Recommendations.....	43
Table 4.17 Implementation of Inspection Recommendations	44
Table 4.18 Supervision After Inspectors Recommendations.....	47
Table 4.19 Number of QASO Service Country	48
Table 4.20 Number of Teachers.....	49
Table 4.21 QASO Officials Environment Problems.....	50
Table 4.22 QASO Help Teachers Improve Work Environment.....	51
Table 4.23 QASOS Foster Suitable Climate.....	52
Table 4.24 Frequency of QASOs Visit.....	54
Table 4.25 Reasons for Visiting.....	55
Table 4.26 Rate at Which QASO Visit School.....	56

LIST OF FIGURES

Figure 4.1 Gender	28
Figure 4.2 Age	29
Figure 4.3 Highest Education Level	30
Figure 4.4 Grade of School Principal	31
Figure 4.5 Working Experience	32
Figure 4.6 Assisting Teachers in Curriculum Implementation	33
Figure 4.7 QASO Assist Teachers on Quality of Education	34
Figure 4.8 QASO Advice Staff on Curriculum	35
Figure 4.9 QASO assist teachers in Enhancing Quality Education	36
Figure 4. 10 Trained as a QASO.....	38
Figure 4.11 Organizing In-Service Courses.....	39
Figure 4.12 QASO Organize induction Seminars.....	40
Figure 4.13 QASO Recommend Teachers Seminars and Workshops.....	41
Figure 4.14 Response on Inspection	43
Figure 15 Extent of Implementation of Inspection Report Recommendations	44
Figure 16 Implementation of Inspection Recommendations	45
Figure 17 Ranking contribution to quality of education in schools.....	46
Figure 4.18 Supervision After Inspectors Recommendations	47
Figure 4.19 Number of QASO Service Country.....	48
Figure 20 Number of Teachers	49
Figure4. 21 QASO Officials Environment Problems	50

Figure 4.22 QASO Help Teachers Improve Work Environment	52
Figure 4.23 QASOS Foster Suitable Climate	53
Figure 24 Frequency of QASOs Visit.....	55
Figure 25 Reasons for Visiting	55
Figure 26 Rate at Which QASO Visit School	57

ABBREVIATIONS AND ACRONYMES

QASO: Quality Assurance and Standard Officers

MOE: Ministry of Education

DQAS: Directorate of Quality Assurance and Standards

EFA: Education for All

KESSP: Kenya Education Sector Support Program

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Quality assurance and standards in school is the process of bringing improvement in instruction in school in general through visits by quality assurance and standard officers (QASOs). QASOs are mandated to enter and inspect any school with or without notice. Odhiambo (2008) argues that there is urgent need to undertake comprehensive evaluation of teachers in public schools simply because their professional performance cannot be separated from their pupil's outcome. The Kenya Education Sector Support Program (KESSP) report (2005-2010), supports effective monitoring of curriculum delivery in schools to ensure teacher effectiveness. It is a mandate under directorate of quality assurance and standards (DQAS) and is performed by QASOs.

The quality assurance and standard exercise are done with legal authority granted through the education act (1968) cap211 laws of Kenya section 18 and revised in 1980. Under this section the inspectorate department was established. When they are in school they inspect accounting records and may temporarily remove any book or records for the purpose of inspection or audit. They go ahead and request the principal of the school to place at his/her disposal all the facilities, records of accounts, notebook, examination scripts and any other material belonging to the school for the purpose of inspection.

The history of supervision of schools in Kenya dates back to 1909 when colonial government established an education department which became responsible for supervision of all matters to education.

The colonial government identified the need for close supervision of schools and thereby appointed the first colonial school inspector in 1920.

During the quality assurance and standards exercise, the QASOs assess staffing, enrollment of students, completion of students and examination performance, human resource management, curriculum management, financial management, the physical environment of the school and teaching and learning resources.

According to the Ministry of Education (MOE) strategic plan (2006-2011), the function of quality assurance entailed monitoring of schools and teachers to ensure that the curriculum is delivered to improve their teaching.

The inspectorate in Kenya today has made some progressive changes in its approach and supervision of schools. Following the restructuring in the ministry of education, this section is now referred to as directorate of quality assurance and standards (DQAS) and the name inspector of schools has now been changed to quality assurance and standard officers (QASOs). The policy is to improve the quality of teaching and learning to enhance quality education. According to Akpan (2003), QASOs aims at controlling the quality in any production system through proper monitoring, guidance, directing and integration of ideas available. They try to maintain standard through the process of supervision and inspection.

According to inspectors handbook of October-2000, there are two complimentary objectives which will help the MOE realize the national goals namely quality assurance and quality development. Quality assurance is achieved through the assessment of educational institutions and reporting on these assessments to the institutions and to the MOE. Whereas quality development is achieved through the work of advisory services,

the provision of staff development opportunities and the development of teaching and learning materials.

Elimu newsletter Dec, 2007, states that the directorate seeks to achieve the Millennium Development Goals(MDGs) under the vision 2030 and believes that education for all(EFA) cannot be achieved without improving quality, so it is the responsibility of the QASOs to undertake quality assurance visits to all educational and training institutions to monitor this project. According to the MOE strategic plan (2006-2011), the function of quality assurance entailed monitoring of schools and teachers to ensure that the curriculum is delivered appropriately. It also recommended that QASOs to be given additional training to upgrade their skills.

Njogu (2003), noted that the major role the QASOs play is that of controlling the quality of education at all levels throughout the country. The concern of the study is therefore to determine or rather to investigate further on the role of QASOs in enhancing quality education.

1.2 Statement of the Problem

From the background, it has been noted that despite the government several efforts to improve the conceptualization of educational quality and standards officers continues to be a worry over the contribution of QASOs in enhancing quality education. There is existing gap in information about the extent to which QASOs enhance quality education and the challenges they face in maintaining and enhancing quality education.

Despite the QASOs being given targets in terms of the numbers, they are required to assess in a given performance period, they have always failed to meet the targets.

Supervision of secondary schools is not adequately performed by school inspectors and

that the factors affecting supervision are of concern. According to republic of Kenya (2000), inspection visits are poorly planned and lack clear objectives. Plans to visit schools are over ambitious and are carried out when there is a crisis. Njogu (2003) similarly found that resentment of teachers towards inspection caused them to continue doing what they were advised against.

Members of directorate are expected to visit schools regularly, conduct seminars and in service courses for teachers, promote advisory services among other activities. (Ministry of Education 2012).

Nairobi County has been of great concern among the stakeholders. Many questions have been raised over the performance of QASOs in enhancing teachers' effectiveness in order to improve academic performance of secondary schools.

It was against this background that the study sought to find out the role of QASOs in enhancing quality education in Nairobi County, Kenya.

1.3 Objectives of the Study

The study focused on the following objectives:

- a) To determine the role played by QASOs in school inspection.
- b) To determine the preparedness of QASOs in enhancing quality education.
- c) To establish the administrative factors that affects the level of performance of QASOs.
- d) To establish the effects of staffing levels on the performance of QASOs.
- e) To examine how the work environment influences the level of performance of QASOs
- f) To determine the frequency of QASOs visits to schools.

1.4 Scope and Delimitations of the Study

1.4.1 Delimitations of the Study

The study was carried out in Nairobi County. The study did not get information from all levels of education despite the fact that the QASOs services are given to all. It was also limited to QASOs, principals and teachers although other people and factors contribute on the quality of education.

1.4.2 Scope of the Study

The study was carried out in Nairobi County. The target population involved 10 QASOs, 10 teachers and 1 principal.

1.5 Significance of the Study

The findings of this study helped MOE to develop policies and strategies that goes a long way in putting in measures to improve quality assurance. The study helped improve on service delivery by QASO's as they get to know of the challenges they face in their attempt to perform their duties. The study is also significant in that it helped teachers understand the roles of QASOs in curriculum implementation hence work harmoniously with them. It is also useful to school administration; on how to involve students, parents and the stakeholders in decisions affecting the school hence reducing the tension.

1.6. Theoretical Framework

The issue of performance of QASOs is based on the organizational behavior and level of supervision vis-à-vis the supervised. The level of performance of an officer can be influenced by both intrinsic and extrinsic factors like motivation.

Douglas McGregor attempted to explain certain aspects of the nature of human beings. His study postulated some assumptions that people have towards performance. He

categorized the assumptions into two groups' theory X and Y.

Organizational performance can be explained by theories x and y as developed by Douglas McGregor at the M.T Sloan School of Management in the 1960's (Wikipedia, the free encyclopedia)<http://e.wikipedia.org/wiki/theoryX> And Y. Theory X assumes that workers are naturally lazy and can only perform when closely supervised and comprehensive systems of controls are developed. A hierarchical structure is needed with a narrow span of control at each and every level. Managers rely heavily on threat and coercion to give their employees compliance. They are even threaten with fining or pay withdrawal where they feel work is not been done accordingly. The manager is authoritarian and such conduct usually lead to low morale and poor job performance, low productivity and poor relationship between the manager and the employee. With his theory the employee would not contribute to the issues that affect them.

On the other hand theory Y believes on employees being ambitious and self-motivated. Theory Y manager believes that given the right conditions, most people will want to do better given the right conditions. Theory Y manager can develop trust in the workers and they are able to perform with less supervision as opposed to theory X manager. Theory Y manager is supportive of their workers and are willing to listen to them and help were possible with their problems. They are given an opportunity to express their ideas. This supportive attitude encourages workers to work hard and be obedient. And this could explain the case of QASO performance, according to this theory workers are to be appreciated, rewarded and supported.

The main concept of theory x and y is motivation and the behavioral response to motivation in an organization.

Theory x is substantially the theory of scientific management with its emphasis on controls and extrinsic rewards, the theory suggests that the only way management can make employees to achieve high performance is by control, direct and even threaten with punishment.

Theory y employs human and supportive approach to management, the theory suggests that the role of the manager is to provide an environment for the release of potential which employees are to this theory workers are to be appreciated, rewarded and supported.

To enhance quality education QASOs should employ theory x and theory y as suggested by Cole (1995), similarly William Ouchi theory z says workers have a high need to be supported. Thus QASOs are expected to deal with teachers objectively to enhance education quality (KESSP, 2005).

1.7 Definition of Key Terms

Quality Assurance and Standard Officers- refers to officers charged with the responsibility of ensuring that the qualities of education offered in secondary schools in their administrative areas are standard.

Quality Assurance- is the process of assessing curriculum implementation in educational institutions and giving feedback with a view of improving education quality.

Quality Education- refers to Education that is rated as satisfactory to needs and aspirations of students

Inspection- refers to the process of finding out whether the curriculum of school is being followed, observed or adhered to as stipulated by the Ministry Of Education. (Cap211 section 18)

CHAPTER TWO

REVIEW OF LITERATURE

This chapter contains review of literature related to the study. The literature was discussed under the following sections:

- a) The role of quality assurance and standard officers in schools.
- b) Preparedness of quality assurance and standard officers in enhancing quality education.
- c) Administrative factors that affect the level of performance of quality assurance and standard officers.
- d) Effects of staffing levels on the performance of quality assurance and standard officers.
- e) Influence of work environment on the level of performance of quality assurance and standard officers.
- f) Frequency of quality assurance and standard officers' visit to schools.

2.1 Role of Quality Assurance and Standard Officers in Schools

The major role of quality assurance and standard officer in school is that of controlling the quality of education. However, according to Abagi et al (2000), quality of education in Kenya is not yet up to the expectations of development. Hence to promote education, it is important that quality assurance and standard should be done regularly. This is in support of Townsend's (1997) view that quality assurance and standards should be done on a continuous basis. On the contrary the exercises are irregular and sometimes impromptu as revealed by Olembo (1992). The impromptu visits in most cases are

associated with aim of ‘catching’ teachers doing wrong things. These may not go well with the purpose of quality assurance and standards towards adding value to education.

It is important to note that as quality assurance and standards exercise is done, it leaves an effect on the teacher, which can either be positive or negative. Evans and Tomson (1989) concur with this by noting that quality assurance influences teacher motivation, knowledge, satisfactory, communication, and consensus, level of trust, confidence and decision.

According to the report prepared for UNESCO Nairobi Cluster Consultation (2004) by the Kenyan government on Quality Standards and Quality Assurance in Basic Education, the following roles of QASOs are spelt out. These include;

- a) Inspecting all Educational Institutions regularly and compiling appropriate reports.
- b) Advising the government on the type and quality of education being offered in the country.
- c) Advising the government on the trends in the learning institutions in areas of equity, enrolment, wastage (dropout and repetition rates), curriculum delivery, teaching and learning materials, leadership, staffing, health care etc.
- d) Reviewing the teaching and learning materials in collaboration with KIE.
- e) Advising on curriculum evaluation in collaboration with KNEC.
- f) Assisting the quality development services with the design of in-service training programs for teachers.
- g) Advising stakeholders on education matters pertaining to curriculum delivery assessment and the provision of resources.

- h) Establishing and maintaining professional linkages with institutions of higher learning on matters of educational standards.
- i) Providing career guidance to educational institutions.
- k) Developing curricula based on market demands and aligned to the country's national goals and aspiration.
- l) Developing quality national examinations to assess the quality of education in the country.

The Basic Education Act 2013 establishes an Education Standards and Quality Assurance council (ESQASC) which replaces the DQAS. The legal mandate of the Council, derived from the Legal Notice NO.11, 24, is to:

- a) Ensure standards and maintain quality in institutions of Basic Education.
- b) Ensure effective implementation of policies and guidelines set for Basic Education.
- c) Supervise and oversee curriculum implementation and delivery.
- d) In cooperation with county government monitor the conduct of assessment and examinations in Basic Education institutions.
- e) Monitor and evaluate standards and quality in Basic Education.

The thrust of quality assurance policy is to create an environment for quality education and global competitiveness in line with current and future country and international demands.

2.2 Preparedness of Quality Assurance and Standard Officers in Enhancing Quality Education

Quality Assurance and Standard officers ensure efficient mechanisms are put in place by institutions to improve quality teaching and learning. Individuals and institutions lack the capacity to assure quality. Griffin (1994) observed that some inspectors do not provide expert knowledge and guidance to teachers due to poor preparation in formal training. QASOs are appointed on the assumption that skills acquired in their formal training as teachers are necessary and adequate to effectively carry out quality assurance roles.

There is still inadequate induction courses, seminars, workshops and in service courses for QASOs. According to the handbook for inspection (2000) INSETS for inspectors has mainly taken the form of induction courses. The induction courses have lacked coordination to the extent that there have been no comprehensive programmed or definite training packages for the participants to undergo. The course takes two to three days and personnel used for the workshops lack expert skills, knowledge and field experience (Republic of Kenya, 2000).

Nakitare (1980) and Kimemia (1989) have reports cautioning school inspectors not to be involved in more administrative duties, QASOs are not clearly aware of what their role is. As such school inspectors have been appearing in schools whenever there are crisis. According to Mutua (1988), some school inspectors applied the autocratic rather than democratic leadership styles in dealing with teachers. Teachers was unable to participate in improving quality education.

A study by Kimemia (1989) cited inability of inspectorate to organize sufficient

subject based in-service courses to address shortcomings relating to revised curriculum, generic and assessment skills.

To enhance quality education, QASOs require superior knowledge, attitude and skills which provided them with the confidence they need to work comfortably and happily with and for others.

In addition, QASOs needed adequate facilities and resources to effectively assure quality in school. However, training of personnel does not guarantee improved supervisory practices unless such are accompanied by a total commitment dedication and change of attitude by both inspectors and teachers towards each other. The new approach to inspection emphasize on partnership to enhance quality education. (KESSP, 2005).

2.3 Administrative Factors that Affect the Levels of Performance of Quality

Assurance and Standard Officers

The job of administrative leaders is primarily that of enhancing the skills and knowledge of the people in the organization, creating a common culture of expectation around the use of those skills and knowledge, holding the various pieces of the organization together in a productive relationship with each other and holding individuals accountable for their contributions to the collective results.

According to the MOE structure, the District Education Officer (DEO) is the person in charge of education in a district. The DEOs are therefore managers. The job of managing according to Idowu (1998), involves among other things, the

provision of leadership for men and women coordinating both human and materials resources to ensure the achievement of organizational goals. However, Abraha (2009), stated that an effective manager should possess the necessary practical skills required to steer the organization towards its goals. He further states not all managers have the skills needed to make them most effective. As technology advances, the skills needed by managers are constantly changing.

The duties of DEOs include among others; overall in charge of all educational matters and programmes in the district and gives professional advice, guidance and interpretation of government policy matters in education; deals with identification, planning, implementation and coordination of education projects and programmes including promoting and maintaining educational standards in the district in liaison with the District Education Board; handles all confidential, classified, secret matters and annual staff appraisal, inspect and supervise primary and secondary institutions in the district; takes action on administrative and assessment reports of all educational institutions in the district.

On the other hand, the duties of the district quality assurance and standard officer includes among other: overall in charge of all the directorate of quality assurance and standard matters in the district; coordinate, organize and supervise all quality assurance activities in the district at preprimary, primary, secondary and post-secondary institutions; coordinate in service courses, induction courses, seminars and workshops for preprimary, primary and secondary schools teachers and quality assurance and standard officers; preparation of quality assurance work plans and activities; coordinate supervise and assess performance of all quality

assurance and standard officers in the district; act on assessment returns and reports promptly establish and maintain a register for standards assessment report in the district ensure adherence to safety regulations and specifications by schools; coordinate and ensure timely preparation and submission of monthly assessment returns; establish and maintain quality standards in curriculum development and implementation at all levels in the district; assist in the administration and management of public examinations; analysis, interpretation and action on KCPE and KCSE examinations; ensure the existence and functioning of sound guidance and counseling services in all schools in the district; organize and coordinate all co-curricular activities in the district; Education Act, (cap 211).

For the QASO to carry out their duties effectively and efficiently, they need the support and goodwill of their immediate supervisors. They also require the necessary materials support and facilitation for mobility.

2.4 Effects of Staffing Levels on the Performance of Quality Assurance and Standard Officers

According to the Directorate of Quality Assurance and Standards Annual Newsletter of 2006, the Directorate of Quality assurance had a shortage of 935 field officers against the increasing number of pupils and schools. The trend has worsened due to the creation of new districts across the country without addition of manpower to accompany the same.

According to the Directorate of Personnel Management Circular Ref. No DPM 1/20 A VOL. X 127 dated 5th June 2006 on establishment of posts that approved

posts for the directorate of quality assurance and standard country wide was 1696 as shown in the table below of which only 833 were in place by Dec 2011.

The approved establishment is supposed to cover all the quality assurance and standard officers from the ministry headquarters to the zones. Each district is expected to have at least five QASOs with each zone having one QASO.

Table 1

Establishment of Posts -2006

<i>Designation</i>	<i>Job group</i>	<i>A.E</i>
Director of quality assurance and standard	S	1
Senior deputy director QASOs	R	1
Deputy director QASOs	Q	10
Senior assistant director QASOs	P	11
Assistant director QASOs	N	80
Senior QASOs	M	714
QASOs 11/1	K/L	870
QASOs 11	S	5
QASOs 111	H	4
TOTAL		1969

Source MOE, 2006

Table 2 Staff Establishment for the Years 2009/2010

<i>year</i>	<i>HQ</i>	<i>Province</i>	<i>District</i>	<i>total</i>	<i>expected</i>	<i>shortfall</i>
2009	63	27	655	745	1850	1105
2010	66	22	633	721	1850	1129

Source MOE internal document, (2011) SAC MEQ 111

Increased enrolment in schools and attendant quality shortfalls led to the MOE emphasizing the recruitment of QASOs. The table above shows staffing trends in two years for which data was available, against a staffing establishment of 1850. As shown the department is understaffed by over 50%. This high level of staff shortage maybe attributed to the rapid creation of new districts. Lack of infrastructure, equipment and human resources issues may lead to frustration among serving officers who may migrate to other jobs.

2.5 Influence of Work Environment on the Level of Performance of Quality

Asuarance and Standard Officer

An environment is defined as factors that include both the outside agent of injury and other factors of the working environment like lighting, noise and temperature. It is known that some QASOs work under extremely difficult environment like the arid and semi-arid lands, which are remote and hostile, in war prone zones like Wajir, Mandera and Garrisa counties. This made some officers more exposed to hazards than others hence lowering their performance. And with their performance down the quality of education in those areas will be affected to.

If there is a hazard in the environment, there is always a possibility of an accident (Lewis 1920). Therefore the officer should be equipped to deal with the challenges at hand. A small token in the name of hardship allowance in the designated areas is offered and this cannot attract the highly trained personnel to oversee the education sector in the prone areas.

2.6 Frequency of Quality Assurance and Standard Officers' Visit to Schools

In Kenya, the following types of inspection are carried out: MOEST information handbook (1994).

Panel inspection- this involves a full diagnostic and situational analysis of the institution. This type of inspection is carried out with a view to examining the strengths and weakness or limitation of the institution while suggesting the types of intervention to be administered for the improvement of educational standards.

Subject based inspections- are specialized inspections carried out by the QASOs in their areas of subject specialization. These inspections are planned and prompted by the following factors;

- a) Performance trends in a particular subject in the national examination by school.
- b) Zone, district or province.
- c) The inspector's programme of work.
- d) Inquiring into teachers needs with a view of making suggestions for in service.
- e) Training INSET to be carried out by the quality development service.
- f) Monitoring visits to gather data and information about teaching and learning in

subject areas or another aspect of school life and provision made for it, for the purpose of producing a national review on practices and standard.

This type of visit is programmed by the National Subject Inspector at the Ministry of Education. Assess the interpretation and implementation of the curriculum.

Educational institutions registration inspection- this type of inspection is carried out upon the request of District Education Board DEB, MOEST Handbook.

Advisory inspection- this is a routine type of inspection where one or more inspectors visit a school and sample some aspects of the school. The frequency of this type of inspection depends on the number of schools in a district and the inspectors' programme of work.

Inspection of teachers- this includes assessment of teachers for promotion, appraisal of competence, grading of pre service teachers in final teaching practice. The frequency of such inspections depends on the need.

Block inspections- this inspection is carried out as a block covering all or most schools in a given district e.g. primary schools, secondary schools etc. it is usually organized at national level with inspectors drawn from all over the country.

Mass inspection- is for a specific purpose e.g. schools awards to determine to what extent recommendations have been implemented.

Table 3 School Assessment Visits by QASO

Primary schools	818	5715	11663	14011	36224
Secondary schools	-	535	2732	2805	7021

Source: MOE internal document 2011

One of the outstanding achievements of the QASO is the expansion of school assessment activities. There has been an increase in the number of visits. Since 2006 the number of schools assessed has shown an upward trend which may be attributed to streamlined administrative producers including monitoring activities.

2.7 Summary of Reviewed Literature and Analysis of Knowledge Gap

The literature in this chapter has addressed the role of quality assurance and standard officers in education quality control; literature has also been reviewed on the types of inspection and the frequency, preparedness of quality assurance and standards officers to enhance quality education and also effects of staffing levels on the performance of quality assurance and standard officers.

According to Akinyi (2006), the quality assurance and standards officers are required to know and understand the goals and objectives of education better so as to provide effective leadership in curriculum implementation. To do this the quality assurance officers need to have superior knowledge of the curriculum. This calls for pre service and in service training to improve their capacity to perform.

It has emerged that improving quality of education is the most important task facing

any educational institution and quality assurance and standards officers are charged with the responsibility of ensuring this quality. Guidelines for Quality Assurance and Standards Assessment of Schools in Kenya in October 2010. The guide is supposed to be used by QASOs in determining the quality of education in our schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter dealt with the research design, the population of the study, the sample size and sampling technique, description of data collection and instruments, validity and reliability of instruments, methods of data collection, data analysis and the ethical considerations.

3.1 Research Design

Orodho (2003) defined research design as the scheme, outline or plan that is used to generate answers to research problems. This study adopted a descriptive survey design to describe the state of affairs as it exists. Orodho (2003)0, defined descriptive survey as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. According to Kothari (2004), decisions regarding what, where, how much, when, by what means, concerning an inquiry or research study constitute research design. Kombo and Tromp (2006), stated that the major purpose of descriptive research is description of the state of affairs as is exist. It further involved data collection, analysis, comparison and interpretation of the same.

Descriptive survey as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals was used. The descriptive research design was chosen to allow the researcher capture views on the role of quality assurance and standard officers on quality of education. The design was suitable because views were collected from a group of people without manipulating variables. Coopers and Emory (1995), highly recommends this type of research design where several respondents give answers to specific questions at one point in time survey. The design

was also suitable for this study since it allowed the researcher to gather well organized information on a particular problem, summarize, present and interpret for the purpose of clarification.

The study adopted a descriptive survey design the target population was 20 QASO, teachers and principals in Nairobi County

3.2 Population of the Study

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or objects having common observable characteristics. According to Kombo and Tromp (2006), a population is a group of individuals, objects or items from which samples are taken for measurement.

3.3 Description of Sample Size and Sampling Techniques

Sommer (1996) defined sample as the small group selected for testing. Borg(1996) said that sampling is a research technique used for selecting a given number of subjects from a target population as a representative of that population. The researcher used 30% of the target population to avoid having a very small sample that may not be representative.

There are a total of 1873 teachers in Nairobi County and therefore the researcher sampled of 562 of them representing 30% of the target population.

There are 20 QASO's in the County and according to Mugenda and Mugenda (1999), where the target population is very small, selecting a sample is meaningless and taking the whole population in such case is advisable.

The researcher applied stratified sampling procedures to select the schools that formed the sample. There are 85 secondary schools in Nairobi County therefore, 30% of

principals this made a total of 26 principals. Stratified random sampling technique was used in selecting the respondents because the technique ensured that the population was adequately represented in Nairobi County.

3.4 Description of Data Collection Instruments

The study instruments included both questionnaire and an interview schedule. Moore (1983) observed that, questionnaires gave detailed answers to complex problems and they are most effective for use in surveys. Mugenda and Mugenda (1999) observed that the use of questionnaires is a popular method for data collection in education because of the relative ease and at cost effectiveness with which they are constructed and administered to large samples.

In this study, three questionnaires were used; questionnaire for QASO, principal and teachers. Some items were open ended while others were closed-ended. The questionnaire consisted of two parts. The section A of the questionnaire had demographic information of the respondents. Section B of the questionnaire provided questions intended to examine the role of QASO in enhancing quality education, preparedness of quality assurance and standard officers in enhancing quality education, administrative factors that affect the level of performance of quality assurance and standard officers, effects of staffing levels on the performance of quality assurance and standard officers, influence of work environment on the level of performance of quality assurance and standard officers and frequency of quality and standard officers visit to schools.

The researcher used questionnaire since they are simple to formulate and economical to use in terms of time and money.

There were three instruments; teachers' questionnaires, head teachers questionnaires

and QASO questionnaires.

3.5 Validity and Reliability of Instruments

According to Borg and Gail (1989), validity is the degree to which a test measures what is intended to measure. Validity dealt with accuracy of a test or a research instrument. The researcher ensured that questionnaire were in order to collect the opinions and views of the respondents.

Experts in the field were also consulted to provide expertise to establish content validity and assess the relevance of the instruments for the study.

Realibility according to Wiersma (1985) refers to the consistency of the instruments in measuring whatever it measures. There exist several procedures developed to establish reliability. In this study, the split-half technique was used and then correlated using the Pearson product moment correlation co- efficient formula, which correlates data based on interval or ratio scales of measurements,(Coolican, 1994) is stated as follows:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum(X)^2 - (\sum X)^2][N\sum(Y)^2 - (\sum Y)^2]}}$$

At correlation co- efficient index of 0.70, the instruments was considered reliable (Coolican, 1994). The questionnaires were administered to the respondents in the pilot study and correlated to test their reliability.

3.6 Data Collection Procedures

Authority to collect data was sought from the College. Collection of data was through visits to respective schools. The researcher distributed the questionnaires to the respondents. The researcher assured the respondents that responses were to be treated with confidentiality.

3.7 Data Analysis Techniques

Analysis of data started with checking gathered raw data for accuracy, usefulness and completeness. Data was then coded and entered into the computer to be processed using Statistical Package for Social Science(SPSS) computer program for windows, from which descriptive statistics were derived to be used to answer the research questions. Different items that answer the research questions were grouped together and discussed together. Data was presented by use of tables, pie charts and bar graphs.

3.8 Ethical Considerations

With prior permission from the principals of the selected schools in Nairobi County, the researcher explained to the respondents the aim of the study. The respondents were assured of privacy and confidentiality since no respondents name was put down. The researcher observed ethical conduct by respecting the responds and seeing that their rights were not violated. And again the study was guided by the following research ethics: the researcher got legal authority from Marist International University College, Constituent College of Catholic University of Eastern Africa. To avoid plagiarism the researcher acknowledged all the authors of the works that have been cited and designed.

CHAPTER FOUR

PRESENTATION, INTERPREATION AND DISCUSSION OF THE FINDINGS

The main objective of the study was to find out the role of QASOs in enhancing quality education in secondary schools in Nairobi County, Kenya. This chapter descriptively analyzed data gathered using the questionnaires. The chapter explained and presented data frequency and percentages using cross tabulation tables and charts.

4.1 Response Rate

To determine the total number of the respondents who participated in the study, analysis of the response rate was conducted as shown in Table 4.1.

Table 4.1 Analysis of the Response Rate

<i>Respondents Category</i>	<i>Sample Size</i>	<i>Response Rate</i>	<i>Non Response Frequency</i>	<i>Response Percentage</i>	<i>Non-Response Percentage</i>
QASOs	20	16	4	80%	20%
Teachers	40	25	15	62%	38%
School Principals	26	24	2	92%	7%
Total	86	65	29	76%	24%

The table 4.1 presents that the response rate of all the respondents who participated in the study. As can be observed in the table 4.1, the response rate of QASO officials was 80%, followed by school principals with a response rate of 92% and finally the teachers with a

response rate of 62%. The response of over 50% in each of the respondents' category facilitated towards gathering sufficient data that could be generalized to reflect the opinions of respondents on the role of QASOs in enhancing quality education in Nairobi County, Kenya. This was in tandem with Dempsey (2003) that a response rate above 30% of the total sample size contributes towards gathering of sufficient data that could be generalized to represent the opinions of respondents in the target population on the sought study problem.

4.2 Demographic Information

On the respondents' personal information, the findings were as follows;

4.2.1 Gender of the QASO Officials.

The respondent who participated in the study was required to state their gender. On gender the analysis was as follows;

Table 4.1 Gender of the Respondents

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	44	51%
Female	42	49%
Total	86	100%

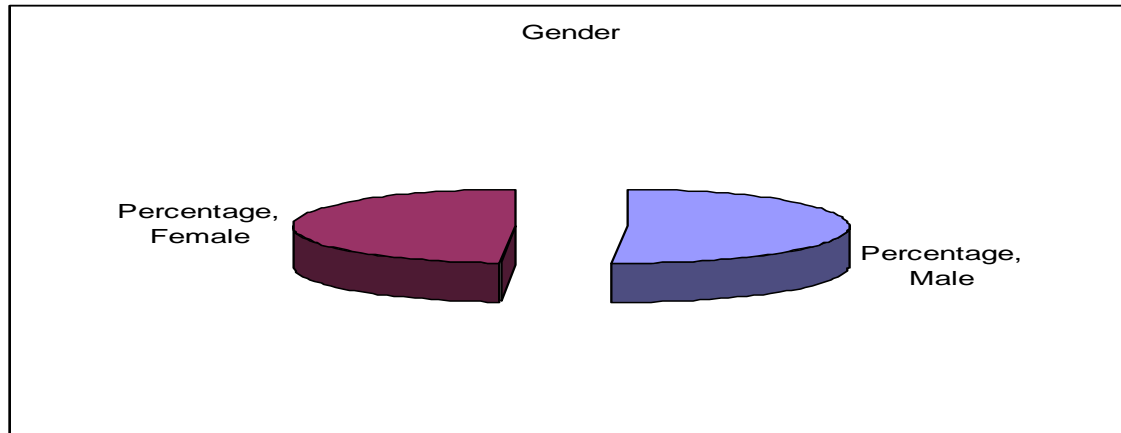


Figure 4.1 Gender

Table 4.2 and Figure 4.1 present that majority 51% of the respondents were males and 49% were females. This demonstrates that both genders were almost equally represented.

4.2.2 Age of the Respondents

Table 4.2 Age of the Respondents

<i>Age Category</i>	<i>Frequency</i>	<i>Percentage</i>
20-30Yrs	9	11%
31-40 Yrs	22	25%
41-50 Yrs	44	51%
51-60 Yrs	11	13%
Total	86	100%

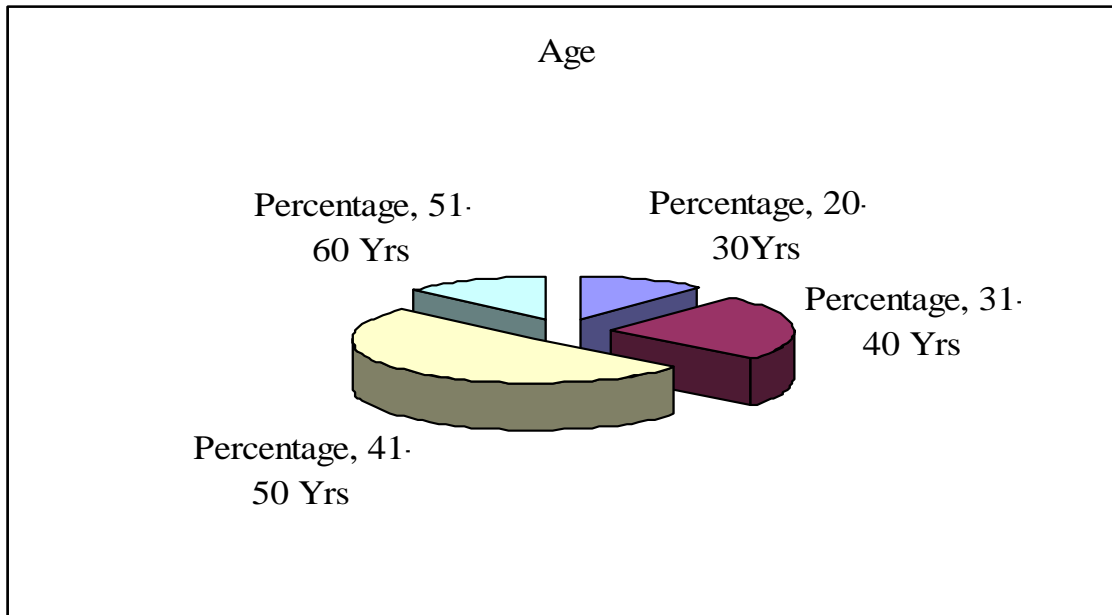


Figure 4.2 Age of the Respondents

Table 4.3 and Figure 4.2 present that majority 51% of the respondents were in the age category of 41-50 years, 25% 35-40 years, 13% 51-60 years and 11% 20-30 years. This demonstrates that both genders were almost equally represented.

4.2.3 Highest Education Level of the Teachers

Table 4.3 Highest Education Level

<i>Education Level</i>	<i>Frequency</i>	<i>Percentage</i>
Untrained Teacher	14	16%
Diploma	44	51%
Degree	20	23%
Post Graduate	8	10%
Total	86	100%

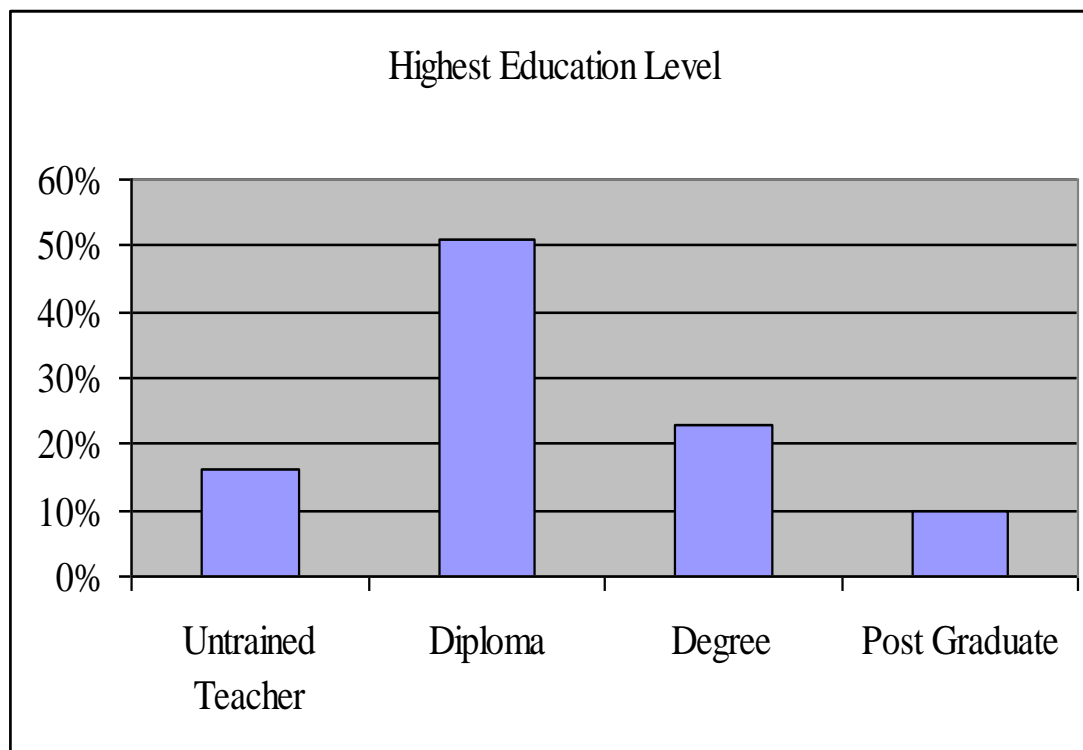


Figure 4.3 Highest Education Level

Table 4.4 and Figure 4.3 presents that majority 51% of the respondents had diplomas in education, 23% had degrees, 16% were untrained teachers and 10% had post graduate education level. This an indication that they were in a position to deliver quality education with the help of QASOs.

4.2.4 Grade of School Principals

Table 4.4 Grade of School Principal

<i>Grade</i>	<i>Frequency</i>	<i>Percentage</i>
Principal	7	44%
Chief Principal	5	31%
Senior Principal	4	25%
Total	16	100%

Figure 4.4 Grade of School Principal

Table 4.5 and Figure 4.4 presents that majority 44% of the principals were principal, 31% were chief principals and 25% were senior principals.

The study revealed that there is need for more teachers and head teachers to enroll for degree programmes in order to enhance the pedagogical skills which would be reflected on pupil's academic performance in schools. The government should also provide partial scholarships for teachers whose performance in class is excellent and facilitate the provision of mature entry loans and bursaries to pull more teachers to further their studies.

4.3.5 Working Experience

Table 4.5 Working Experience

<i>Working Experience</i>	<i>Frequency</i>	<i>Percentage</i>
Less than 5Yrs	5	6%
6-10 Yrs	26	30%
11-15Yrs	44	51%
16 Yrs and above	11	13%
Total	86	100%

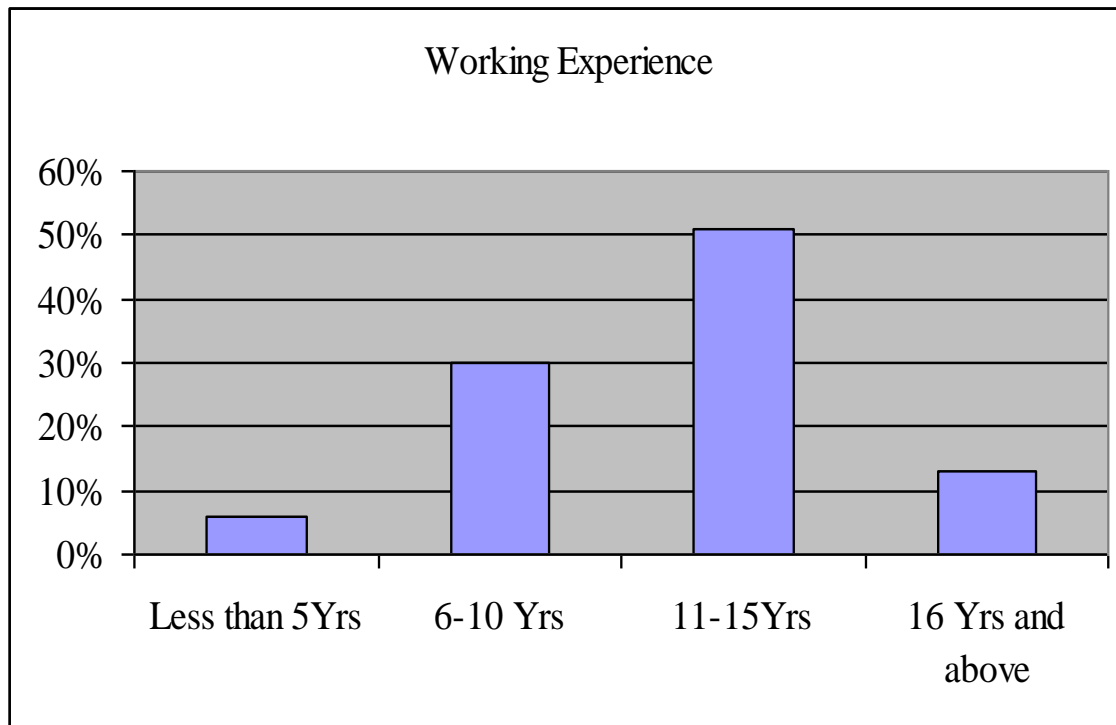


Figure 4.5 Working Experience

Table 4.6 and figure 4.5 presents that majority 51% of the respondents had a working experience of 11-15 years 30% had a working experience of 6-10 years,13% had a working experience of 16 years and above and 6% had a working experience of less than 5 years. This an indication that majority of both teacher, principal and QASOs had over 5 year experience which implied that the response given were from experience respondent and a group that had interacted with QASOs at all level or at one point they have worked with them.

4.3 To Determine the Role Played by QASOs in School Inspection

Table 4.6 Assisting Teachers in Curriculum Implementation

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	12	75%
No	4	25%
Total	16	100%

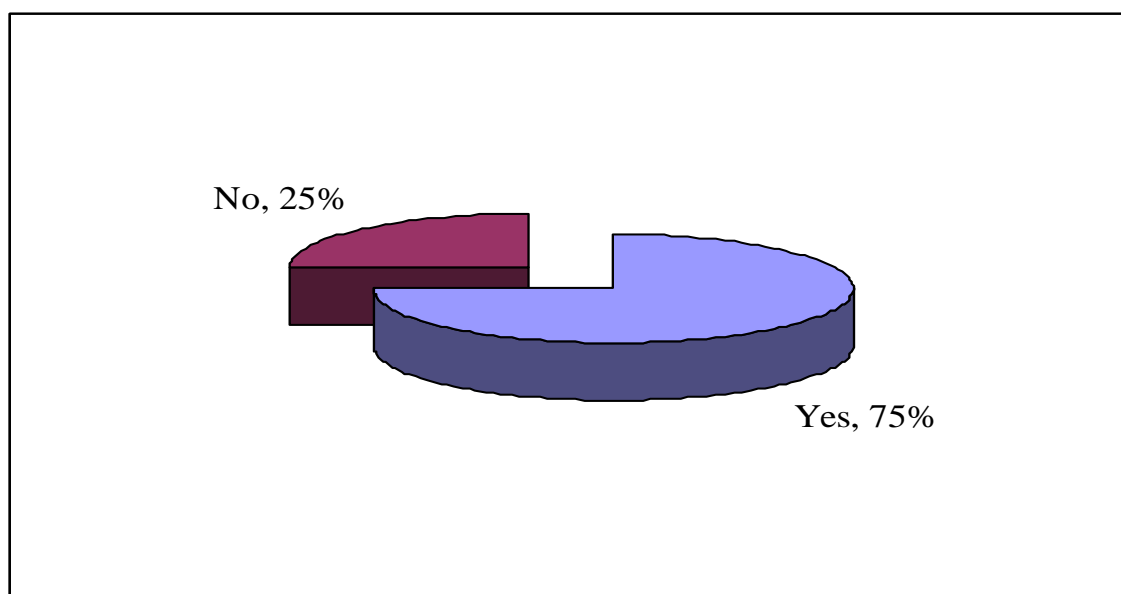


Figure 4.6 Assisting Teachers in Curriculum Implementation

Table 4.7 and figure 4.6 presents that majority 75% of the QASO officials expressed that they assisted teachers in curriculum implementation and 25% indicated that they did not assist teachers in curriculum implementation.

Table 4.7 QASO Assist Teachers on Quality of Education

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	15	62%
No	10	38%
Total	25	100%

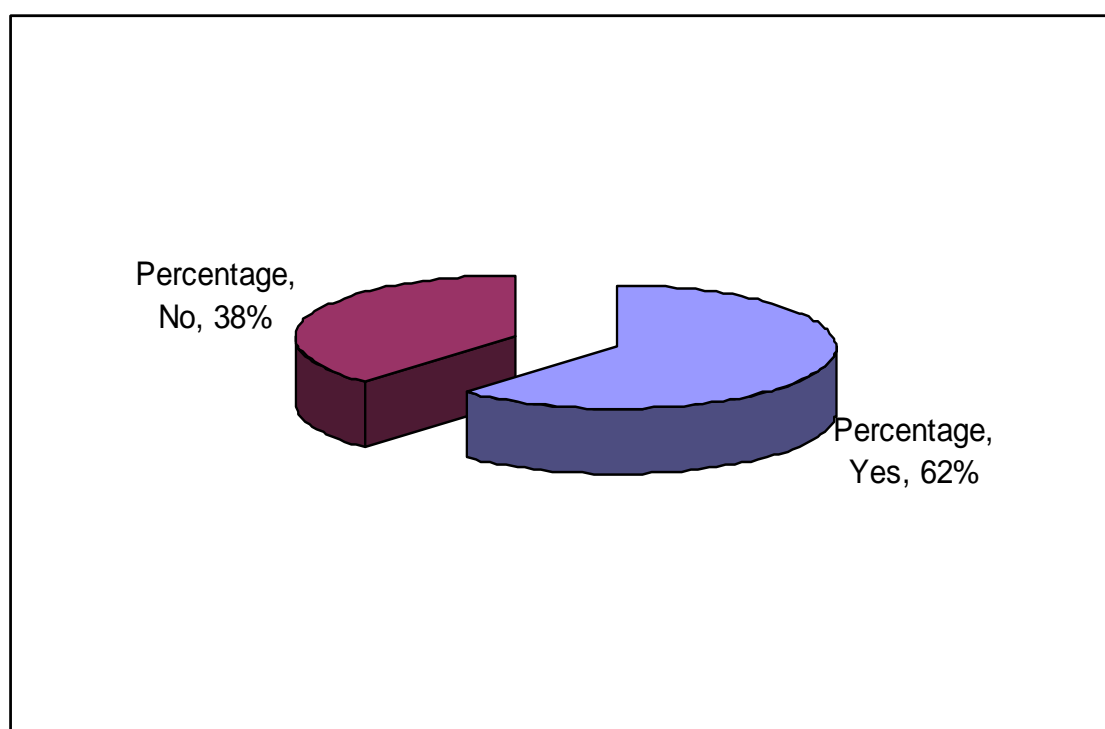
**Figure 4.7 QASO Assist Teachers on Quality of Education**

Table 4.8 and figure 4.7 presents that majority 62% of teachers expressed that QASO officials assisted teachers in enhancing quality of education and 34% indicated that QASO officials did not assist teachers in enhancing quality of education.

Table 4.8 QASO Advice Staff on Curriculum

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	12	75%
No	4	25%
Total	16	100%

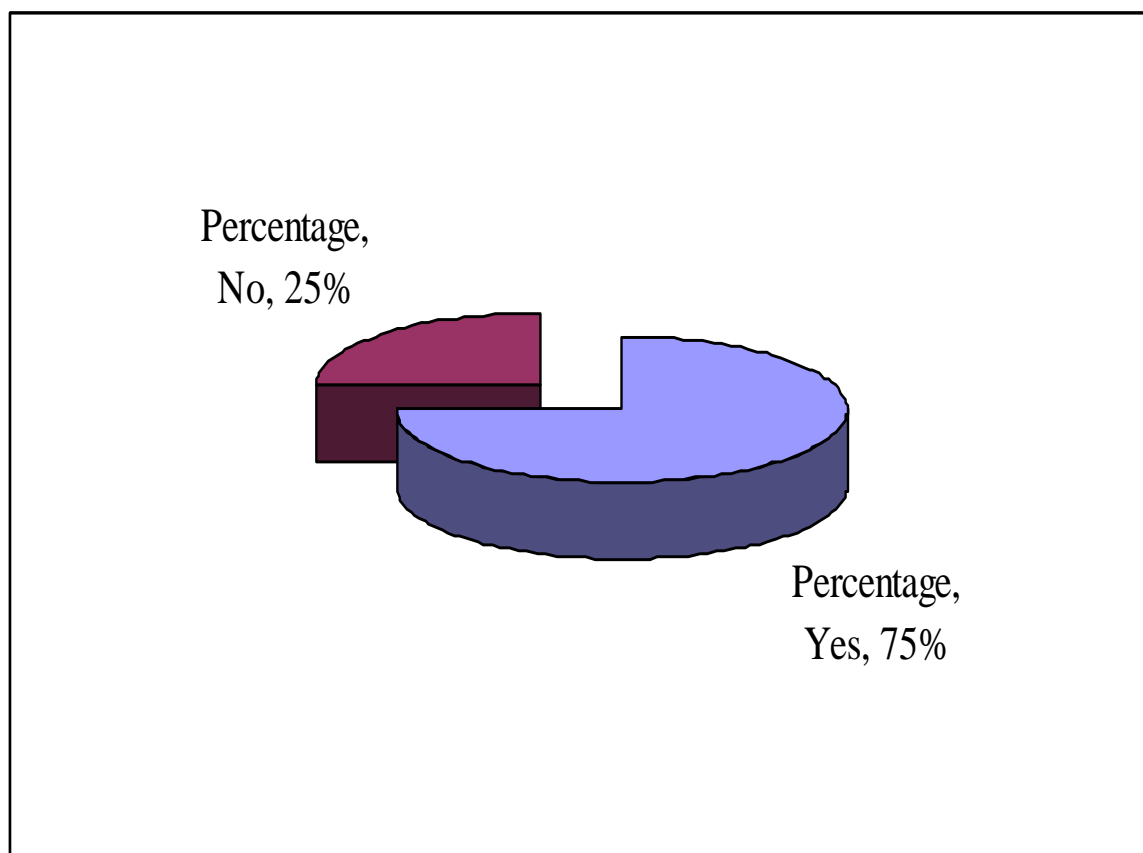
**Figure 4.8 QASO Advice Staff on Curriculum**

Table 4.9 and figure 4.8 presents that majority 75% of schools principals expressed that QASO officials advised the staff concerning the relevant curriculum for the school and 25% of the school principals indicated that QASO officials did not advise the staff

concerning the relevant curriculum for the school.

Table 4.9 QASO assist teachers in Enhancing Quality Education

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	10	63%
No	6	37%
Total	16	100%

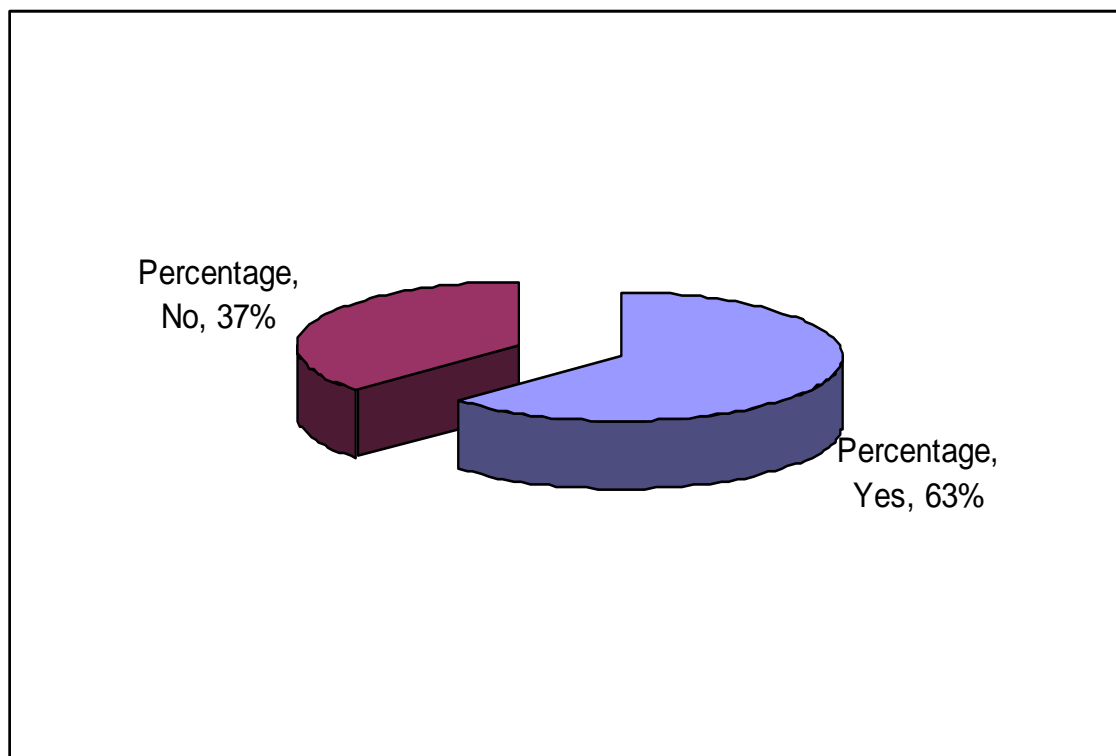


Figure 4.9 QASO assist teachers in Enhancing Quality Education

Table 4.10 and figure 4.9 presents that majority 63% of the school principals expressed that QASO officials assisted teachers in enhancing quality of education and 37% indicated that QASO officials did not assist teachers in enhancing quality of education.

According to Mwiria and Wamahiu (1995) and the Ministry of Education, the role of QASOs included: development and implementation of the curriculum, gathering data on number of school. According to Farrant (1980), Olempo and Cameroon(1992) the role of QASOs are dual; the first of these is to act as administrative inspectors with the purpose of ensuring that the educational systems work efficiently and the standards are maintained. The second major role is to improve the performance of teacher by offering professional encouragement, guidance and counselling and by seeing to it that they get whatever in-service training they need to do their jobs effectively. Further they stated that the QASOs function was to see what to assess in schools as a whole and in classroom in particular. The QASOs is there to observe children learning and teacher in the classroom. When necessary they advised the principal on how to do their job in a better way.

The finding that supervisory roles of QASOs is yielding positive results in the study locale is indeed in tandem with the mission and vision of the DQAS standards in Kenya. According to ‘Kenya position paper’ UNESCO (2004), the mission and vision statement of this department shows clearly that the DQAS is a very central department in the provision of quality assurance in education. It further stated that the legality of the department of quality assurance and standards is stimulated in the education act chapter 211 section 18 of the laws of Kenya. The mission is ‘establishing, maintaining and improving education standards and the vision is’ to provide quality assurance to all education stakeholders and to create the operational climate for the public to evaluate the performance of the QASOs as an institution.

4.5 To Determine the Preparedness of QASOs in Enhancing Quality Education

Table 4.10 *Trained as a QASO*

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	12	75%
No	4	25%
Total	16	100%

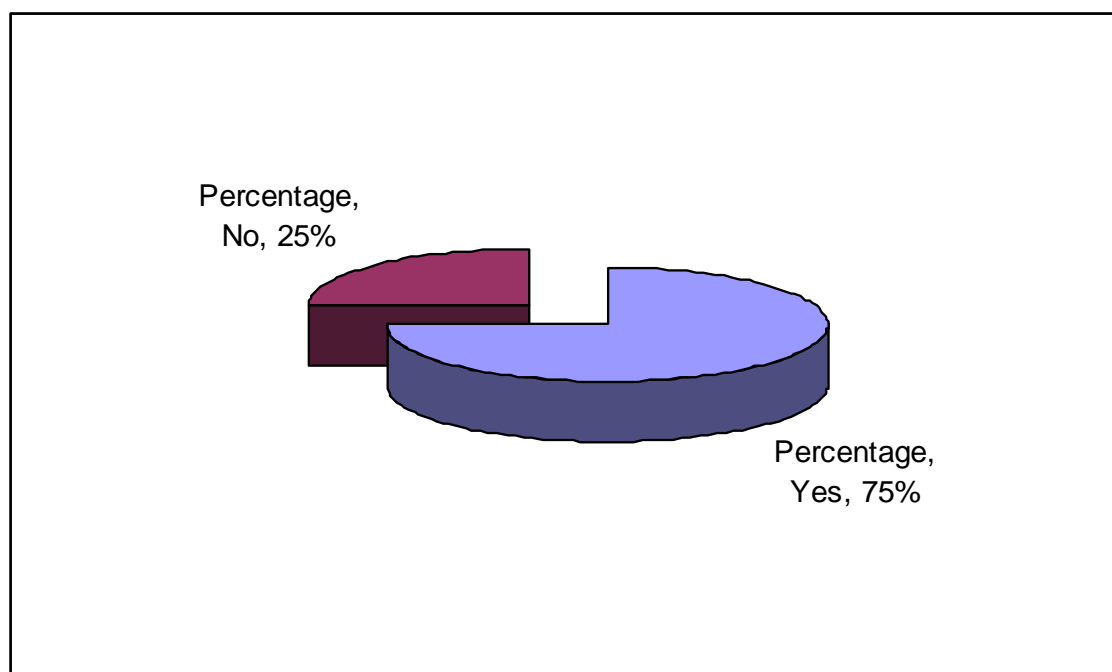


Figure 4. 10 *Trained as a QASO*

Table 4.11 and figure 4.10 presents that majority 75% of the QASO officials indicated that they were trained and 25% indicated that they were not trained and were challenged by lack of training in the area of quality assurance.

Table 4.11 Organizing In-Service Courses

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	19	75%
No	6	25%
Total	25	100%

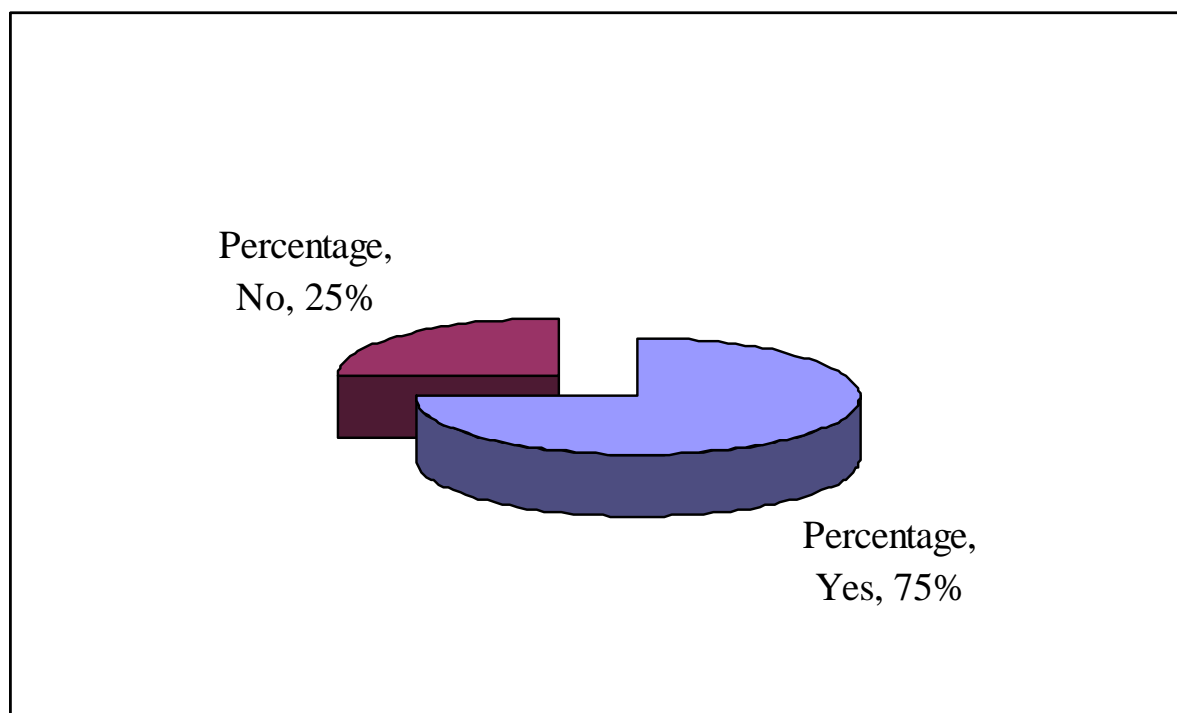
**Figure 4.11 Organizing In-Service Courses**

Table 4.12 and figure 4.11 show that majority 75% of teachers indicated that QASOs organized in-service courses for teachers in their districts and 25% indicated that QASOs did not organize in-service courses for teachers in their districts.

Table 4.12 QASO Organize induction Seminars

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	16	63%
No	9	37%
Total	25	100%

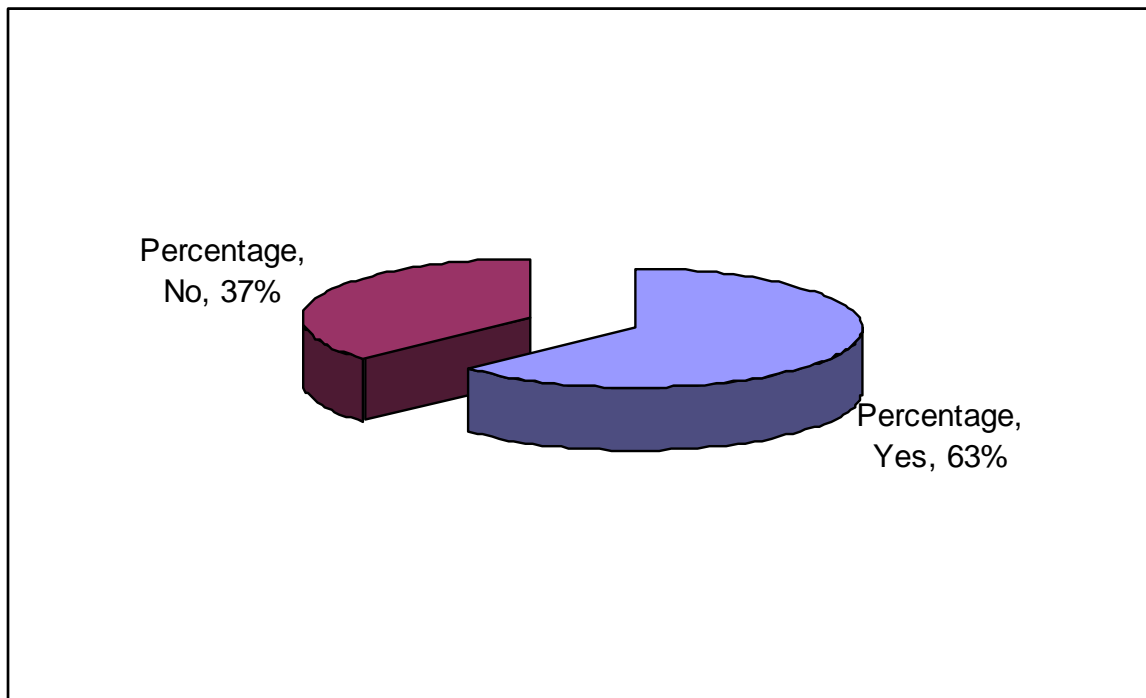
**Figure 4.12 QASO Organize induction Seminars**

Table 4.13 and figure 4.12 show that majority 63% of the school principals indicated that QASOs organized seminars for them when they were appointed as head teachers and 37% indicated that QASOs did not organize seminars for them when they were appointed as head teachers.

Table 4.13 QASO Recommend Teachers Seminars and Workshops

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	12	75%
No	4	25%
Total	16	100%

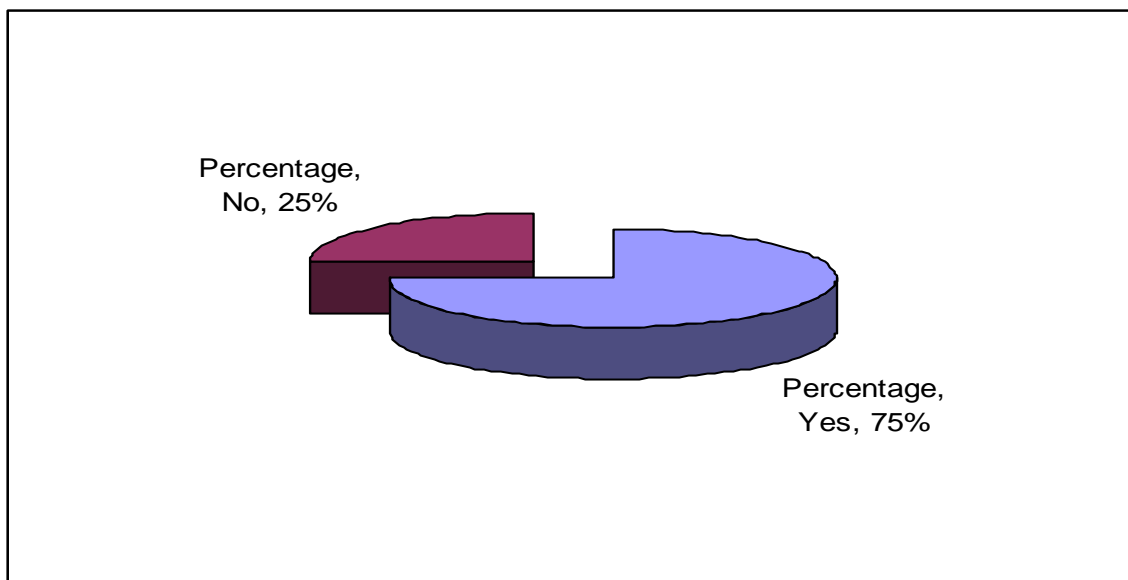
**Figure 4.13 QASO Recommend Teachers Seminars and Workshops**

Table 4.14 and figure 4.13 show that majority 75% of the school principals indicated that QASOs recommend teachers for seminars and workshops for teachers and 25% indicated that QASOs did not recommend teachers for seminars and workshops for teachers.

According to Farrant (1980) the role of QASOs is to improve the performance of teachers by offering professional encouragement, guidance and counselling and by seeing to it that they get whatever in-service training, various teachers support service and such educational resources as the teacher might find it difficult to obtain on their own. It

implies that they were of great benefit to the teacher on the other hand principals benefits from QASOs in that they are advised on how to do their work better. According to Farrant (1980) the teachers also benefitted from the in –service training organized by QASOs.

Guskey (2003), noted that the teachers and head teachers need continued professional development in order to maintain and upgrade their skills. Heidenman, (1990) also found that head teacher and teacher who attended workshops and seminars on their administrative roles improved their performance significantly, such teachers have better understanding of the school and this enhances public recognition that the school is basically in the right track.

4.5 To Establish the Administrative Factors that Affects the Level of Performance of QASOs

Table 4.14 Response on Inspection

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	13	81%
No	3	9%
Total	16	100%

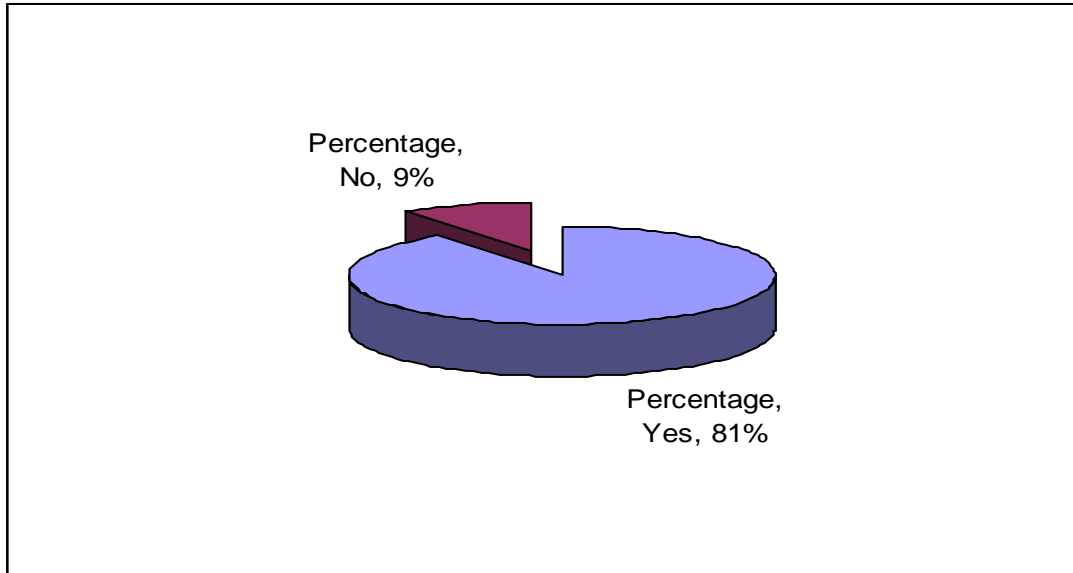


Figure 4.14 Response on Inspection

Table 4.15 and figure 4.14 show that majority 81% of the QASO officials indicated that they received response on inspection from MOE or DEO and 9% indicated that they did not receive any response on inspection from MOE or DEO.

Table 4.15 Extent of Implementation of Inspection Report Recommendations

	<i>Always</i>	<i>Often</i>	<i>Rarely</i>	<i>Not at all</i>
Teachers	10%	20%	30%	40%
Principals	5%	25%	40%	30%
DEO	10%	15%	33%	42%
MOE	6%	24%	32%	38%

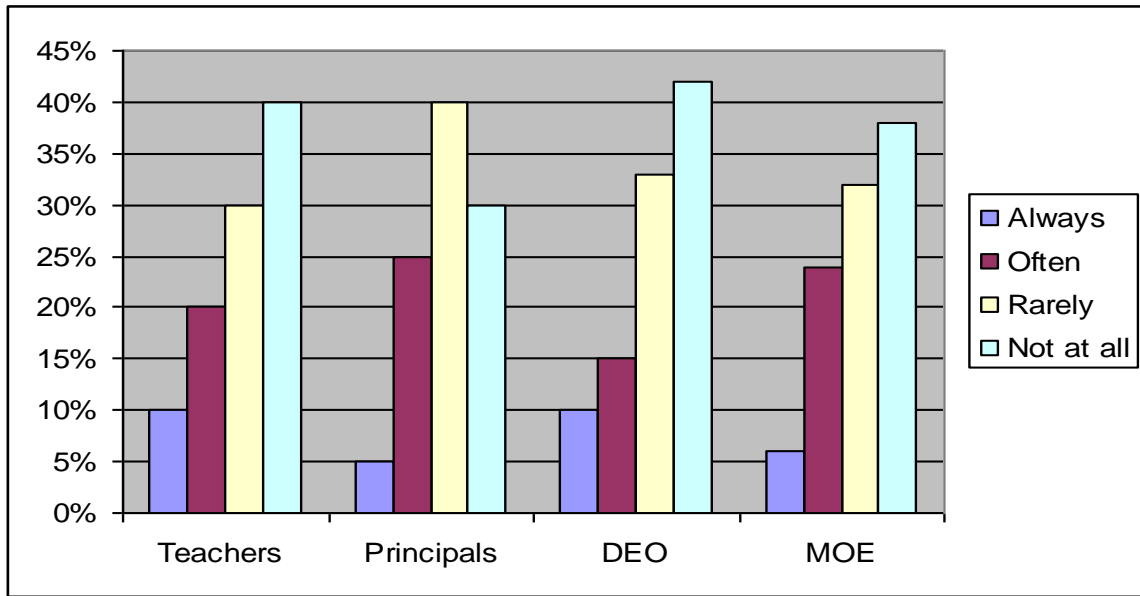


Figure 15 Extent of Implementation of Inspection Report Recommendations

Table 4.16 and figure 4.15 show that majority 40% of the teachers did not at all implement recommendation made by inspection report, 42% of the DEOs, 38% of MOE and 30% of the principals. Those who rarely implemented are 40% of the principals, 30% of the teachers, 33% of the DEOs and 32% of MOEs. Those who often implemented were 25% of the principals, 20% of the teachers, 15% of the DEOs and 24% of MOEs. Those who always implemented were 5% of the principals, 10% of the teachers, 10% of the DEOs and 6% of MOEs.

Table 4.16 Implementation of Inspection Recommendations

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	7	29%
No	18	71%
Total	25	100%

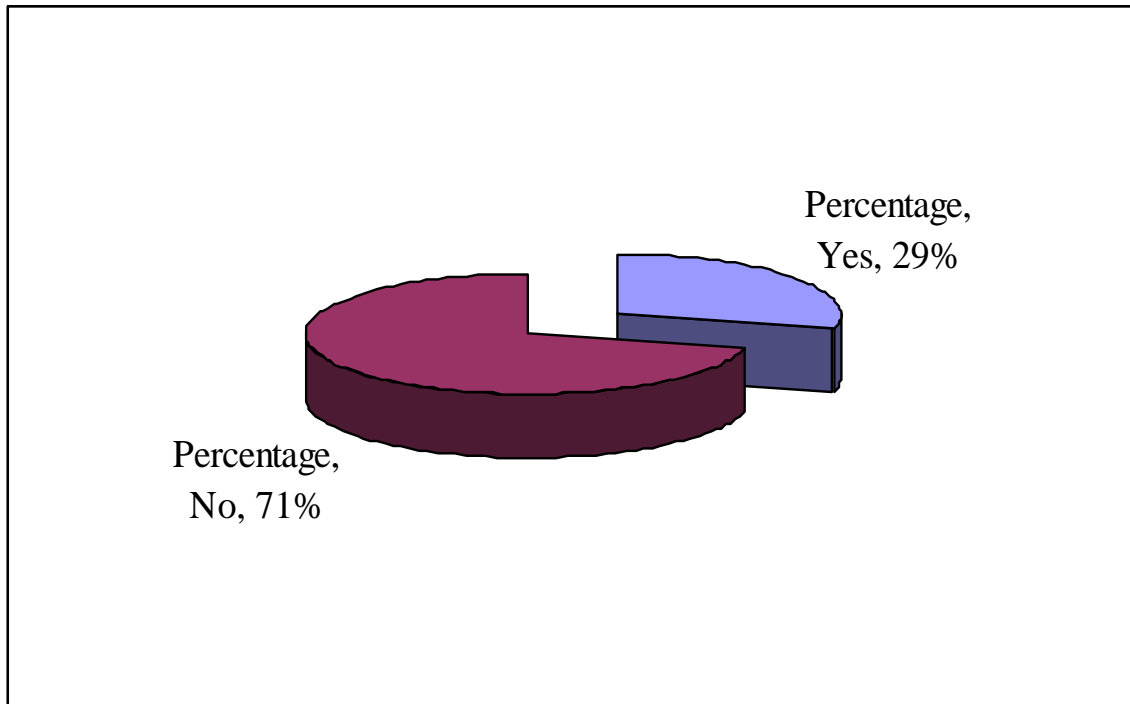


Figure 16 Implementation of Inspection Recommendations

Table 4.17 and figure 4.16 show that majority 79% of the teachers indicated that their school did not implement all inspection recommendation that are geared towards effective teaching and learning and only 29% indicated that their schools implement all inspection recommendation that are geared towards effective teaching and learning.

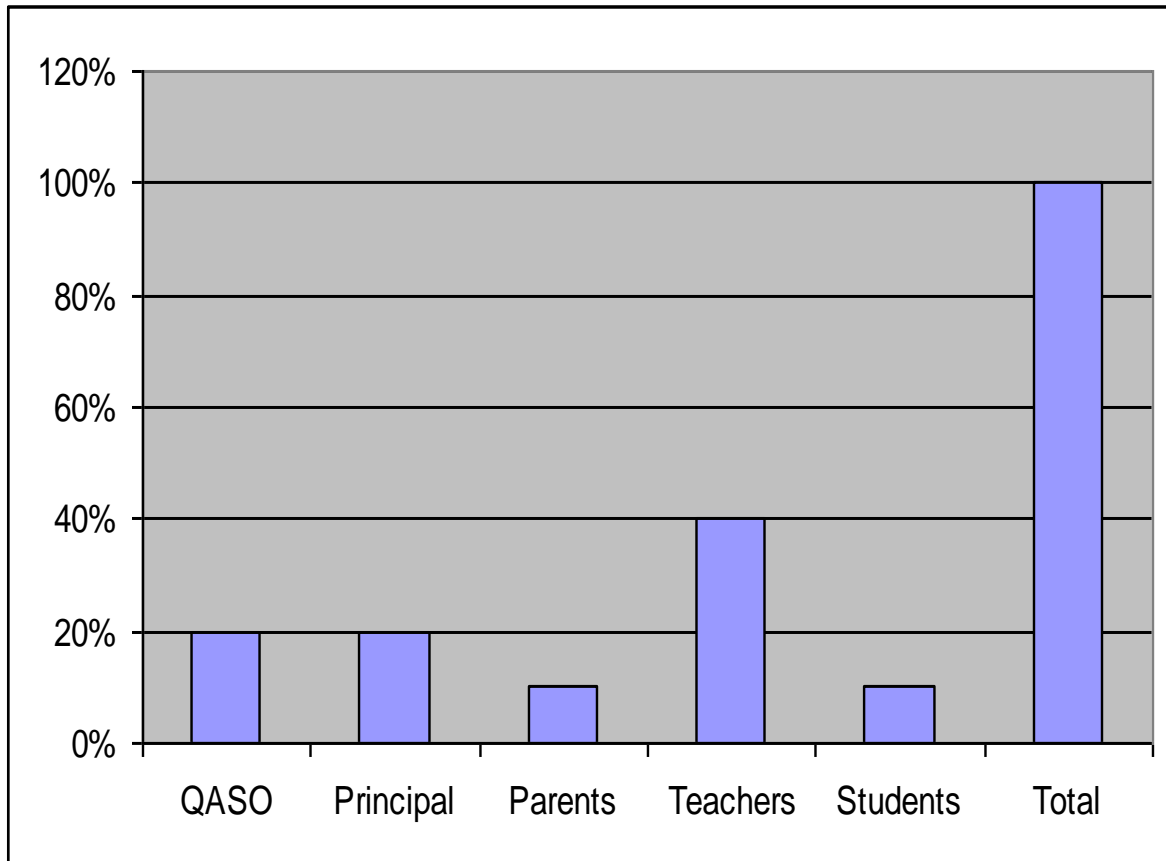


Figure 17 Ranking Contribution to Quality of Education in Schools

Figure 4.17 show that teachers were ranked to have the highest contribution to quality of education in schools which was 40%, then QASO 20%, Principal 20%, parents 10% and students 10%.

Table 4.17 Supervision after Inspectors Recommendations

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	12	75%
No	4	25%
Total	16	100%

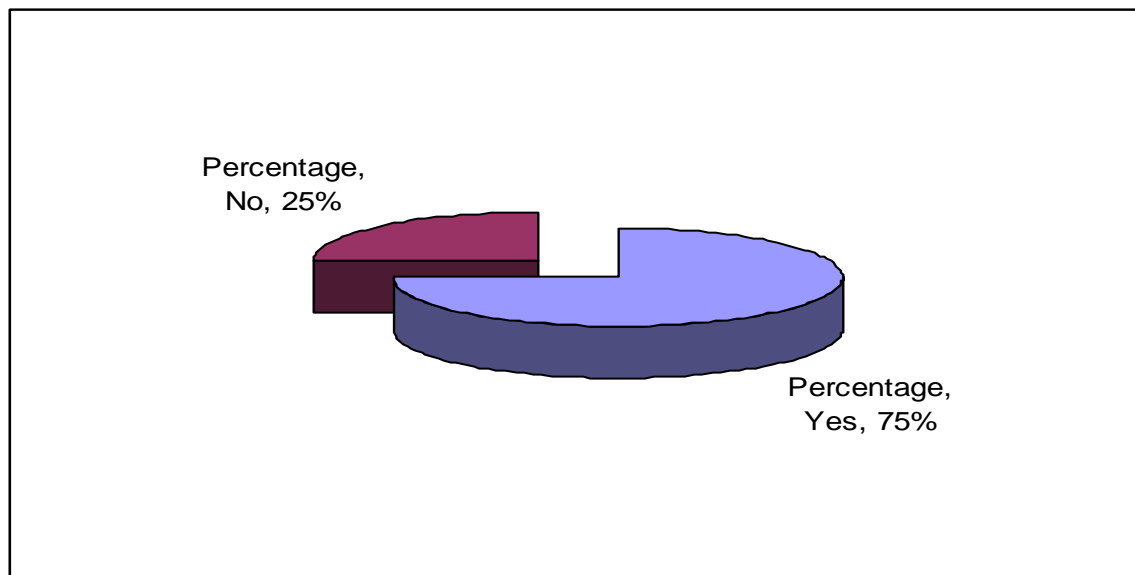
**Figure 4.18 Supervision after Inspectors Recommendations**

Table 4.18 and figure 4.18 show that majority 75% of the school principals indicated that they made follow up supervision after inspectors recommendations and 25% indicated that they did not make follow up supervision after inspectors recommendations. However all of the school principals indicated that quality assurance services helped head teachers to perform their management duties more effectively. A UNESCO report on the ‘Status of teachers in Pakistan’, published in October 2003, pointed out that non transparent appointment practices, politicization, poor management, lack of transport and security are

amongst the major problems that are faced by teachers. Koontz and Wehrich (1998), defined leadership as influence, that is, the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals.

4.6 Effects of Staffing Levels on the Performance of Quality Assurance and Standard Officers

Table 4.18 *Number of QASO Service Country*

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	2	12%
No	14	88%
Total	16	100%

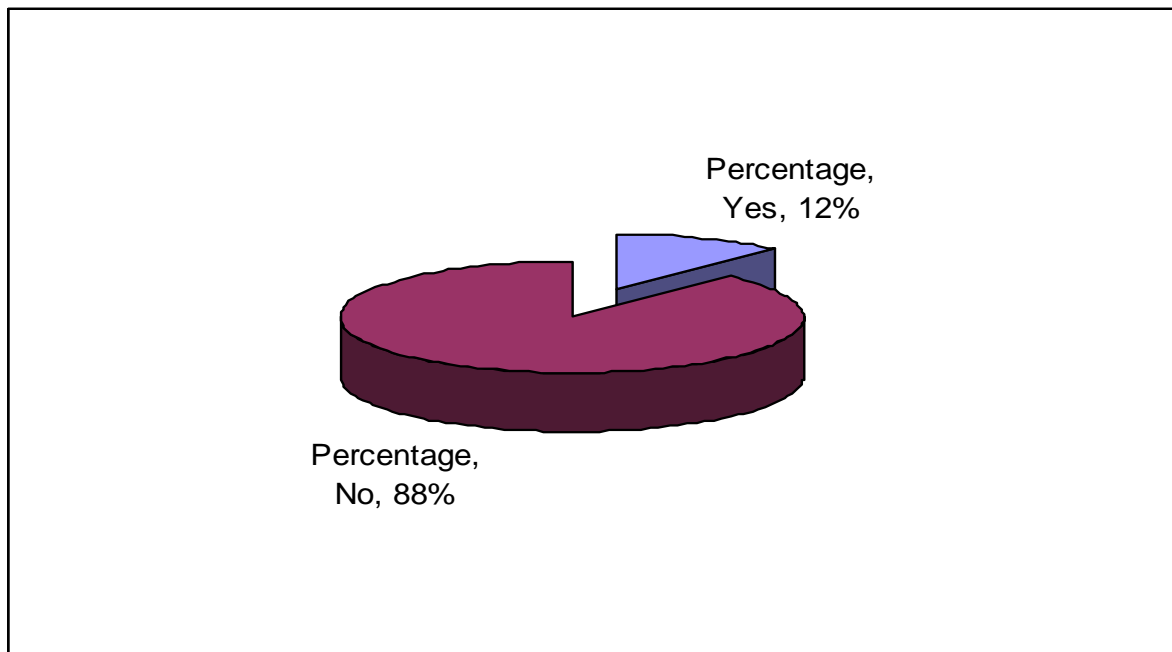


Figure 4.19 *Number of QASO Service Country*

Table 4.19 and figure 4.19 show that majority 88% of QASO officials indicated that the number of QASO officials servicing the country was inadequate and only 12% of QASO officials who indicated that the number was adequate.

Table 4.19 *Number of Teachers*

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	4	14%
No	21	86%
Total	25	100%

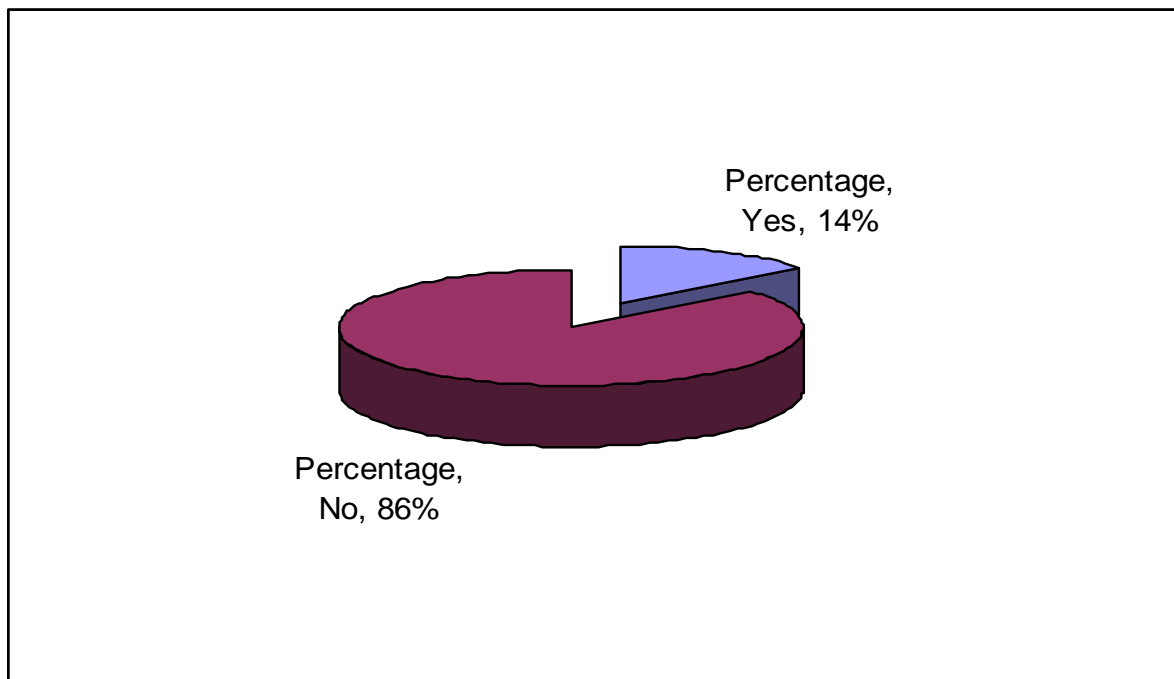


Figure 20 *Number of Teachers*

Table 4.20 and figure 4.20 illustrate that majority 86 % of teachers indicated that there were not enough teachers in their schools and only 14% of the teachers expressed that

staff shortage was a major problem. According to Onasanya (2011) the number of professional trained supervisors and teachers are inadequate to meet the needs for effective supervision.

4.8 Influence of Work Environment on the Level of Performance of Quality

Assurance and Standard Officers

Table 4.20 QASO Officials Environment Problems

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Lack of transport	4	25%
Road network	6	37%
Distance between schools	2	13%
Bad weather	4	25%
Total	16	100%

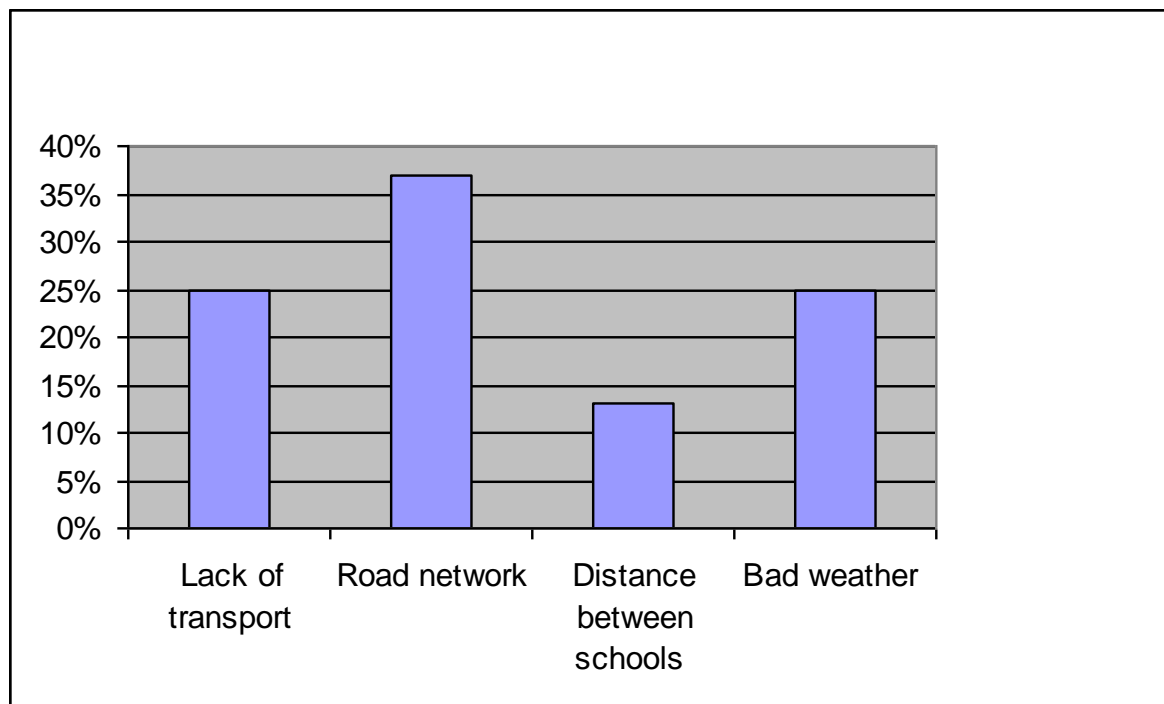


Figure 21: QASO Officials Environment Problems

Table 4.21 and figure 4.21 shows that majority 37% of QASO officials indicated that their major environment problems was road network, 25% of QASO officials indicated that their major environment problems were lack of transport and bad weather respectively and lastly 13% of QASO officials indicated that their major environment problem was distance between schools.

Table 4.21 QASO Help Teachers Improve Work Environment

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	21	86%
No	4	14%
Total	25	100%

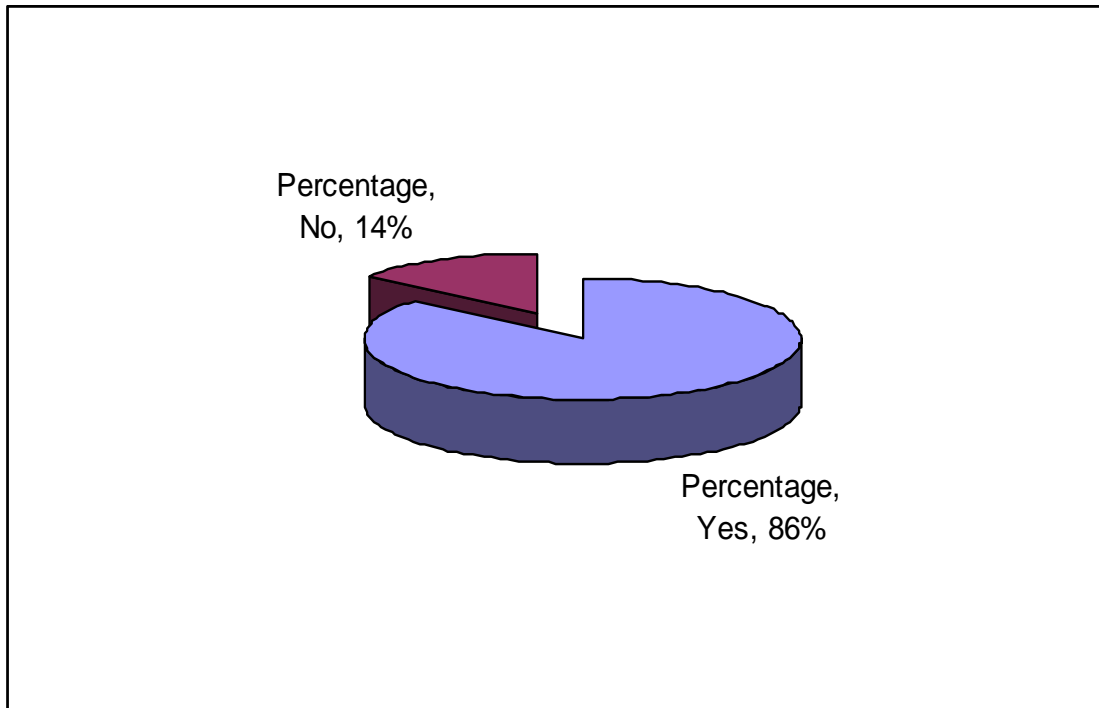


Figure 22 QASO Help Teachers Improve Work Environment

Table 4.22 and figure 4.22 show that majority 86% of teachers indicated that QASO officials helped teachers to improve on their working environment and 14% indicated that they did not help teachers to improve on their working environment.

Table 4.22 QASOS Foster Suitable Climate

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	10	63%
No	6	37%
Total	16	100%

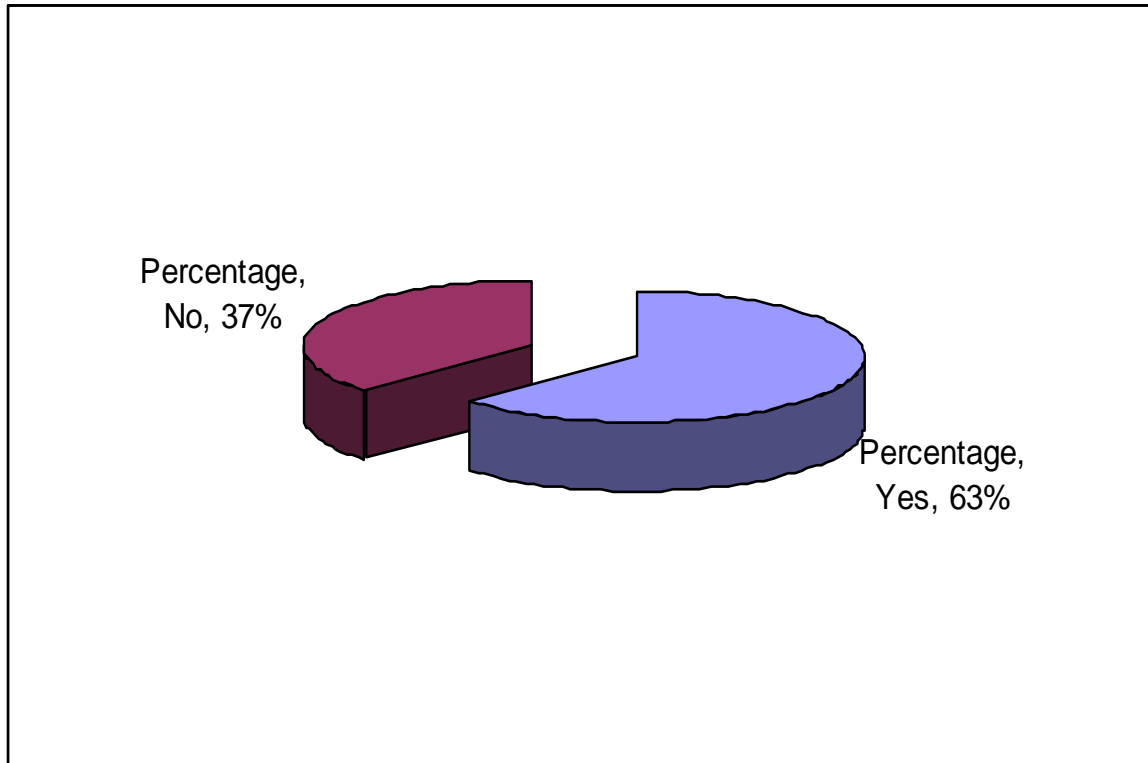


Figure 4.23: QASOS Foster Suitable Climate

Table 4.23 and figure 4.23 show that majority 63% of school principals indicated that QASO officials QASOs foster suitable climate where teachers felt free to initiate positive changes in improving educational quality and 37% indicated that QASOs did not foster suitable climate where teachers felt free to initiate positive changes in improving educational quality. All the principals also explained that they provide better working environment in their schools.

According to the findings, the major problems faced in interacting with QASOs, was lack of trust among the actors. The findings are in line with that of Kinaiya (2010) which revealed that the QASOs faced many problems in their job such as inaccessible schools, resistance from teachers, inadequate personnel, hostile environment, few QASOs and poor construction of schools.

In agreement with findings, UNESCO (2001), stated that many teachers were unhappy with QASOs because they were of ‘fault finders’ than professional advisors. The teachers said the officers intimidated them instead.

4.8 Frequency of Quality Assurance and Standard Officers’ Visit to schools

Table 4.23 *Frequency of QASOs Visit*

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Once a week	2	13%
Once a month	5	31%
Once a term	4	25%
Once a year	3	18%
As need arise	2	13%
Total	16	100%

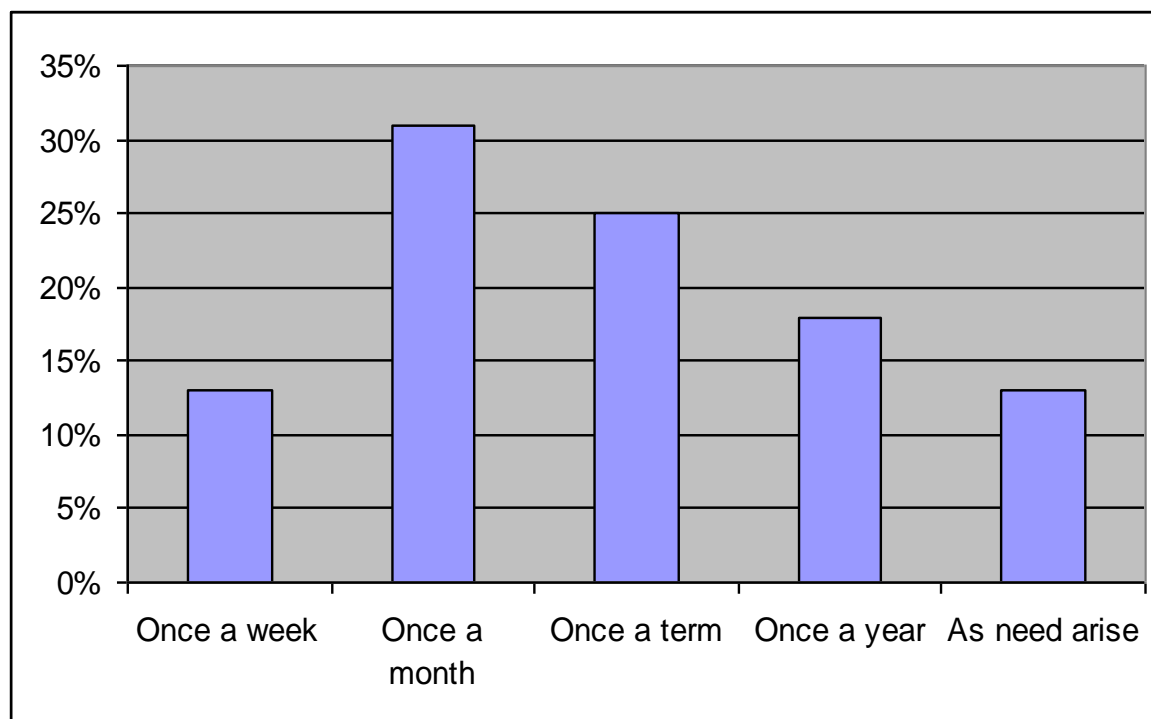


Figure 4.24: Frequency of QASOs Visit

Table 4.24 and figure 4.24 show that majority 31% of QASO officials indicated that they visited schools once a month, 25% once a term, 18% once a year and 13% once a week and as the need arises respectively.

Table 4.24 Reasons for Visiting

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Routine	7	43%
Teachers Complaints	2	13%
Strike	3	18%
DEO request	4	24%
Total	16	100%

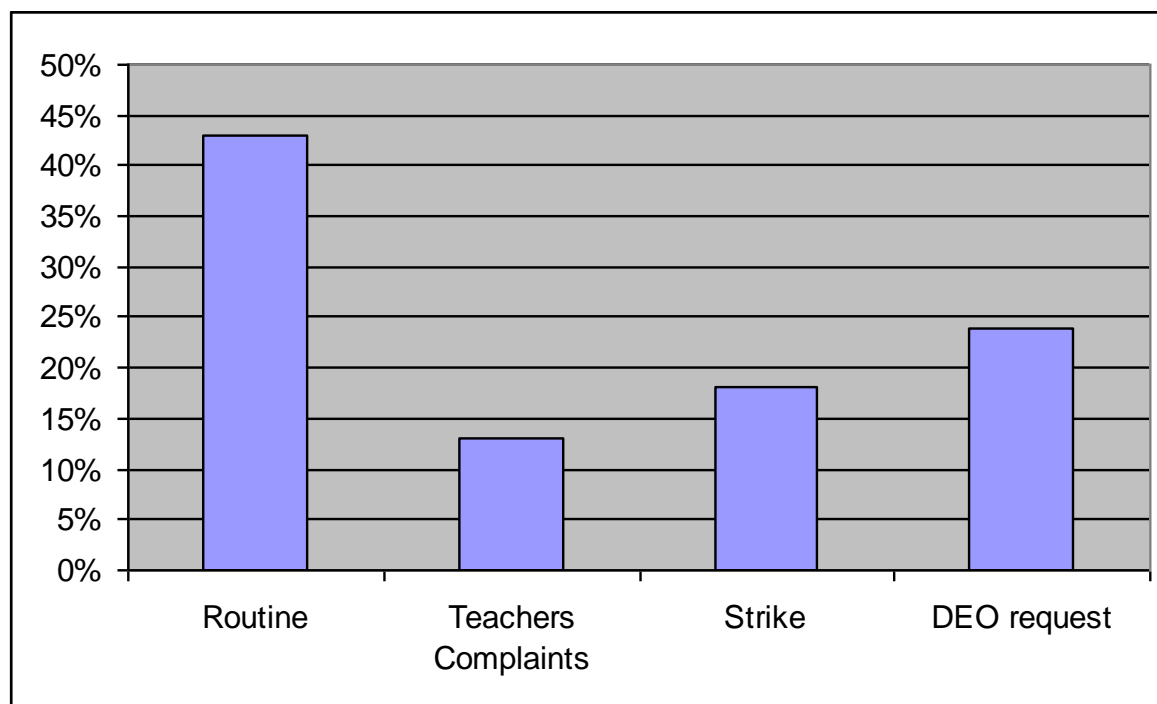
**Figure 4.25: Reasons for Visiting**

Table 4.25 and figure 4.25 show that majority 43% of QASO officials indicated that they visited schools as a routine, 14% on DEO request, 18% as result of strike and 13% as result teachers complaints. Igwe (2001) stated that to supervise means to direct, oversee, guide, or to make sure that expected standards are met. Thus, supervision in schools means that the laid down rules, regulations, principles are followed to maintain the minimum standards lay for the schools are carried out efficiently and effectively.

Table 4.25 *Rate at Which QASOs Visit School*

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Once a Term	5	33%
More than Once	5	29%
Once a Year	3	21%
Not at all	3	17%
Total	16	100%

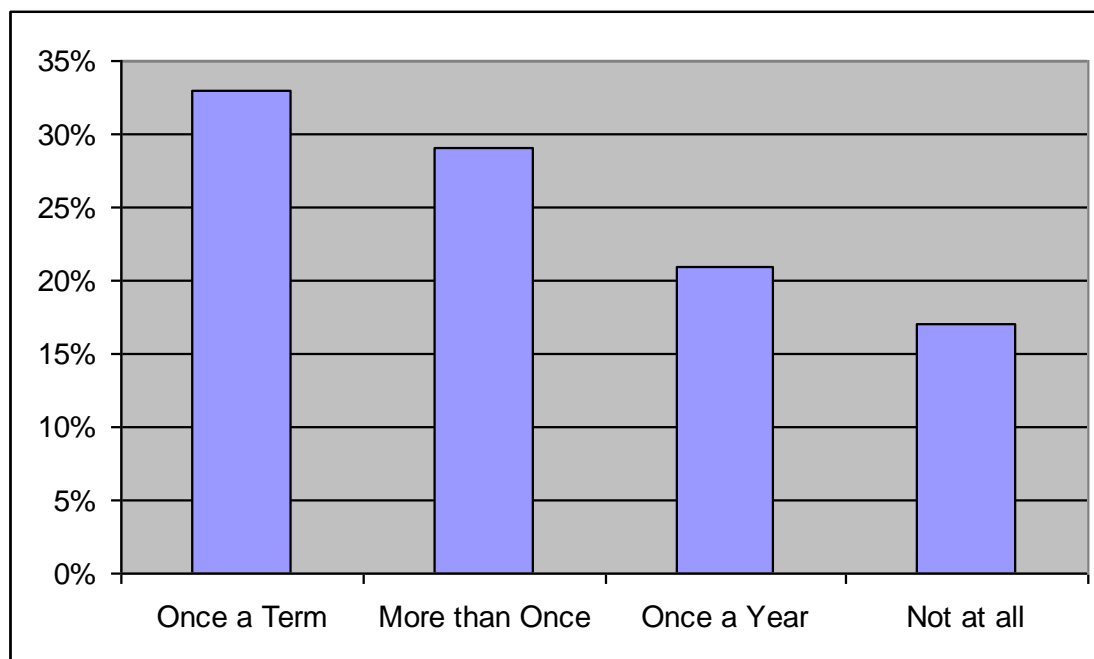


Figure 4.26: Rate at Which QASO Visit Schools

Table 4.26 and figure 4.26 show that majority 33% of school principals indicated that QASO officials visited their schools once a term, 29% more than once, 21% once a year and 17% not at all.

The findings indicate unanimous agreement that QASOs visited school. This implies that QASOs understand their roles and are active and up to the task. Cameroon and Olempo (1992) and Nyakwara (2009) stated that QASOs' function was to see what is going on in schools as a whole and in classroom in particular. They are there to observe children learning and teachers teaching and where necessary the QASOs advised the principals on how best to do their jobs. For proper inspection to take place and to fulfill the roles of QASOs there must be frequent visits to schools. This was to make sure that they observed the progress of pupils in their education.

According to MOEST (2000), handbook of inspection, the frequencies of inspection for schools depend on the number of schools in a particular district and the QASOs work plan and also the frequency of assessment of teachers depends on the need.

Kamunge report (1988), highlighted the importance of maintaining standards of education programmes through enhancement of inspection and supervisory services.

4.9 Summary of the findings

The major role according to Mwiria and Wamahiu (1995), Farrant (1980) and Olempo and Cameron (1992) and the Ministry of Education include: development and implementation of the curriculum, gathering data on number of schools, QASOs and other professional staff available at all administrative levels, act as administrative inspectors with the purpose of ensuring that the educational systems worked efficiently

and the standards were maintained, improve the performance of teachers by offering professional encouragement, guidance and counselling and by seeing to it that they got whatever in-service training they needed to do their jobs effectively.

This sentiments were in line with the current study were it found that the roles of the QASOs in the county were to visit schools, give advice and ideas on ways of implementing the curriculum and oversee that the curriculum is fully implemented and update teachers on changes in the curriculum.

The study also revealed that, for proper inspection to take place and to fulfill the roles, QASOs were to undertake, there must be frequent visits to schools. This was to make sure that they observed the progress of the pupils. As Olempo and Cameron (1992) and Nyakwara (2009), stated that QASOs function is to see what is going on in school as a whole and in classroom in particular.

The study revealed that QASOs visited schools although not frequently, an indication that QASOs were active and up to tasks. The teachers and head teachers indicated that the QASOs visit their schools but not frequently. On the intention of visits, it was revealed that it was for routine inspection and advisory administration purposes. The findings concur with Elsbree and Nally (1976) who asserted that the work of QASOs was supervision of teachers that is, inspecting the work of teachers in school.

Further, the study revealed that head teachers could cooperate best with QASOs in organizing workshops and seminars for teachers, creating good relationships, QASOs to attend open discussions with teachers. The study further revealed that there were challenges and hindrances which include lack of visits to schools, irregular assessments, visits to schools, lack of friendly environment and hostile environment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter discussed the summary, conclusions and recommendations of the research study on the role of QASOs in enhancing quality education in Nairobi County, Kenya.

5.1 Summary of study

5.1.1 To Determine the Role played by QASOs in School Inspection

The study findings showed that most of the QUASO officials assisted teachers in curriculum implementation and most teachers also agreed that QASO officials assisted teachers in enhancing quality of education. It was noted that most school principals expressed that QASO officials advised the staff concerning the relevant curriculum for the school since they had more skills on curriculum and QASO officials assisted teachers in enhancing quality of education and 37% indicated that QASO officials did not assist teachers in enhancing quality of education. It was also noted that QASO officials had more knowledge on curriculum and this concurred with Akinyi (2006) the quality assurance and standards officers are required to know and understand the goals and objectives of education better so as to provide effective leadership in curriculum implementation. To do this the quality assurance officers need to have superior knowledge of the curriculum.

5.1.2 To Determine the Preparedness of QASOs in Enhancing Quality Education

The study found out that the level of preparedness of QASOs in enhancing quality education determined contributed greatly towards guiding QASO officials on how to advise teachers' implementation of better education quality standards. It was noted that

majority of the QASO officials trained or not were not challenged by lack of training in the area of quality assurance. Majority of the teachers indicated that QASOs organized in-service courses for teachers in their districts and indicated that QASOs did not organize in-service courses for teachers in their districts. The study found out that QASOs organized seminars for school principals when they were appointed as head teachers and QASOs recommend teachers for seminars and workshops for teachers and 25% indicated that QASOs did not recommend teachers for seminars and workshops for teachers. The findings confirm findings by Odhiambo (2008) that most of QASO officials are trained to organized in-service courses for teachers organize and seminars for school principals.

5.1.3 To Establish the Administrative Factors that Affects the Level of Performance of QASOs

The study findings showed that QASO officials received response on inspection from MOE or DEO on quality standards implementation in schools. However, it was noted that majority of the teachers did not at all implement recommendation made by inspection report. It was noted that most teachers did not implement all inspection recommendation that are geared towards effective teaching and learning yet teachers were ranked to have the highest contribution to quality of education in schools. The study further noted that majority of the school principals made follow up supervision after inspectors recommendations and all of the school principals indicated that quality assurance services helped head teachers to perform their management duties more effectively. Njogu (2003) also noted that QASO officials receives response on inspection from MOE or DEO on quality standards implementation in schools and majority of the teachers do not at all

implement recommendation made by inspection report.

5.1.4 Effects of Staffing Levels on the Performance of Quality Education

The study found out that majority of QASO officials indicated that the number of QASO officials servicing the country was inadequate and most of the teachers indicated that there were not enough teachers in their schools

5.1.5 Influence of Work Environment on the Level of Performance of Quality Assurance and Standard Officers

The study noted that work environment greatly determined the level of performance of quality assurance and standard officers and it was identified that the major environment problems facing QASO officials were poor road network, lack of transport, bad weather respectively and distance between schools. Further study revealed that majority QASO officials helped teachers to improve on their working environment and that majority of school principals indicated that QASO officials QASOs foster suitable climate where teachers felt free to initiate positive changes in improving educational quality. All the principals also explained that they provide better working environment in their schools.

5.1.6 Frequency of Quality Assurance and Standard Officers' Visit to School

The study findings showed that the frequency of quality assurance and standard officers to visit to school determined the performance of QASO officers. Majority of QASO officials indicated that they visited schools once a month or once per term and mostly on work routine. This was confirmed by school principals who indicated that QASO officials visited their schools once a term.

5.2 Conclusions

The main objective of the research study was to find out the role of QASOs in enhancing quality education in Nairobi County, Kenya. The study conclusions were: First QASO officers played key role teachers in curriculum implementation during schools inspection. QASO officials advised the staff concerning the relevant curriculum for the school and assisted teachers in enhancing quality

Second the level of preparedness of QASOs in enhancing quality education contributed greatly towards guiding QASO officials on how to advise teachers' implementation of better education quality standards. Majority of the QASO officials and those who were trained and QASOs organizes in-service courses for teachers in their districts and seminars for school principals when they were appointed as head teachers and QASOs recommend teachers for seminars and workshops.

Third QASO officials receive response on inspection from MOE or DEO on quality standards implementation in schools but majority of the teachers did not at all implement recommendation made by inspection report. Most teachers did not implement all inspection recommendation that geared towards effective teaching and learning yet teachers have the highest contribution to quality of education in schools and quality assurance services helps head teachers to perform their management duties more effectively.

Fourth, the QASO officials servicing the country was inadequate and most of the teachers indicated that there were not enough teachers in their schools

Fifth work environment greatly determines the level of performance of quality assurance and standard officers and it was identified that the major environment problems

facing QASO officials were poor road network, lack of transport, bad weather respectively and distance between schools. Majority QASO officials helped teachers to improve on their working environment and QASO officials QASOs foster suitable climate where teachers felt free to initiate positive changes in improving educational quality.

Sixth the frequency of quality assurance and standard officers to visit to school determines the performance of QASO officers. QASO officials visit schools at least once per term and mostly on work routine.

5.3 Recommendations

As a measure to strengthen the QASOs role in enhancing quality education in Nairobi County, Kenya, the study gave the following recommendations.

QASO officials should visit schools regularly, conduct seminars and in service courses for teachers, promote advisory services among other activities.

QASO officers should improve in assisting teachers in curriculum implementation and increase the rate of schools inspection. QASO should always advice the staff on relevant curriculum for the schools and assist teachers in enhancing quality.

QASO officials should properly plan their school visits and set lack clear objectives. They should be trained on the best quality assurance practices as per the latest education quality standards. QASOs officials should regularly organize in-service courses for teachers in their districts and seminars for school principals recommend teachers for seminars and workshops.

The MOE or DEO should regularly give QASO officials response on quality standards implementation in schools the teachers should always implement recommendation made

by inspection report.

The ministry of education should increase the number of QASO officials servicing the country since the current number is inadequate and many teachers should be recruited and employed in many schools.

The ministry of education should improve on school work environment by providing proper road network, transport and better house allowance for QASO officials and teaching staff. QASO officers should increase the frequency of visit to school

5.4 Suggestion for Further Studies

The main objective of the research study was to find out the role of QASOs in enhancing quality education in Nairobi County, Kenya. Though there were many more objectives, the study restricted itself to the following specific objectives: the preparedness of QASOs in enhancing quality education, the administrative factors that affects the level of performance of QASOs, the effects of staffing levels on the performance of QASOs, the work environment influences the level of performance of QASOs and the frequency of QASOs visits to schools. The study therefore did not cover all possible objectives and counties other than Nairobi County and hence a similar study should be carried out using other objectives and in other counties to ascertain the universality of the finds in this research.

The researcher recommends the following for further research;

- 1) The current study was carried out in public secondary schools in Nairobi County, there is therefore a need to conduct a similar study in private schools.
- 2) Investigate the attitude of teachers towards QASOs
- 3) Should carry out a study on the effectiveness of primary schools internal quality

assurance teams and how they impact on primary schools academic performance.

REFERENCES

- Abagi, O.et al. (2000). *Implementing the report of the commission of inquiry into education system of Kenya (Koech report)*.
- Akinyi. W.J. (2006). *Teachers Perception on the role of Quality Assurance and Standard Officers on Quality of Education: A case study of Nairobi Secondary Schools*. University of Nairobi.
- Akpan, R.J. (2001). *Administrative Typology and the Effectiveness of Teachers of Free Compulsory School System*. *Journal of education and society*, 4(1), 110-115.
- Anne.G.W. (2008). *Impact of Quality Assurance and Standards on Educational Quality in Secondary Schools in Nyeri South District Kenya*. University of Nairobi.
- Barasa J.M.N (2007), *Educational Organization and Management*. Nairobi. Nairobi Autolitho Limited.
- Best,J.W.and Khan R.(1983), *Research in Education*. New Delhi; Prentice Hall Limited.
- Berg, B.L (1999) *Qualitative Research Methods for the Social Sciences*, Massachusetts; Allyn and Bcon inc.
- Borg, W.Rand Gil,M.D (1989)*Educational Research; an introduction5th edition*. New York; Longman Publishers Limited.
- Cameron, J and Olembo, J.O (1992) *Practical Primary School Administration for Students teachers and heads*. London: Edward Arnold Publishers.
- Coolican,H.(1994) *Research Methods and Statistics in Psychology 2nd edition*. London: Hodder &Stoughton.
- Cooper, D.R and Emory, C.W (1995) *Business Research Methods*. Mcgraw hill.
- DPM//20 A VOL, X 127 (2006): Establishments of posts.

- Elsbree, M.C. and Nally, N.Y.N. (1976) *Elementary school Administration and Supervision* 3rd edition. New York, Cencinate, Toronto, London: Van Nostrand Reinhold Comp.
- Evans, A and Tomlinson, J. (1989). *Teacher Appraisal: A Nationwide Approach*. London. Jessica Kinley Publishers.
- Farrant J. S (1980) *Principles and Practice of Education*. Singapore; Longman Publishers Limited.
- Guskey, T.R. (2003) *An analysis of lists of the characteristics of effective professional development*. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, L.A.
- Griffin; (1994). *School Mastery, Talk About Boarding School Management in Kenya*. Lectern Publishers.
- Igwe, R (2001) *Introduction to the Teaching Profession*, Lagos: JAS Publishers.
- Kerlinger N. F(1983) *Foundations of behavioral researcher*. New Dheli. Surjeet Publications.
- Kinaya, D. (2010) *Secondary school teacher and perception towards supervision by QASOs in Narok District Kenya*. M.ed Thesis University of Nairobi.
- Kimemia, Z.N. (1989) *The Role of Inspectorate in Kenya Secondary School Management*. Nairobi. Unpublished Doctorate Thesis.
- Kombo D.K and Tromp D.L.A (2006) *Proposal and Thesis Writing; an introduction*. Publications African Nairobi.
- Kontz,H, Weihrich, H. (2001) *Essentials of Management*. New Delhi: Tata McGraw-Hill.
- Ministry of Education. (2005). *Educational statistical booklet*. Nairobi. Government

- Printers.
- Ministry of Education. (2010). *Quality Index: Guidelines for Quality Assurance and Standards Assessment of Schools in Kenya*.
- MOEST, (2000) *Handbook for Inspection*.
- MOEST, (2005) *Educational Statistical Booklet*. Nairobi. Government Printers.
- MOEST, (2005) *Kenya Education Sector Support Program.2005-2010*. Nairobi: Education Research and Publications.
- MOEST, (2005) *Kenya Education Sector Support Program (2005-2010)*.
- MOEST, (2006) *Strategic Plan 2006-2011*. Nairobi. Government Printers.
- MOEST, (2015) *Operational plan (2013-2018)*.
- Moore, N (1983) *How to do research*. London. The library associations.
- Mugenda, O and Mugenda, A (1999) *Research methods; qualitative and quantitative approaches*. Nairobi: ACTS press.
- Nakitare, C.P.M (1980) *A Critical study of supervisory practices in Kimilili division of Bungoma District*. Unpublished M.ed thesis. University of Nairobi.
- Nkiyangi, S. (2006) *Nairobi Educational Program*. Geneva UNESCO.<http://UNESCO.org>.
- Ogandoh. G.L. (2007) *Teachers Perception on the Role of Quality Assurance and Standard Officers in Relations to Teaching in Public Secondary Schools Busia District*. Kenyatta University.
- Okumbe J.L (1999) *Education Management Theory and Practice*. Nairobi. Nairobi University Press.
- Olempo, J.O.et al (1992) *Management in Education*. Nairobi. Educational Research and Publications.

- Orodho J.A (2003) *Essentials of Educational and Social Sciences Research Methods*. Nairobi; Masola Publishers.
- Odhiambo G. (2008) *Elusive Search for Quality Education: the case of quality assurance and teacher accountability*; International Journal of Educational Management 22(5), 417-431.
- Onasanya. O.S (2001) *Appropriate Strategies for Enhancing Teachers Competence for Quality Teaching*. Tony publisher.
- Republic of Kenya (1949), *The African Education in Kenya Beecher Report*. Nairobi, Government Printers.
- Republic of Kenya (1980). *The Education Act Cap 211*, Nairobi, Government Printers.
- Republic of Kenya (1990). *Education For All: issues and Strategies 1999-2000 and beyond*. Nairobi. Government Printers.
- Republic of Kenya (2005) *Kenya Education Sector Support Program 2005-2010*. Nairobi; www. Education. go.ke.
- Republic of Kenya (2000) *Management Guide*. Nairobi. Government Printer.
- Republic of Kenya (2006) *Directorate of QAS annual newsletter 2005/2006*. Nairobi; Education World Wide Career Consultants.
- Republic of Kenya 2012) *Education for all end decade assessment (2000-2010)*. Nairobi Publishing services section.
- Sommer B (1989) *A practical guide to behavioral research tools and technique*. Oxford press.
- Townsend, T (1997) *Restructuring and quality issues for tomorrows schools*. London; Routledge.

Wiersma, W (1985) *Research methods in education. an introduction*. Boston; Allyn and
bacon Inc.

APPENDIX 1: Questionnaire for Quality Assurance and Standards officers

Dear Sir/Madam,

My name is Mercy Chepkemai (matriculation number BED253/11/12), studying at Marist International University College: A constituent College of the Catholic University of Eastern Africa in Nairobi. I am carrying out a study on The Role of Quality Assurance and Standards Officers on quality of education in secondary schools in Nairobi County. This is an academic requirement for Bachelor of Education Degree program. You are therefore kindly required to assist by responding to the following questions. Your cooperation is highly appreciated and be assured of all confidentiality. Please do NOT indicate your name.

Please fill in the information as required.

SECTION A: Demographic Information

- 1) Name of your district;

- 2) Gender (i) Male (ii)Female ()

- 3) How old are you (a)20-30yrs () (b) 31-40yrs() (c)41-50 yrs () (d) 51-60()

- 4) What is your academic qualification? (a) Diploma () (b) BED () (c) Masters () (d) others (specify).....

5) Years of experience as a QASO.....ye
ars.

SECTION B:

Questions relating to the role of QASO in enhancing quality education

Please tick or provide information as required

6) In what two ways can QASOs enhance quality education.....
.....
.....
.....

7) Suggest ways on what should be done to enhance quality education in schools?
.....
.....
.....
.....

8) As QASOs do you assist teachers in curriculum Implementation?

YES () NO () DON'T KNOW ()

Preparedness of quality assurance and standard officers in enhancing quality education

Please tick or provide information as required

9) Have you been trained as a QASO?

YES

NO

(A) If the answer to 9 above is yes, which areas where you trained in?

.....
.....
.....
.....

10) In which areas of quality assurance do you think QASO'S need further training in the area of quality assurance?

.....
.....
.....
.....

11) In the last 5 years how many in-service courses have you attended?

.....
.....
.....
.....

Administrative factors that affect the level of performance of quality assurance and standard officers

Please tick or provide information as required

12) Do you forward any inspection reports? Please

explain.....

Do you usually receive any response on inspection from MOE OR DOE?

YES ()

NO ()

13) In your experience please indicate to what extent the following persons implement recommendations made in the inspection report.

	Always	often	rarely	Not at all
Teachers				
Principals				
DEO				
MOE				

Effects of staffing levels on the performance of quality assurance and standard officers

Please tick or provide information as required

14) How many QASOs are serving in your county?

.....
15) According to you, do you think the number of QASOs serving in the County is adequate?

YES () NO ()

If NO, briefly explain.....

Influence of work environment on the level of performance of quality assurance and standard officers.

Please tick or provide information as required

16) What problems do you face in your movement to schools for duty?

- a) Lack of transport ()
- b) Road network()
- c) Distance between schools ()
- d) Bad weather()

Any other (please specific).....

.....
17) What are the working conditions you would wish to see in Nairobi County?
.....
.....

Frequency of quality assurance and standard officers visits to schools.

Please tick or provide information as required

Once a week	<input type="checkbox"/>	once a month	<input type="checkbox"/>	once a term	<input type="checkbox"/>
Once a year	<input type="checkbox"/>	as need arise	<input type="checkbox"/>	never	<input type="checkbox"/>

ii) Rank the following reasons in order of how frequently they dictate your visits.

a) Routine

c) Teachers complaints

b) Strike

d) DEO request

Thank you for your co-operation and participation

APENDIX II: Questionnaire for Teachers

Dear Sir/Madam,

My name is Mercy Chepkemoi (matriculation number BED253/11/12), studying at Marist International University College: A constituent College of the Catholic University of Eastern Africa in Nairobi. I am carrying out a study on The Role of Quality Assurance and Standards Officers on quality of education in secondary schools in Nairobi County. This is an academic requirement for Bachelor of Education Degree program. You are therefore kindly required to assist by responding to the following questions. Your cooperation is highly appreciated and be assured of all confidentiality. Please do NOT indicate your name.

Sections A: Demographic Information.

Please tick or provide information as required.

- 1) Gender () male () female
- 2) Age () 20-30 yrs () 31-40 yrs (41-50 yrs () 51-60yrs ()
- 3) Highest level of education
 - a) Untrained teacher () b) diploma () c) degree () d) postgraduate ()
 - e) Any other
specify).....
 -
- 4) How long have you been in the teaching profession?
 - a) Less than 2 yrs () b) 3-5 () c) 6-10 yrs () d) 11-15 yrs () e) 16-20 yrs ()
 - f) More than 20 yrs ()
- 5) How long have your served in your current station

- a) Less than 2yrs () b) 3-yrs () c) 6yrs and above ()

SECTION B: role of quality assurance and standard officers in schools.

6) Do the QASOs assist teachers in curriculum implementation in your school?

YES () NO () don't know ()

7) Do you think QASOs assist in enhancing quality education?

YES () NO ()

8) What areas do you think you have been assisted by QASOs in enhancing quality education?

.....
.....
.....
.....

9) What challenges do you face in implementing the curriculum?

.....
.....

10) Comment on the overall quality of inspections carried out by

QASOs.....

.....
.....

11) Do the QASOs organize in-service courses for teachers in your district?

YES () NO ()

APENDIX III: Questionnaire for the principals

Dear Sir/Madam,

My name is Mercy Chepkemoi (matriculation number BED253/11/12), studying at Marist International University College: A constituent College of the Catholic University of Eastern Africa in Nairobi. I am carrying out a study on The Role of Quality Assurance and Standards Officers on quality of education in secondary schools in Nairobi County.

This is an academic requirement for Bachelor of Education Degree program. You are therefore kindly required to assist by responding to the following questions. Your cooperation is highly appreciated and be assured of all confidentiality.

Thank you very much and God bless you.

Please do NOT indicate your name.

SECTION A: Demographic information

Please tick or provide information as required.

1) Gender () male () female ()

2) Age () 20 – 30 yrs () 31-40 yrs () 41-50 () 51-60

3) How long have you been a principal in this school? Years.

4) How long have you been principal? years.

5) What is your present grade?

Principal 1 () chief principal () senior principal () any other

(specify).....

16) Do you have follow up supervisor after the inspector’s recommendations?

Yes () No ()

17) Does quality assurance services help head teachers to perform their management duties more effectively?

Yes () No ()

Effects of staffing levels on the performance of quality assurance and standard officers (QUASOs)

Please tick or provide information as required.

18) How many teachers do you have in your school?

.....

ii) Is the teacher student ratio sufficient for the enhancement of quality education in your school?

Influence of work environment on the level of performance of quality assurance and standard officers.

Please tick or provide information as required.

19) Do QASOs foster suitable climate where teachers feel free to initiate positive changes in improving educational quality

Yes () No ()

If the answer above is yes, explain

how.....

.....

.....

21) How often does QASOs visit your school?

Once a term () more than once () not at all ()

Indicate areas that QASOs supervise when they visit your

school.....

.....

.....

.....

.....

Thank you for your co-operation and participation.