THE ROLE OF QUALITY ASSURANCE AND STANDARDS OFFICERS IN ENHANCING PRIMARY SCHOOL TEACHERS' EFFECTIVENESS IN MARANI DIVISION, MARANI DISTRICT KENYA.

BY

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MARCH, 2011

DECLARATION

This is my original work and has not been submitted for award of any degree or other study programme in any other university.

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DEDICATION

To my loving dad Charles and late mum Hebisibah for bringing me to this world and their love for education. To my wife Damaris and our son Michael. God bless you abundantly.

ACKNOWLEDGEMENT

My sincere gratitude to God for His free gift of life, grace and faithfulness.

I also acknowledge significant contributions made by the various people without whom the completion of this project would not have been possible. This include Dr. George A. Onyango and Dr. Festus Muchira my university supervisors who guided me and made invaluable contribution towards this work. Many thanks also to all government officials, teachers, friends and extended family whose names have not been mentioned for their assistance to turn this study into fruition.

Lastly, I am also indebted to my dear wife Damaris for her colossal encouragement and magnanimous support all the time I spent in writing this work. All I say, may our Almighty Father bless you abundantly.

ABSTRACT

The purpose of this study was to find out the role of Quality Assurance and Standards Officers (QASOs) in enhancing primary school teachers' effectiveness in Marani division, Marani district. The study also examined challenges QASOs face in enhancing primary school teachers' effectiveness and ways of mitigating factors that impede efficient and quality supervision. The study adopted a descriptive survey design. The researcher sampled 15 public mixed day primary schools which represented 45.45% of primary schools in 2 zones of Marani division. A stratified sampling technique was used to allow proportional allocation. This was occasioned by number of class streams and gender in public mixed day primary schools, Marani division. From each typology 4 teachers and 1 head teacher were sampled from the selected schools summing up to 60 teachers and 15 head teachers. Ministry of Education Officers sampled were the 2 QASOs of Marani division. The total sample for the study was 77. Data was collected by use of two sets of questionnaires and interview schedule which were administered to headteachers, teachers from sampled schools and QASOs respectively in Marani division. Data collected was analyzed manually and was presented in form of tables, figures, frequencies and percentages. The findings of the study indicated that insufficient funding, dearth of teaching and learning resource materials, understaffing of teachers and QASOs, insufficient use teaching and learning strategies by teachers, irregular visitation by QASOs to provide advise on curriculum and instruction, inadequate seminars and workshops on curriculum and instruction to refresh teachers on current educational trends and inadequate preparations of professional documents by teachers impeded the role of QASOs of enhancing teachers' effectiveness. However, the study also showed that QASOs participated in the selection of primary school joint divisional tests and advised teachers on effective classroom management. The study recommended that the Ministry of Education to allocate more funds towards recruitment of more teachers and QASOs to alleviate the challenge of understaffing in Marani division, QASOs to scale up assessment frequencies in order to improve academic performance, QASOs should conduct regular seminars and workshops in order to help teachers keep abreast with current curriculum trends, QASOs should motivate teachers by selecting best performers to be awarded promotions and opportunities for career development, QASOs should strive to constantly advise teachers on preparation of professional documents adequately and Stakeholders should be brought on board to partner with the government especially in the provision of adequate resources for physical facilities aimed at enhancing teaching-learning in schools.

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ACRONYMS AND ABBREVIATIONS

AEO- Area Education Officer

DC- District Commissioner

DEO- District Education Officer

DO- District Officer

DQAS- Directorate of Quality Assurance and Standards

EFA- Education for All

FPE- Free Primary Education

KCPE- Kenya Certificate of Primary Education

KESI- Kenya Education Staff Institute

KESSP- Kenya Education Sector Support Programme

KIE- Kenya Institute of Education

KNEC- Kenya National Examination Council

MOE- Ministry of Education

MOEST- Ministry of Education, Science and Technology

MSS- Mean Standard Score

NCST- National Council of Science and Technology

QASOs- Quality Assurance and Standards Officers

SEIA- Secondary Education in Africa Synthesis Report

TSC- Teachers Service Commission

UNESCO- United Nations Educational, Scientific and Cultural Organization

UNICEF-United Nations Children's Fund

CHAPTER ONE

INTRODUCTION

This chapter presents an outline of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions to guide the study, significance of the study, assumptions of the study, limitations and delimitations. The theoretical framework, conceptual framework and operational definition of terms of the study have also been discussed.

1.1 Background to the Study

Globally, provision and maintaining of quality education is paramount in enabling teachers and pupils achieve their highest potential. According to www.unescobkk.org/education, quality education is in this case one that satisfies basic learning needs and enriches the lives of learners and teachers overall experience of living. Darling-Hammond (2007), points out that teachers are the fulcrum that determines whether any school initiative tips towards success or failure and that quality education informs every aspect of school reform which includes the creation of more challenging curriculum, the use of ambitious assessments, the implementation of decentralized management, the invention of new model schools and these programmes depends on highly-skilled teachers.

According to Campbell, Kyriakides, Muijs D, and Robinson, 2004, the issue of teacher effectiveness in the context of quality education refers to the power to realize socially valued objectives agreed for teachers' work, especially but not exclusively, the work concerned with enabling pupils to learn. It also refers to the impact that classroom

factors, such as teaching methods, teacher expectations, classroom organization and use of classroom resources, have on pupils' performance. Varnava and Koutsoulis, (2006) indicate that, teacher supervision can contribute to quality education and enhance academic performance in school.

In many African countries, the inspection system lacks the capacity to provide effective quality assurance. Frequency of inspection is often low. When schools are visited, the inspection is often heavily focused on administrative, rather than pedagogical issues. The inspectors are also drawn into other functions of the ministry (Secondary Education In Africa (SEIA) Synthesis Report, 2007).

Where supervision occurs, it can have positive impact on student learning: reducing teacher absences, increase in student attendance, improvements in teaching and better flow of information to central authorities (Warwick, Reimers, and Mc Ginn, 1992; Verspoor, 1989).

In a study entitled Elusive Search for Quality Education: The Case of Quality Assurance and Teacher Accountability in Kenya (2008) Government is faulted for incompetence and unfocused approach to education. Odhiambo (2008), asserts that,

> Basically, the underlying cause of poor quality education in Kenya's schools is not the Performance of teachers per se but deeply rooted in management practices and Government policies which will have to change if this dream is to be realized.

However, on immediate measures, 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.

According to The Ministry of Education Science and Technology (MOEST) Handbook (2000), Quality Assurance and Standards Officers (QASOs) undertake the following roles:

(i) Assessing all educational Institutions regularly and compile appropriate reports.

(ii) Advising the government on the type and quality of education being offered in the country.

(iii) Advising the government on the trends in the learning institutions in areas of equity, access, gender, enrolment, wastage, retention, curriculum delivery, learning and teaching materials, leadership, staffing, governance, discipline, curriculum training of teachers and institutional development plans.

(iv) Reviewing the learning and teaching materials in collaboration with Kenya Institute of Education (KIE).

(v) Advising on curriculum evaluation in collaboration with KNEC.

(vi) Assisting the quality development service with the design of in-service training programme.

(vii) Advising stakeholders on education matters pertaining to curriculum delivery, assessment and provision of resources.

(viii) Monitoring and advising on standards in education based on all round standard performance indicators for various areas for example; sports, games,

drama, music, scouting/ girl guide, academic performance, health care and nutrition, pupil welfare, pastoral and spiritual well of pupils and provision and optimum use of resources.

(ix) Advising on the identification, selection and promotion of teachers and advisors in collaboration with Teachers Service Commission (TSC).

(x) Establishing and maintaining professional linkage with institutions of high learning on matters of educational standards.

(xi) Providing career guidance to educational institutions.

(xii) Establishing and maintaining registers for assessment.

The Kenya Education Sector Support Programme (KESSP) report (2005-2010), indicates that quality assurance entails effective monitoring of curriculum delivery in schools to ensure effectiveness. Therefore, the Directorate of Quality Assurance and Standards (DQAS) is expected to provide advisory services to schools on how best to improve teaching and learning.

Quality performance in schools is majorly determined by pupils' examination outcome, teachers' effectiveness, staffing issues, physical and material resources and QASOs' supervisory practices among others. Apparently, the dismal performance in the KCPE results in Marani division has prompted the study on role QASOs play in enhancing teachers' effectiveness in primary schools with a sole aim of improving academic performance. For instance, the information from the District Education Officer (DEO) office Marani district indicates that Marani division mean standard score (MSS) is below the average of 250 marks out of the total 500 marks for the past five consecutive years as shown on the following table;

Table 1.0 Marani Division Performance in KCPE for the Last Five Years

YEAR	2005	2006	2007	2008	2009
MSS	220.76	226.58	226.11	226.55	227.66

Concerted and frequent meetings have been held comprising of parents, headteachers, teachers, MOE officials, church leaders and area legislators to discuss on how to enhance teachers' effectiveness in order improve quality of education in Marani division. However, the performance trend still remains deficient.

It was against this back drop that the researcher attempts to investigate reasons behind dismal performance with a major focus on the role of Quality Assurance and Standards Officers (QASOs) undertake to enhance teachers' effectiveness in Marani division, Marani district.

1.2 Statement of the Problem

Precisely, the quality education implies the degree or grade of excellence in matters of learning and instruction. The decline in performance in KCPE of primary schools in Marani division has been of great concern among the stakeholders. Many questions have been raised about dismal performance in the division and particularly what role the QASOs are playing to enhance teachers' effectiveness in order to improve academic performance of primary schools, Marani division. It has been an uphill task to explain the reasons behind such dismal performance in KCPE. It was against this background thus the study sought to find out the role of QASOs in enhancing primary school teachers'

effectiveness hence improve academic performance of primary schools in Marani division, Marani district.

1.3 Purpose of the Study

The purpose of this study was to find out the role of Quality Assurance and Standards Officers in enhancing primary school teachers' effectiveness with an intention of improving academic performance in Marani division, Marani district.

1.4 Objectives of the Study

The study was tailored on the following objectives

(i) To determine the role QASOs play in facilitating and enhancing teaching effectiveness in teacher instructional programme with an aim of improving academic performance in Marani division

(ii) To identify impediments faced by QASOs in their role of enhancing teachers' effectiveness to improve performance in Marani division

(iii) To give recommendations on how to improve performance through QASOs role of teachers' instructional supervision in Marani division.

1.5 Research Questions

To accomplish the above enlisted objectives, the study used the following research questions

1. In what ways are QASOs involved in reviewing learning and teaching materials?

2. What are the challenges faced by QASOs when assessing primary schools to promote teachers' effectiveness in instructional programme?
3. How do QASOs in-service training programmes enhance teachers' effectiveness in primary schools?
4. To what extent are QASOs involved in curriculum evaluation to promote teaching and learning in primary schools?
5. In what ways do QASOs support teachers in enhancing and facilitation of co-curricula activities in primary schools?

1.6 Significance of the Study

The research findings would be more relevant to QASOs, stakeholders and Ministry of Education as indicated hereunder:

(i) QASOs

QASOs would get the research findings useful in improving their role of enhancing teachers' effectiveness. This would be particularly in offering sound guidance on quality teaching and motivation of teachers to exceed learners' satisfaction through better performance in academic endeavors.

(ii) The stakeholders

The stakeholders would make use of the findings to establish their role specifically in supporting the teachers and schools administration in provision of teaching and learning resources geared towards improving the quality of education in Marani division.

(iii) Ministry of Education

As a source of reference, the churned out findings would be vital to the Ministry of Education particularly in formulation of policies and strategies aimed at boosting the QASOs in enhancing teachers' effectiveness and overall improvement of quality education in primary schools in Kenya.

1.7 Assumptions to the Study

The proposed study held hereunder assumptions;

1. All QASOs Marani division conduct teachers' instructional supervision.
2. QASOs will readily give information on teachers' instructional supervision.

1.8 Limitations of the Study

The proposed study confined itself to all public primary schools in Marani division, Marani district. However, inclusion of more primary schools from other divisions in the district and countrywide would have expanded the focus on this study. The poor roads network, insufficient funds and other logistics were significant bottlenecks.

1.9 Delimitations of the Study

The study was delimited to public primary schools in Marani district because of homogeny in ways of undertaking administrative tasks and the results obtained could not be generalized as the role of QASOs in enhancing teacher effectiveness in the province or nationwide.

1.10 Theoretical Framework

This study was guided by quality education model by Kambrya College, Australia (2007). This model provides a blueprint for effective school systems, effective teachers and effective leaders. The model places teacher quality at the very heart of learning and affirms that teachers need to be appropriately skilled to deliver high quality education to all young people. It focuses on the following tenets:

(i) Professional leadership

Teachers need to nurture positive relationship with their pupils which should be pegged on clear expectations, mutual respect, sound communication and benignity. Being friendly and having a good rapport with pupils goes a long way towards creating positive classroom environment. As professional leaders, teachers need to guide, shape, teach, motivate, correct, direct and encourage the pupils. The professional leadership of a teacher should be pupil-centered to promote responsibility in pupils learning process. Nevertheless, it is vital to underscore that pupils require some freedom and voice in the classroom in order to feel valued and motivated. Personal choice and group work are daily occurrences in a classroom which thrives on pupil involvement.

(ii) Teaching and learning

Quality teaching and learning informs that individual students may be better suited to learning in a particular way, using distinctive modes for thinking, relating and creating. The notion of students having particular learning styles has implications for teaching strategies. Because preferred modes of input and output vary from one individual to another, it is critical that teachers use a range of teaching strategies to

effectively meet the needs of individual learners. Sound health instruction should incorporate a variety of teaching methods intended to complement the learning styles of pupils. This should lead to young learners who are both intrinsically and extrinsically motivated to inquire, infer, and interpret; to think reflectively, critically and creatively; and in the final analysis to make use of the knowledge and skills they have gained by becoming effective decision makers. Therefore it is important for teachers to ensure that more learning strategies are incorporated in a comprehensive approach which would include self-directed learning, co-operative learning, role playing, behavioral rehearsal, peer education and parent involvement.

(iii) Shared vision and goals

Throughout the teaching and learning process instruction should be guided by the vision and goals of the school. Teachers should ensure that pupils are actively involved and need to be provided with the opportunity to experience success. Learning must be meaningful and appropriate for the child's cultural environment. Learning experiences must be varied and an atmosphere of support must be provided. The active involvement of the whole child: the cognitive, aesthetic, physical and social dimensions, is key in a comprehensive shared school vision and goals. It is worthy noting that quality education demonstrate a clear and shared understanding of vision and goals of the school. These goals are typically focused on pupil learning, sustained improvement and problem-solving. Quality education creates consensus among teachers about the aims and values of the school and how they can be consistently and collaboratively put into practice. More importantly, there is need to ensure that the curriculum, teaching and learning and professional

learning arrangements are consistent with the school's vision and goals. Relationships between teachers, pupils, parents and the wider community need also to reflect the school's goals.

(iv) Purposeful teaching

This tenet involves actual interaction between teacher and pupil under the teacher's responsibility in order to bring about expected changes in the pupil's behaviour. Quality education demands effective teachers who know how pupils learn and build on the knowledge their pupils already have. Teachers also need to have a strong grasp of the content of their discipline. They should use teaching strategies which match with the learning styles and needs of their pupils in engage them with appropriate content. Purposeful teachers contextualize their teaching practices. They also centre their teaching on the experiences of their pupils, equip them with knowledge and skills they can use in everyday life.

(v) High expectations

High quality education standards specify what high level content or process learning teachers want of the students. Expectations refer to the belief that teachers can help the pupils to get there. High expectations, is presumed that teachers can help the pupils to be successful whereas low expectations, means that that the teachers are not on course to help pupils learn. It is imperative for teachers to focus on what they can help pupils to be able to do instead of what they can do. To promote quality education, teachers need to build knowledge or inculcate skill development of the pupils. If the teachers have high expectations, they should take responsibility for their growth, work on the solution and not cursing the problem.

(vi) Learning communities

The most powerful forms of staff development in schools occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These teams often called learning communities or communities of practice. They operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school goals for student learning. The learning communities are coordinated at school departmental level with a sole aim of enhancing quality education in schools. Teacher members of learning teams assist one another in examining the standards students are required to master, planning more effective lessons, positive critiquing student work, and solving the common problems of teaching.

(vii) Accountability

The most accepted way for appraising good teaching is the amount of pupil learning that takes place in school. To ensure quality education, teachers should be able to communicate content with a lot of easy to enhance the opportunities for pupils to learn. The teachers should make use of the teaching and learning resources available to make sure that the pupils benefit utmost. However quality education is squelched because teachers have limited control over many of the most important factors that impact pupils' learning, including pupils' attitudes, background knowledge of the subject content, study and learning skills, time pupils will spend on their learning and their emotional readiness to learn.

(viii) Stimulating and secure learning environment

The school environment must be a supportive and non-threatening one in which both the pupils and the teacher are comfortable. This is critical for the pupils' cognitive, physical, social and emotional growth. Within the classroom, teachers need to be sensitive to values which are promoted by family, peers, friends, religious and cultural backgrounds. The health classroom provides numerous opportunities for students to share personal anecdotes ask explicit questions and make disclosures. The climate of the classroom must be such that students may speak openly while being assured of the confidentiality, trust and respect of their classmates and teacher.

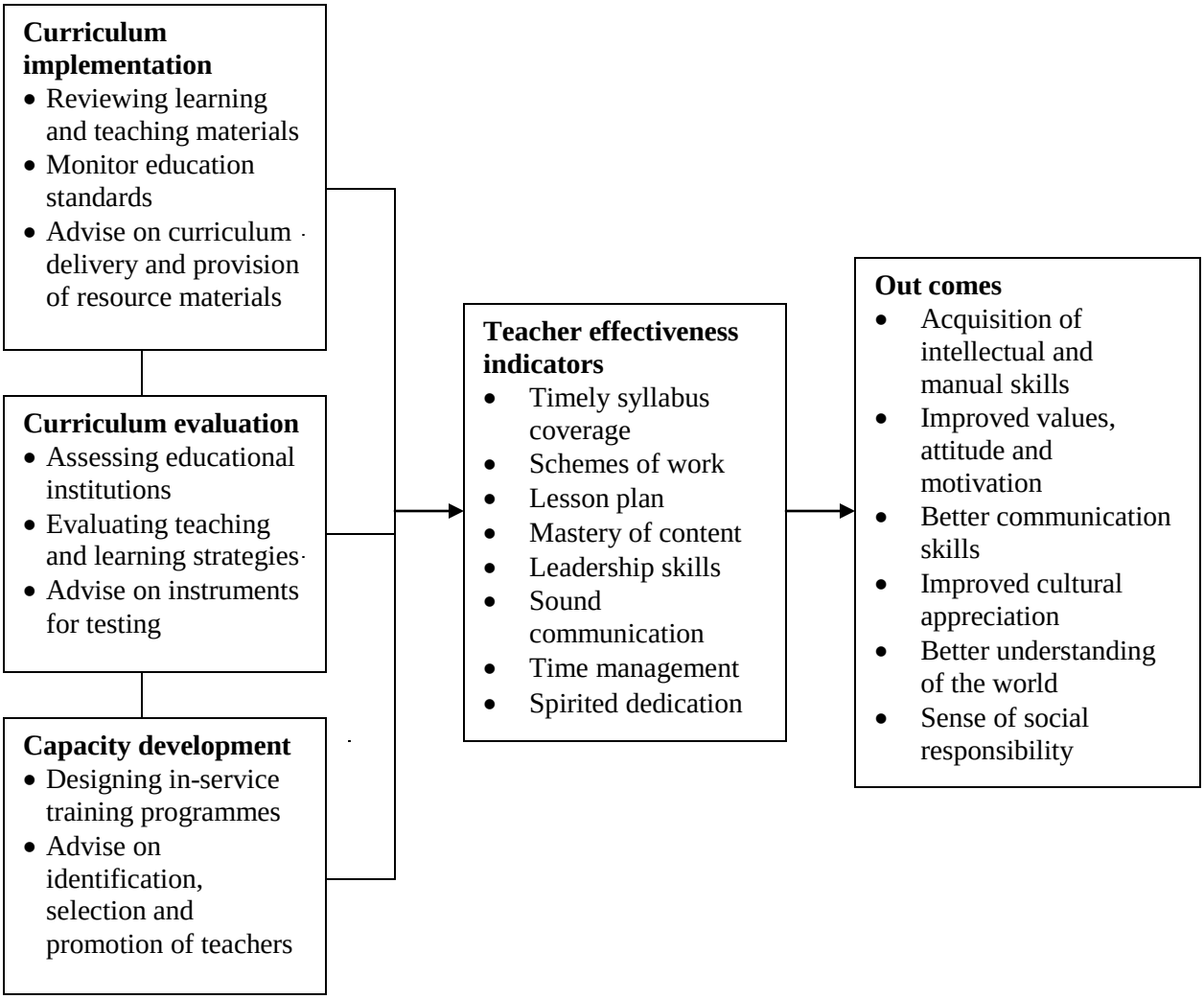
In summary, the above tenets of quality education aim not only at forming trained professional teachers but also contribute to the development of individuals who possess the requisite skills to act and interact in a just society. The quality education model also aims to deliver outcomes such as personal and social growth and the provision of opportunities for learners to develop critical thinking and life skills.

In order to enhance teachers' classroom practice and teaching performance to lift student outcomes, QASOs should strive to provide innovative, stimulating and authentic in-service training opportunities for the teachers to be able to broaden their range of pedagogical skills hence promote teachers' effectiveness.

1.11 Conceptual Framework

Fig.1

Conceptual Framework Showing the Role of QASOs in Enhancing Teacher Effectiveness



Source: The researcher (2010)

As elucidated in the conceptual framework, to ensure quality education, the QASOs should perform the role of assessing educational institutions regularly and compile appropriate reports. The reports compiled address issues related to curriculum and instruction, school physical and material resources, business and finance, staff personnel, pupil personnel and school community relations. They are also involved

in advising government on quality education especially in matters of equity, access, gender, enrolment, wastage, retention, curriculum delivery, learning and teaching materials, leadership, staffing, governance, discipline, curriculum training of teachers and institutional development plans. The reviewing of learning and teaching materials is under their mandate whereby they are required to team up with the KIE to ensure that the teaching and learning materials used in schools are responsive to the pupils needs. Advising on curriculum evaluation in collaboration with KNEC is their role. The QASOs make certain that curriculum is well implemented in schools and the objectives as enumerated in the curriculum are well covered in the primary school syllabus to justify a fair and effective pupil evaluation. It is worthy noting that QASOs are involved in designing in-service training programmes for teachers in areas of management of curriculum development, implementation and evaluation, supervision of teachers and learners, public and human relations skills, business and finance skills, leadership skills, decision making and challenges solving techniques, guidance and counseling, performance management and benchmarking, staff induction, orientation and appraisal skills. More so, they perform the role of advising teachers on curriculum delivery and provision of resource materials, monitoring education standards and advising on identification, selection and promotion of teachers.

In performing the aforementioned roles, the QASOs will be able to enhance teachers' effectiveness which will be reflected through timely syllabus coverage which will also inform the setting and marking exercises, tests, projects and examinations of pupils. This will promote constant monitoring of pupils daily

learning progress and achievement. Nevertheless, the roles of QASOs will cause proper preparation of lesson plans in line with schemes of work and mastery of content. The teachers will be able to develop leadership skills as way of sufficient grounding for high challenging roles and career development in the field of education. Sound communication and public relations skills are crucial traits that will be reflected in teachers' classroom teaching and educational meetings. Time management and spirited dedication to work are also products of QASOs roles in enhancing teachers' effectiveness in primary schools.

The out comes of the whole process will be reflected through pupils' ability to serve themselves and society through acquisition of intellectual and manual skills, improved values, attitudes and motivation. Better communication skills, improved cultural appreciation, better understanding of the world and reasonable sense of social responsibility will also be witness.

1.12 Operational Definition of Terms

Teacher effectiveness- This is the ability of teachers geared towards achieving teaching and learning goals.

Quality Assurance- This is the accounting for the value of teachers input in the learning process and providing advice for improvement.

Supervision- Offering direction aimed at improving teaching and learning in schools.

Stakeholders- This is a group of people directly or indirectly involved in the daily running of the school programmes for example, headteachers, teachers, pupils, school management committees, parents, school communities and all other well-wishers.

Role- This is an assessment activity carried out by the QASOs to ensure that there is quality education in schools.

LITERATURE REVIEW

2.1 Introduction

The purpose of the study was to find out the role of Quality Assurance and Standards Officers in enhancing primary school teachers' effectiveness in Marani division, Marani district. Literature was reviewed focusing on the following thematic areas:

(i) The concept of quality education

(ii) Indicators of quality education

(iii) The function of the Directorate of Quality Assurance and Standards (DQAS)

(iv) The concept of teachers effectiveness

(v) Characteristics of an effective teacher

(vi) Factors influencing teacher effectiveness

(vii) Qualities of an effective teacher

(viii) Assessment of teacher effectiveness

(ix) Approaches DQAS employ to enhance teacher effectiveness

(x) Challenges facing DQAS in enhancing teachers' effectiveness in primary schools

(xi) Summary of the related literature review

2.2 The Concept of Quality Education

According to the Education for All (EFA): Global Monitoring Report (GMR) 2005- The Quality Imperative (EFA: GMR), two principles characterize most attempts to define quality in education: the first identifies learners' cognitive development as the major explicit objective of all education system.

The second emphasizes education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. Quality education determines how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits. Goal number 6 of the Dakar Framework for Action (2000) emphasizes the need of a stimulating pedagogy. It is the teaching and learning process that brings the curriculum to life and determines what happens in the classroom and subsequently the quality of the learning outcomes. According to www.phil-Race.com, quality education begins with the fundamentals like, problem solving, teamwork and organization. These core values are what create quality education and promote an exceptional pupil education. United Nations Children's Fund (UNICEF) (2000) indicates that Quality education includes:

(i) Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;

(ii) Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;

(iii) Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.

(iv) Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities.

(v) Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

www.springfield.k12.co.us posits that quality education contains the following elements:

(i) Strong leadership and vision

(ii) Quality instruction

(iii) Clear standards, assessment and accountability

(iv) Adequate and equitable resources

(v) Family participation

(vi) Community involvement

2.3 Indicators of Quality Education

The indicators of quality education were based on seven correlates of effective schools which are the means to achieving high and equitable level of pupil learning. According to Lezotte (1991), correlates of effective schools are defined as follows:

(i) **Clear School Mission** - In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures and accountability. Staff accept responsibility for students' learning of the school's essential curricular goals.

(ii) **High Expectations for Success** - In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can

attain mastery of the essential content and school skills, and the staff also believe that they have the capability to help all students achieve that mastery.

(iii) **Instructional Leadership** - In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

(iv) **Frequent Monitoring of Student Progress** - In the effective school, student academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessments are used to improve individual student performance and also to improve the instructional program.

(v) **Opportunity to Learn and Student Time on Task** - In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential content and skills. For a high percentage of this time students are engaged in whole class or large group, teacher-directed, planned learning activities.

(vi) **Safe and Orderly Environment** - In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

(vii) **Home - School Relations** - In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve that mission.

2.4 The Function of the Directorate of Quality Assurance and Standards (DQAS)

The major function of DQAS is quality assurance. This entails effective monitoring of curriculum delivery in schools to ensure effectiveness. To realize effective curriculum delivery the DQAS is expected to provide advisory service to schools on how best to improve their teaching (Omuga, 2009)

Through interaction within the schools and institutions, the department collects all the necessary data and information and informs the MOE on trends in standards and achievements in the education institutions within Kenya. Being the custodian of standards, the DQAS plays the role of a supervisor as well as the advisor through quality assurance and quality development respectively.

As supervisor, the DQAS ensures that procedures are adhered to and maintained for the achievement of national goals. In an advisory capacity, the DQAS plays the professional role of liaising closely with the classroom teachers for purpose of attaining the required educational standards.

Education Act of 1968 revised 1980 (section 18) indicates that QASOs are charged with the following responsibilities:-

(i) Enter any school at any time with or without notice and inspect or audit the accounts of the school.

(ii) Advice the manager of the school on the maintenance of accounting records and many temporally remove any books or records for the purpose of inspection or audit.

(iii) Enter any school place at which it is reasonably suspected that a school is being conducted at any time, with or without notice.

(iv) Request the head teacher or principal of the institution to place at his disposal all the facilities, records, accounts, notebooks, examination scripts and any other materials belonging to the institution that he may require for the purpose of the inspection or audit.

According to Primary School Management Guide (1999) QASOs should understand what it meant by the curriculum and its delivery supervision and maintaining standards and staff development. They should be conversant with the key statutes that provide the frame work for educational policy and its structure. They should also ensure that the effective teaching is taking place through the actual observation of classroom instructions as undertaken by individual teachers in a school.

2.5 The Concept of the Teacher Effectiveness

According to Nacino (1994), Effectiveness of teachers can be defined as the extent to which the teacher leads pupils towards the successful achievement of the set goals and objectives.

In Lorin's (2004) terms, effective teachers are those who achieve the goals which they set for themselves or which have set for them by others (for example ministries of education, legislators and other government officials, schools administrators). As a consequence, those who study and attempt to improve teacher effectiveness must be cognizant of the goals imposed on teachers or the goals that teachers establish for themselves or both.

A corollary of this definition is that this effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved Medley (1982), posits that the

possession of knowledge and skills falls under the heading of "teacher competence". In contrast, the use knowledge and skills in the classroom is referred to as "teacher performance". Thus, those who investigate and attempt to understand teacher effectiveness must be able to link teacher competence and teacher performance with the accomplishment of teachers' goals (that is, "teacher effectiveness").

According to Darling –Hammond (1999) teacher quality- knowledge and effectiveness is the number one school based factor in student achievement. Fully prepared teachers are more effective in the classroom and their pupil demonstrate large achievement gains than pupils whose teachers are not fully prepared. They are able to diagnose pupil problems and have an in- depth knowledge of content and how it can be taught effectively so that students learn.

Dave (1978) points out that, a teacher should be more than classroom teacher, he must be an agent for change and must assume leadership. Rowan (2002) indicates that, teachers vary in their quality otherwise there would be no reason of distinguishing qualified teachers from others. He proceeds by saying that quality is affected by:-

(i) General knowledge and ability

(ii) Experience

(iii) Subject matter knowledge

(iv) Intensive and focused in service training

(v) Alignment between teacher training and standard based reforms.

According to Nanga (2004), an effective teacher is characterized by certification, subject matter knowledge, ability and experience. Teacher characteristics have an effect on student achievement.

2.6 Characteristics of an Effective Teacher

According to www.etools4education/article.org., becoming an effective teacher takes practice and special guidance from mentors and administrators. Effective teaching does not involve presenting your exciting lessons or activities to the class, it is craft learned overtime. The following are the characteristics of an effective teacher:-

(i) Positive expectation

Effective teachers should have high expectations for their entire class. Whether a student constantly makes hundreds on tests or a fifty, each pupil should be given positive reinforcement in class. Effective teachers should exhibit positive expectations to ensure each pupil believes they can excel. Transmitting positive reinforcement by telling each pupil they have high abilities and are a capable learner and will allow pupil to excel to their highest abilities. In addition, setting positive expectations in the classroom will help pupils who do not have proper motivation and support at home.

(ii) Enthusiasm

Effective teachers should always exhibit enthusiasm in the classroom. Enthusiasm will allow your pupils to be interested in class discussions and classroom activities. Effective teachers should speak in expressive ways, not a monotone style. In addition, gestures with arms and constantly moving around the classroom will allow pupils to be interested in classroom discussion. Effective teachers should also maintain eye contact with their pupils at all times.

(iii) Effective classroom manager/ organization

Educators need to have proper classroom management skills in order to be effective teachers. Classroom management is not about disciplining your class; it deals with how to take roll, keep an effective grade book and how to discipline pupils.

(iv) Ability to design lessons and activities

One of the most important skills for an effective teacher to master is how to design and implement lessons in the classroom, Designing lessons involves how to cater the needed curriculum into discussions, activities and assignments. In addition, an effective teacher should also be able to evaluate whether or not his/her pupils mastered the lesson.

(v) Rapport with students

An effective teacher should establish rapport with their pupils. Establishing interpersonal relationships with pupils is crucial to form a trusting bond with pupils is crucial to form a trusting bond with each pupil. Effective teachers should be available outside of class to answer questions and provide additional help to pupils. In addition, an effective teacher should show tolerance to differing points of view during class.

2.7 Factors Influencing Teacher Effectiveness

Darling- Hammond (2007) had found hereunder factors influence the teacher effectiveness:

(i) Strong general intelligence and verbal ability that help teachers organize and explain ideas as well as to observe and think diagnostically.

(ii) Strong content knowledge- up to a threshold level that relates to what is to be taught.

(iii) Knowledge of how to teach others in that area (content pedagogy), in particular how to use hand-on learning techniques (for example, laboratory work in science and manipulative in mathematics) and how to develop high-order thinking skills.

(iv) Adaptive expertise that allows teachers to make judgments about what is likely to work in a given context in response to pupil needs.

2.8 Qualities of an Effective Teacher.

A teacher has to don the mantle of a lucid communicator, a fair evaluator, an adept manager, strict disciplinarian, a healing therapist and a skillful team leader. Moreover, at times, a teacher also plays the role of a surrogate parent.

According to www.iloveindiaau.com, an effective teacher should possess the following requisite qualities:-

(i) Be a good communicator by comfortably explaining thing and enjoy doing the same.

(ii) Have a sense of humor to help him/her simplify his task. Wit humor, when applied in the proper manner, can form an important part of a successful teaching programme.

(iii) Be able to keep his/her temper in check and act calmly in different situations.

(iv) Must have good time management skills and always value the importance of time.

(v) Should always adopt a fair attitude, when it comes to making any form of evaluation. He/she should be fair to his/ her profession and assess pupils on their performance, instead of personal rapports and likings.

(vi) Should have necessary command over the subject matter he/she teaches. This way, he/she can be comfortable while explaining things. Besides, he/she will be equipped with answers of any possible questions that might crop up during the lessons.

(vii) Should be dedicated towards his work. He/she should not kill his/her time in classroom and wait for the school bell to ring. Instead, taking out time and engaging in after- school meeting and activities in what suits him/her.

(viii) Should be meticulous and have an eye for detail. Well thought out plans and programs for teaching will assist the productivity of a teacher.

(ix) Should be a good leader and friend. He/ she should also be disciplinarian and the pupils must look up to him/ her. However, this shall not stop him/her from acting like an ally under certain situations.

2.9 Assessment of Teacher Effectiveness

MOEST handbook on inspection (2002) single out appraisal of competence as a method of assessment to enhance teacher effectiveness.

According to www.edu.gov.on.ca, teacher effectiveness can be enhanced by instituting teacher performance appraisal. This involves the following procedure:-

(i) Pre-observation meeting- this is done to promote professional dialogue between the assessor and the teacher. The assessor must arrange a pre-

observation meeting with the teacher in preparation for the classroom observation.

(ii) Classroom observation- the purpose of this step is to access the teacher's skills, knowledge and attitudes.

(iii) Post- observation meeting- This is undertaken after classroom observation. These meetings provide opportunities for reflection and collaboration to promote growth and improvement.

(iv) Summative Report- the main purpose of this step is to document the appraisal process. This becomes a vehicle for the teachers to reflect the feedback they receive and monitor their own growth.

2.10 Approaches DQAS Employ to Enhance Teacher Effectiveness

According to Omuga (2009), DQAS has put measure in enhancing teacher effectiveness hence provision of quality education. They include:-

(i) Emphasis of syllabus coverage

(ii) Emphasis of extra time teaching

(iii) Transfer of teachers

(iv) Discouraging absenteeism

(v) Sensitizing parents on the importance of ensuring quality education.

(vi) Encouraging maximum use of instructional materials

(vii) Timely preparation of professional records by teachers.

2.11 Challenges Facing DQAS in Enhancing Teachers' Effectiveness in Primary Schools

In Kenya pre-service and in- service training of school supervisors has been neglected as many QASOs have been and will be given their positions without any formal preparation for them (Mbiti 1974)

According to Marwanga (2003:48), QASOs are appointed after undergoing a teacher-training course and successful completion of two year probationary period. No training, no supervision or curriculum development is offered while training as teachers, and with little orientation is given when they take up their work.

A report prepared by the committee appointed by the University of Nairobi to review the Bachelor of Education Programme (UoN 1979: 158) posits that majority of QASOs have never received any pre-service training either as QASOs or as supervisors of schools. They therefore find themselves waiting in the understanding of the role of the teacher in a developing country and of the criteria for evaluating the teacher effectiveness.

Omuga (2009) points out that there is no clear strategic planning for managing training of QASOs. The directorate is faced by lack of full advisory support structure to plan and deliver national training programmes. He also indicates that, there is confusion of roles between quality assurance (Inspectorate) and quality development (advisory staff). Most of the officers do not know what is expected of them in these two areas and so they end up concentrating more on quality assurance abandoning quality development.

Another challenge facing QASOs is in adequate assessment and lack of follow-up visits (Olembo, 1992)

2.12 Summary of Related Literature

Literature review in this chapter tackled the concept of quality education, indicators of quality education, the function of DQAS, the concept of teacher effectiveness, characteristics of an effective teacher, factors influencing teacher effectiveness, qualities of an effective teacher, assessment of teacher effectiveness, approaches DQAS employ to enhance teacher effectiveness and challenges facing DQAS in enhancing teacher effectiveness in schools have also been discussed.

Basing on literature review, it came to the fore that the role of QASOs in enhancing teacher effectiveness is quite essential if quality teaching and learning are to take place in schools. Teacher effectiveness is key to learner's behavior and stimulates holistic growth of the learner. Studies along this area have not dealt with the role QASOs perform to ensure that teacher effectiveness has been enhanced.

Consequently, this study addressed gaps in the research study with an intention of generating new ideas in regard to the role QASOs play in enhancing teacher effectiveness and promotion of quality education in Kenya and more specifically in Marani division.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology which was used in carrying out the study. It included research design, locale of the study, target population, sample size and sampling procedures, research instruments, piloting, validity and reliability of the instruments, data collection procedures, data analysis and logistical and ethical considerations.

3.2 Research Design

Survey design is more convenient method to collect information of this study because the sampled people's attitudes, opinions, habits or any of the variety of education or social issues will be captured in totality (Orodho, 2009: 127).

According to Coopers and Emory (1995) survey design provides room where several respondents give answers to specific questions at one pointing time survey.

3.3 Locale of the Study

The study was carried out in Marani division. This was due to dismal results in KCPE hence prompted to finding out the role of QASOs in enhancing teachers' effectiveness and its relevance to the study given that no similar study has been undertaken in the division.

3.4 Target Population

3.4.1 Schools

The target population covered 33 public mixed day primary schools in Marani division.

3.4.2 Subjects

(i) QASOs

The study involved the 2 QASOs in Marani division because they are responsible in ensuring quality teaching and learning in schools.

(ii) Headteachers

There were 33 headteachers in Marani division who were the immediate supervisors of curriculum and instruction in schools.

(iii) Teachers

There were 288 teachers in Marani division who were charged with the responsibility of implementing the curriculum and instruction in schools.

3.5 Sample Size and Sampling Procedure

The sample of this study was selected using various sampling techniques.

3.5.1 Schools

Because of the limitations aforementioned, the schools were selected using stratified sampling technique. In this case a list of public primary schools was obtained from the Area Education Officer's (AEO) office and proportional allocation was used to select a sample from the population. 15 primary schools in this case were selected.

This would ensure each stratum contributed to the sample a number that was proportional to its size in the population (Orodho, 2009: 142).

3.5.2 Headteachers

The headteachers were selected using purposive sampling. This technique was used to reflect the variation which would be occasioned by type of schools either one streamed or more than one Streamed and the gender of the headteachers. In this case, headteachers from the 15 selected primary schools were included in the study.

3.5.3 Teachers

When selecting teachers from the 15 selected primary schools, the researcher used lottery technique whereby the researcher assembled all teachers in each random selected school, assigned them numbers on a piece of paper, folded, put them in a container, shook and allowed them to pick randomly. The numbers picked represented the name of the teacher it corresponded with hence the subject was included in the study. In this case, 60 teachers out of 288 teachers which represented 20.83% of target population were included in this study. This implies that 4 teachers were selected from each of the 15 sampled primary schools.

3.5.4 QASOs

The 2 Quality Assurance and Standards Officers (QASOs) in Marani division were included in the study. Mugenda and Mugenda (1999: 49) have documented that, where the target population is very small, selecting a sample is meaningless and taking the whole population in such case is advisable. Therefore, all the 2 QASOs in Marani division were included in the study. The whole sample was 77 as summarized in the following table 3.1.

3.1 Sample Selection Table

Zone	No.of Schools	Headteachers	Teachers	QASO
Marani	7	7	28	1
Sensi	8	8	32	1
Total	**15**	**15**	**60**	**2**

3.6 Data Collection Instruments

The researcher used questionnaires and interview schedule as the data collecting instruments in this study.

(i) Questionnaires

There were two questionnaires to source for information from the headteachers and teachers. The interview schedule was arranged for Quality Assurance and Standards Officers (QASOs). The researcher designed questionnaires and interview guide on the basis of objectives and research questions.

Mugenda and Mugenda (1999: 71) observes that the use of questionnaires is a popular method for data collection in education because of the relative easy and cost effectiveness with which they are constructed and administered to large samples.

Headteachers and teachers' questionnaire searched for their opinion on the role of QASOs in enhancing teachers' effectiveness.

(ii) Interview Schedule

QASOs interview schedule sought to find out their qualification role, extent to which their report findings are acted upon, challenges they face and ways of enhancing their assessment visits in the division.

3.6.1 Validity of the Instruments

Validity is the accuracy and meaningfulness of inference, which are based on the research results. Validity, in otherwords is the degree to which results obtained from the analysis of the data actually represent the phenomenon under investigation (Orodho, 2009: 189).

Content validity was used to measure the validity of the instruments. It was tested to ensure that test items like the opinion of the subjects on content, language use and clarity covered all the vital areas of the study. This provided an opportunity to correct glaring errors hence made the instrument suitable for administration with a view of getting a fair data.

3.6.2 Reliability of the Instruments

A test-retest method was used to test the reliability of the instruments in two primary schools that were not be used in the actual study. This was done by administering a developed questionnaire to identical respondents who were not included in the study sample, and then ensured the completed questionnaires are scored manually. Re-issuing of the same questionnaire to the same respondents after a period of two weeks and scoring them manually was done. Lastly, a comparison of answers made in the two scores was analyzed.

3.7 Pilot Study

Piloting the study would help reveal deficiencies in the design of a proposed procedure and these could then be addressed before time and resources are expended

on large scale studies (National Centre for the Replacement, Refinement and Reduction of Animals in Research (NC3RS), 2006). In this perspective, the purpose of piloting research instruments was to find out whether the respondents would find them clear, precise and comprehensive enough. Before the actual study, piloting was conducted in two primary schools. These schools were not included in the actual study.

3.8 Data Collection Procedure

Data was collected in two stages. Firstly, questionnaires were administered to sampled primary school headteachers and teachers in Marani division. Secondly, interview scheduled was conducted to the QASOs in the division.

3.9 Data Analysis

Data analysis is the process of systematically searching and arranging interview transcript, field notes, data and other materials obtained from field with the aim of increasing your own understanding of them and enabling you to present them to others (Orodho, 2009 :227).

Before collecting the instrument, the researcher checked the questionnaires for completeness, accuracy and uniformity of the information obtained. This data was analysed by use of descriptive statistics and presented in tables, frequencies and percentages. Significant discussions, interpretations, observations and recommendations were drawn from the analysed data.

3.10 Logistical and Ethical Considerations

After approval of the research proposal by the supervisor, the researcher sought for an authority from Kenyatta University in order to obtain a research permit from the Permanent Secretary, Ministry of Higher Education, Science and Technology before conducting research.

The researcher thereafter paid a courtesy visit to both the District Commissioner (DC) and the District Education Officer (DEO) informing them of the intention to conduct research in the district. The same procedure was followed while visiting the District Officer (DO) and Area Education Officer of the division.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

The purpose of the study was to find out the role of Quantity Assurance and Standards Officers in enhancing teachers' effectiveness in Marani division, Marani district.

This chapter presents the results of the study basing on the following themes;

(i) Profile of the respondents.

(ii) The role of QASOs in school curriculum and instruction.

(iii) Frequency of QASOs assessment in schools.

(iv) Attitudes of teachers and head teachers on the role of QASOs in enhancing teachers' effectiveness.

(v) Factors affecting teachers' effectiveness in the division as identified by QASOs.

(vi) Impediments faced by QASOs in their role of enhancing teachers' effectiveness.

(vii) Suggestions on means of improving the role of QASOs in enhancing teachers' effectiveness.

The researcher sampled 15 public mixed day primary schools in 2 zones of Marani division. A stratified sampling technique was used to allow proportional allocation. This was occasioned by number of class streams and gender in public mixed day primary schools, Marani division.

From each typology 4 teachers and 1 head teacher were sampled from the selected schools summing up to 60 teachers and 15 head teachers. Ministry of Education Officers sampled were the 2 QASOs of Marani division. The total sample for the study was 77.

The researcher used 3 types of research instruments. These were used collect data from the sampled respondents. They included the following:

i) Questionnaire for teachers on Quality Assurance and Standards Officers

ii) Questionnaire for head teachers on Quality Assurance and Standards Officers

iii) Interview schedule for Quality Assurance and Standards Officers

4.2 Profile of the Respondents

The respondents who participated in this study included: teachers, head teachers and Quality Assurance and Standards Officers.

4.2.1 Profile of the Teachers and Head teachers

a) Sex of the Teachers and Head teachers

Table 4.1 Sex of Teachers and Head teachers

	Teachers		**Head teachers**	
Sex	**n**	**%**	**n**	**%**
Male	34	56.7	14	93.3
Female	26	43.3	1	6.7
Total	60	100.0	15	100.0

Table 4.1 above indicates that 56.7% of the teachers were male and 93.3% of the head teachers were also males. Female's teachers were 43.3% and 6.7% of a female head

teacher. This finding showed that a majority of head teachers in Marani division were males and this did not arguer well especially in role modeling since the position was male domineering. The data also indicates that there is an improvement of teachers rationalization aiming at attaining gender parity. Perhaps this will enhance role modeling of pupils in both genders hence improve academic performance. It will also go a long way in motivating pupils to work hard in order to assume higher responsibilities in future.

b) Age of the Teachers and Head teachers

Table 4.2 Age of Teachers and Head teachers

	Teachers		**Head teachers**	
Age (range)yrs	**n**	**%**	**n**	**%**
35 and below	12	20.0	0	0.0
36-40	20	33.3	1	6.7
41-45	13	21.7	3	20.0
46-50	9	15.0	7	46.7
50 and above	6	10.0	4	26.7
Total	60	100.0	15	100.0

Table 4.2 presents data indicating 33.3% of teachers being in the age bracket of 36-40 years while 46.7% of head teachers are aged between 46-50 years. The data also shows that there are 20.0% teachers and none of head teachers in range of 35 years and below respectively. The age bracket of 41-45 years indicated 21.7% of teachers, and 20.0% of head teacher respectively. 50 years and above range shows 10.0% of teachers and 26.7%

of head teachers. The study therefore reveals that most teachers are in the age bracket of 36-40 years which means that there is still room to better their pedagogical skills and improve school academic performance. Since most head teachers are in the age bracket of 46-50 years, there is need to involve deputy head teachers in management issues both in schools and outside especially in-service training courses in school management for smooth transition purpose when the current head teachers retire or leave service through natural attrition.

c) Academic Qualification of Teachers and Head teachers

Table 4.3 Academic Qualification of Teachers and Head teachers

	Teachers		Head teachers	
Qualification	**n**	**%**	**n**	**%**
Graduate	9	15.0	3	20.0
'A' Level	15	25.0	4	26.7
'O' Level	36	60.0	8	53.3
Total	60	100.0	15	100.0

Data on the above table 4.3 shows that 60.0% of teachers and 53.3% head teachers had 'O' level qualifications. This indicates that majority of teachers and head teachers had 'O' level academic qualification. However, a portion of respondents are graduates thus: 15.0% of teachers and 20.0% of head teachers. The study also shows that 25.0% of teachers and 26.7% of head teachers have 'A' level academic qualifications. The study reveals that there is need for more teachers and head teachers to enroll for degree

programmes in order to enhance their pedagogical skills which should be reflected on pupils 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. There is need for the teachers to seize the opportunity of open and distance learning programmes especially this era when internet is becoming readily available at a reduced cost to all subscribers. This is the easy way of acquiring education especially of those who are challenged with paying fees for self sponsored programmes at the local universities.

d) Professional Qualification of Teachers and Head teachers

Table 4.4 Professional Qualifications of Teachers and Head teachers

	Teachers		Head teachers	
Qualification	**n**	**%**	**n**	**%**
M.Ed	1	1.7	0	0.0
B.Ed	9	15.0	3	20.0
Diploma	17	28.0	1	6.7
ATS I	1	1.7	0	0.0
ATS IV	4	6.7	3	20.0
SI	0	0.0	3	20.0
PI	28	46.7	5	33.3
Total	60	100.0	15	100.0

The data above shows that 46.7% of the teachers were PI holders while 33.3% of the head teachers had the same qualification. 28.0% of the teachers were diploma holders while 6.7% of head teachers had the same. B.Ed holders among teachers were at 15.0% whereas 20% the head teachers had ATS I and ATS IV respectively. None of the head teachers had an M.Ed degree. This leads to a conclusion that majority of teachers and head teachers had PI qualifications. Perhaps, the low academic qualifications of the teachers and head teachers might be the reason for dismal performance especially on the K.C.P.E results. Lack of updating of their skills since they graduated from colleges might be another reason for ebbed performance. Therefore, the Ministry of Education should increase the entry grade for the prospective teacher trainees entering teacher training colleges from the current grade C (plain) to C + (plus) in order to attract more better teacher trainees. Perhaps, this might enhance the performance of primary schools not only in Marani division but the entire country.

e) Teachers and Head teachers Teaching Experience

Table 4.5 Teachers and Head teachers Teaching Experience

	Teachers		**Head teachers**	
Experience in years (yrs)	**n**	**%**	**n**	**%**
Less than 5 yrs	6	10.0	8	53.3
5-10 years	17	28.3	5	33.3
10-15 years	10	16.3	2	13.3
15 years and above	27	45.0	0	0.0
Total	60	100.0	15	100.0

The data above shows that 45.0% of the teachers had a teaching experience of 15 years and the above while 53.3% of head teachers had headship experience of less than 5 years. More so, 28.3% of teachers had experienced ranging from 5-10 years whereas 33.3% of head teachers had the same years of experience. 16.3 % of teachers had served for a period ranging from 10-15 years where as 13.3% of head teachers had the same years of experience. None of the head teachers had served for a period of 15 years and above. Therefore the data above indicates that the majority of teachers had a lot of experience in teaching in comparison to head teachers whose majority fall 10 years and below in service experience. Possibly, as the head teachers continue gaining experience in managing the schools, the academic performance in schools will definitely improve.

4.2.2 Profile of Quality Assurance and Standard Officers

Quality Assurance and Standards Officers play a significant role in the provision of quality education in schools. Their roles range from advising on tuition facilities, teaching and learning strategies to assessment ensuring compliance of the same. There were 2 QASOs in Marani division representing 50% gender balance. The data from the interview schedule indicated that both had 'O' level academic qualification. On the professional qualifications, one had B.Ed honours' degree and the other was an ATS I holder.

The QASOs indicated that they occupied the positions of the deputy principal of a secondary school and head teacher of primary school respectively. They had served for the period of 10-15 years in quality assurance profession. One of the QASOs indicated that he had enrolled for an M.Ed degree programme. The study therefore revealed that

there is need for QASOs to upgrade their academic and professional qualifications. This is because of a threat posed by the teachers and head teachers who have attained higher profession than them. It becomes a difficult task to provide academic advise to teachers whose academic qualifications are way above the QASOs qualifications.

4.3 The Role of Quality Assurance and Standards Officers in School Curriculum and Instruction.

The study on the role of Quality Assurance and Standards Officers in enhancing teachers' effectiveness focused on the following salient areas:

i) Teaching and learning resource materials

ii) Teaching and learning strategies

iii) Mounting of seminars and workshops

iv) Staffing

v) Academic performance

vi) Evaluation strategies

4.3.1 Teaching and Learning Resource Materials

Foremost, provision and optimum use of teaching and learning resource materials plays a vital role in the maintaining quality education. 100% of the teachers indicated that dearth of teaching and learning materials contributed immensely to teacher infectiveness. This was reflected through poor syllabus coverage and unpreparedness to adapt to new changes of the primary school curriculum.

Table 4.6 Teaching and Learning Resource Materials

Teachers		
Frequency of update of professional records	**n**	**%**
Regularly	34	56.7
Termly	21	35.0
Occasionally	5	8.3
Total	60	100.0

Table 4.6 above shows that, 56.7% of teachers updated schemes of work, records of work, teaching notes and teaching aids regularly as per QASOs guidelines. 35% of teachers indicated that they update their teaching instruments termly. 8.3% indicated that they update their academic records occasionally. This is a clear indication that nearly half of the teachers did not update their professional records as required by the Ministry of Education. Perhaps this might be one of the causes of abysmal performance particularly in KCPE. Lack of update of the teaching instruments leads to mixing of the subject content hence the learners may find a problem in linking the previous concepts taught and the current one. This also renders a status of high unpreparedness in the side of the teachers which hardly can bear any meaningful academic results.

4.3.2 Teaching and Learning Strategies

Table 4.7 Teaching and Learning Strategies

Teachers		
Conducting remedial teaching	**n**	**%**
Yes	52	86.7
No	8	13.3
Total	60	100.0

According to table 4.7 above on the field of teaching and learning strategies, 86.7% of the teachers showed that they offer remedial teaching regularly to cater for pupils' individual differences. 13.3% indicated that they do not conduct remedial teaching. QASOs interview guide indicated that teaching and learning strategies in the division are not sufficient. As per the findings, it is worthy noting that remedial teaching is not a panacea to address the challenge of low academic performance however, teachers should try making use of modern trends in teaching which include: Transmission approach, cooperative learning/ collaborative learning, exposition approach, facilitation approach, experiential approach and interactive approach. The aforementioned approaches may involve more than one strategy and every lesson should relate to the learners´ experience. The teaching-learning strategies which teachers have to consider using include: Story-telling, discussion, demonstration, lecture method, experiments, practicals, question and answer method, role playing, assignments to mention but a few.

4.3.3 Mounting of Seminars and Workshops by QASOs

Mounting of seminars and workshops on curriculum and instruction is one of staff development programmes which is crucial since it aims that refreshing teachers to keep abreast with the current educational trends. However is it necessary to invite facilitators who are well conversant with primary school curriculum so that teachers can be able to gain colossally from their presentations.

Table 4.8 Mounting of Seminars and Workshops by QASOs

	Teachers	
Seminars and workshops by QASOs	**n**	**%**
Yes	37	61.67
No	23	38.33
Total	60	100.0

Table 4.8 indicates that 61.67% of the teachers asserted that QASOs do not conduct training of teachers on the current curriculum to alleviate problem of poor subject mastery and dismal performance. 38.33% respondents indicated that QASOs conduct short courses on curriculum and instruction termly. This finding reveals that contribution of QASOs in enhancing teachers' effectiveness is below requisite threshold. Perhaps instituting regular capacity development may build confidence of the QASOs in Marani division so that they can unleash their highest potential with a sole aim of improving academic performance in division. It is also imperative for the Ministry of Education to hire primary school teachers as QASOs for primary schools especially those who are holders of B.Ed and M.Ed degrees with sound academic performance and a wealth of

experience in education matters. This is because they fully understand the primary school curriculum dynamics than the secondary school teachers who are well acquainted with the secondary school curriculum. The secondary schools teachers who qualify to be QASOs need to be deployed to deal with secondary schools section on Quality Assurance and Standards.

4.3.4 Staffing

On matters of staffing, 100% of teacher's responses indicated understaffing as a major indicator for teachers' infectiveness. They cited high enrollment in schools, high pupil – teacher ratio as common factors prompting teachers´ infectiveness in primary schools, Marani division.

Table 4.9 Staffing

Head teachers		
Degree of staffing	**n**	**%**
Adequate	11	73.3
Inadequate	4	26.7
Total	15	100.0

Table 4.9 shows that 73.3% of head teachers' responses indicated that there is a shortage of teachers. 26.7% of head teachers indicated they have sufficient numbers of teaching staff. QASOs also concurred with the teachers and head teachers that most primary schools in Marani division were understaffed. Perhaps, this might be one of the causes of dismal performance in the division. Adequate number of teaching staff in schools if well managed will be of great importance especially in attending pupils who have individual

differences and variety of entry behaviours upon admission to various classes in primary schools. This will also diffuse the over crowded class and allow tenable pupil-teacher ratio to facilitate sound class attendance especially in marking class assignments and tests.

4.3.5 Academic Performance

Table 4.10 Academic Performance

	Teachers	
Academic performance	**n**	**%**
Improving	25	41.67
Declining	35	58.33
Total	60	100.0

According to table 4.10 on academic performance, 41.67% of teachers' responses showed that the performance in their individual subjects was improving against 58.33% of teachers responses which indicated declining performance on individual subject. Improving side of the respondents cited government support in the provision of teaching and learning materials, remedial teaching in form of morning and evening preps, varying of teaching strategies and timely syllabus coverage as factors which necessitated improvement. Declining performance of the respondents indicated lack of visitation by QASOs to provide advise on curriculum and instruction, high pupil enrollment, inadequate current teaching and learning resource materials, lack of parental support on educational matters, poor relationship between teachers and community, understaffing of

teachers, haphazard transfer of teachers, communication barrier between pupils and teachers and pupils' absenteeism as factors leading to decline in performance of their individual subjects. Pertaining to pupil population, 73.4% of head teachers responses indicated pupil enrolment of 400 and above with 2-3 streamed classes in schools sampled. This finding shows that pupils population in terms of access and retention is gradually raising. However there is need for ensuring completion of all pupils in primary level and smooth transition to secondary level.

4.3.6 Evaluation Strategy

Lastly, on evaluation strategy, QASOs revealed that they participated in selection of primary school joint divisional tests committee. The criteria for selection indicated that one had to be a representative from zonal level in a specific subject, exemplary performance as reflected on subject mean score, composition should reflect regional balance, participants marking KCPE at national level were given first priority and those teachers who played active role in curriculum activities for instance, workshop attendance, facilitation in seminars, writing of subjects' booklets and revision kits were also considered for selection to join divisional tests committe.

4.4 Frequency of QASOs Assessment in Schools.

Among the key roles of Quality Assurance and Standards Officers is advising stakeholders on education matters pertaining to curriculum delivery, assessment and provision of resources. According to MOEST handbook on Inspection (2000), the frequencies of inspection for schools depend on the number of schools in a particular district and the QASOs work plan also the frequency of assessment of teachers depends on the need.

From the interview schedule, findings indicated that QASOs conduct assessment on curriculum delivery termly. 86.7% of head teachers indicated that they compared their assessment reports with QASOs' report to determine challenging areas in instructional programme which need immediate remedy and 13.3% indicated that they do not compare their reports with the QASOs report. 86.7% of head teachers showed challenging areas in instructional programmes which included: irregular preparation and updating of professional records by teachers, indiscipline among teachers and pupils, lack of serious commitment on academic performance from the teachers and QASOs, school dropout due to early pregnancies among girls, drug and substance abuse, inadequate syllabus coverage, inadequate teaching-learning facilities and time mismanagement.

4.5 Attitude of Teachers and Head teachers on the Role of Quality Assurance and Standards Officers in Enhancing Teachers' Effectiveness.

As mentioned earlier in the literature review, a teacher has to don the mantle of a lucid communicator, a fair evaluator, an adept manager, strict disciplinarian, a healing therapist and a skillful team leader. Moreover, at times, a teacher also plays the role of a surrogate parent.

Teachers and head teachers expressed their attitude on the role of Quality Assurance and Standards Officers in enhancing teachers' effectiveness through likert scales in their respective questionnaires. The responses were rated using a 5 point scale, with 5 being Strongly Agree (S.A); 4- Agree (A); 3- Somewhat (S.W) 2- Disagree (D) and 1- Strongly Disagree (S.D).

The following research items were subjected to rating to find out teachers and head teachers attitude on the role of QASOs in enhancing teachers' effectiveness.

Table 4.11 Teachers Attitudes on the Role of QASOs in Enhancing Teachers' Effectiveness.

QASOs' Roles	Teachers' Attitude				
	S.A	A	S.W	D	S.D
Advise on teaching methods	21.7	55	16.7	5.0	1.7
Advice on time management skills	21.7	38.3	30.0	8.3	1.7
Effective classroom communication	16.7	40.0	28.3	11.7	3.8
Guide teachers on subject content	18.3	36.7	21.7	21.7	1.7
Development of teaching programmes	18.3	40.0	25.0	11.7	5.0
Teacher- pupil resource material	35.0	28.3	38.3	13.3	1.7
Pupil discipline	18.3	31.7	36.7	8.3	3.3
Preparation of professional documents	36.7	43.3	6.7	8.3	3.3
Periodical classroom assessment	18.3	26.7	23.3	18.3	11.7
Motivation and stimulation of teachers	6.7	21.7	21.7	26.7	13.3
Selection, promotion and career development	18.3	21.7	20.0	20.0	18.3
Induction and Orientation seminar for teachers	18.3	23.3	21.7	25.0	16.7
Advise on physical and material resource	20.0	23.3	23.3	20.0	11.7
Promote creativity and innovation	13.3	35.0	28.3	16.7	5.0
Advise on pupil evaluation	18.3	40.0	38.3	10.0	8.3

To start with, concerning QASOs assessment reports aimed at improving teachers' teaching methods, 21.7% strongly agreed, 55% agreed, 16.7% felt somewhat , and 5.0% disagreed and 1.7% absolutely strongly disagreed. The study revealed that the QASOs advise teachers on teaching methods through recommendations of their assessment reports. Although, it seemed the teachers do not make use of the recommendation because of decline in performance especially the KCPE. Therefore, there is need for the

QASOs to team up with the teachers to unearth challenges leading to dismal academic performance and provide possible solutions of the same.

On QASOs assessment reports to advise teachers on good time management skills, 21.7% strongly agreed, 38.3% agreed, 30.0% somewhat, 8.3% disagreed and 1.7% absolutely disagreed. The study therefore showed that more than half of the teacher concurred that QASOs participated in advising teachers on time management skills.

On effective classroom communication assessment by QASOs, 16.7% strongly agreed, 40.0% agreed, 28.3% felt somewhat, 11.7% disagreed and 3.8% totally strongly disagreed. The study showed that half of the sampled teachers agreed that QASOs advise teachers on effective classroom communication.

On guiding teachers on subject content by the QASOs, 18.3% strongly agreed, 36.7% agreed, 21.7% felt somewhat, 21.7% disagreed and 1.7% totally strongly disagreed. The study therefore revealed that more than half of the teachers agreed that QASOs guide them on subject content.

The role of QASOs in development of teaching programmes, 18.3% strongly agreed 40.0% agreed, 25.0% felt somewhat, 11.7% disagreed and 5.0% totally strongly disagreed. The study showed that most teachers agreed that QASOs participated in the development of teaching programmes.

QASOs advise on the use of teacher- pupil resource materials, 35.0% strongly agreed, 28.3% agreed, 38.3% felt somewhat, 13.3% disagreed and 1.7% absolutely strongly disagreed. The study therefore showed that more than half of the sampled teachers concurred that QASOs advise on teacher – pupil resource materials.

On the role of QASOs in advising on pupils' discipline, sampled teachers expressed, 18.3% strongly agreed, 31.7% agreed, 36.7% felt somewhat, 8.3% disagreed and 3.3% totally strongly disagree. The study showed that most teachers partially agreed that QASOs participate in advising teachers on pupils' discipline.

The item on preparation of professional documents, 36.7% strongly agreed, 43.3% agreed, 6.7% felt somewhat, 8.3% disagreed and 3.3% strongly disagreed. The study therefore revealed that QASOs play a significant role in advising teachers on preparation of professional records although their effort is desired to be seen on the pupils' academic performance especially in KCPE.

On periodical classroom assessment, 18.3% of the teachers strongly agreed, 26.7% agreed, 23.3% felt somewhat, 18.3% disagreed and 11.7% absolutely strongly disagree. The study therefore revealed that teachers averagely concurred that QASOs carry out periodical classroom assessments.

On the area of motivational and stimulation of teachers, 6.7% strongly agreed, 21.7% agreed, 21.7% felt somewhat, 26.7% disagreed and 13.3% totally strongly disagreed. The study gave a conclusion that QASOs rarely motivated and stimulated teachers.

QASOs role of selection, promotion and career development, 18.3% of the teachers strongly agreed, 21.7% agreed, 20.0% felt somewhat, 20.0% disagreed and 18.3% strongly disagreed. The study indicated that QASOs hardly ever performed selection, promotion and career development role. Perhaps, if the QASOs could get involved in this role, many teachers could have been motivated, worked hard to surpass their potential.

On induction and orientation seminars role for teachers, 18.3% strongly agree, 23.3% agree, 21.7% felt somewhat, 25.0% disagreed, 16.7% absolutely strongly disagreed,

16.7% absolutely strongly disagree. The study showed that averagely QASOs participated in induction and orientation seminars.

On the area of physical and material resources 20.0% strongly agree, 23.3% agreed, 23.3% felt somewhat, 20.0% disagreed and 11.7% strongly disagreed. The study showed that QASOs moderately advise teachers on school physical and material resources.

On the role of promoting creativity and innovation by the QASOs, 13.3% of the teachers strongly agreed, 35.0% agreed, 28.3% felt somewhat 16.7% disagreed and 5.0% strongly disagreed. The study therefore showed that teachers averagely agreed that QASOs play the role of promoting creativity and innovation.

Finally, on pupils evaluation role, 18.3% strongly agreed, 40.0% agreed, 38.3% felt somewhat, 10.0% disagreed and 8.3% totally strongly disagreed. The study therefore showed that teachers agreed that QASOs advise them on pupil evaluation. Perhaps, changing of evaluation strategies from the traditional one of relying on district mocks to the current methods like the continuous assessment tests, inter-classes examination contests and school subject panel tests can enhance teachers' effectiveness hence improve academic performance in schools.

Table 4.12 Head teachers' Attitude on the Role of QASOs in Enhancing Teachers' Effectiveness

QASOs Roles	Head teachers' Attitudes				
	S.A	A	S.W	D	S.D
Regular assessment	13.3	46.7	26.7	13.3	0.0
Encourage good teacher-pupil rapport	40.0	40.0	13.3	6.7	0.0
Guide on positive reinforcement	46.7	13.3	26.7	13.3	0.0
Classroom enthusiasm	40.0	26.7	13.3	20.0	0.0
Effective classroom management	6.7	33.3	26.7	20.0	13.3
Lesson design and implementation	20.0	33.3	46.7	0.0	0.0
Use of humor to enhance learning	13.3	46.7	33.3	6.7	0.0
Pupil evaluation	6.7	20.0	53.3	20.0	0.0
Seminars and clinics for co-curriculum activities	20.0	33.3	20.0	26.7	0.0
Career guidance	0.0	26.7	46.7	20.0	6.7
Monitoring teaching- learning strategies	33.3	33.3	13.3	20.0	0.0
Pupils discipline	13.3	46.7	26.7	13.3	0.0
Advise on school development plans	6.7	13.3	40.0	13.3	26.7
Staffing of quality teachers	13.3	13.3	13.3	40.0	20.0
Guide preparation of schools' schedule/ term date	20.0	13.3	46.7	20.0	0.0

Firstly, on the QASOs role of facilitating regular assessment of teachers, 13.3% strongly agreed, 46.7% agreed, 26.7% felt somewhat, 13.3% disagreed and 0.0% strongly disagreed. The study showed that majority of the head teachers agreed that the QASOs conduct teachers' assessment regularly.

On QASOs role of encouraging good teacher- pupil rapport, 40.0% strongly agree, 40% agreed, 13.3% felt somewhat, 6.7% disagreed, 0.0% strongly disagreed. The study

revealed that most head teachers concurred that QASOs promote good teacher- pupil rapport.

On the role QASOs play in ensuring positive reinforcement, 46.7% strongly agreed, 13.3% agreed, 26.7% felt somewhat, 13.3% disagreed and 0.0% strongly disagreed. The study indicated that more than half of head teachers agreed that QASOs offer positive reinforcement to teachers.

On QASOs' role of ensuring classroom enthusiasm is maintained, 40.0% strongly agreed, 26.7% agreed, 13.3% felt somewhat, 20.0% disagreed and 0.0% strongly disagreed. The study therefore indicated that majority of head teachers strongly agreed that QASOs played a role of ensuring classroom enthusiasm is maintained.

On effective classroom management as a role of QASOs, 6.7% strongly agreed, 33.3% agreed, 26.7% felt somewhat, 20.0% disagreed and 13.3% absolutely strongly disagreed. The study showed that head teachers partially agreed that QASOs played a role of ensuring effective classroom management.

On QASOs' role of enhancement of mastery on designing and implementation of lessons, 20.0% strongly agreed, 33.3% agreed, 46.7% felt somewhat, 0.0% disagreed, 0.0% strongly disagreed. The study therefore showed that head teachers slightly agreed on QASOs' role of lessons design and implementation.

About QASOs role of advising teachers to have a sense of humor in order to enhance learning, 13.3% strongly disagreed, 46.7% agreed, 33.3% felt somewhat, 6.7% disagreed and 0.0% strongly disagreed. The study revealed that more than half of the head teachers agreed that QASOs advise teachers to use humor to enhance pupils learning.

On the pupils evaluation as a role in which QASOs participated in, 6.7% strongly agreed, 20.0% agreed, 53.3% felt somewhat, 20.0% disagreed and 0.0% strongly disagreed. The study indicated that QASOs infrequently participated on issues concerning pupils' evaluation.

On QASOs involvement in seminars and clinics for co-curriculum activities, 20.0% strongly disagreed, 33.3% agreed, 20.0% felt somewhat, 26.7% disagreed and 0.0% strongly disagreed. The study showed that head teachers averagely agreed that QASOs get involved in seminars and clinics for co-curriculum activities.

Concerning QASOs role of career guidance, 0.0% strongly agreed, 26.7% agreed, 46.7% felt somewhat, 20.0% disagreed and 6.7% absolutely strongly disagreed. The study revealed that QASOs participated sporadically in career guidance.

On QASOs role of monitoring teachers' teaching and learning strategies, 33.3% strongly agreed, 33.3% agreed, 13.3% felt somewhat, 20.0% disagreed and 0.0% strongly disagreed. The study therefore revealed that more than half of the head teachers concurred that that QASOs monitored teachers' teaching and learning strategies with the aim of improving schools performance.

Concerning QASOs role of guiding teachers on school discipline, 13.3% strongly agreed, 46.7% agreed, 26.7% felt somewhat, 13.3% disagreed and 0.0% strongly disagreed. The study showed that slightly more than half of the head teachers agreed that QASOs guided teachers on matters of school discipline with an aim of molding pupils' character.

On QASOs involvement in developing schools' development plans, 6.7% strongly agreed, 13.3% agreed, 40.0% felt somewhat, 13.3% disagreed, and 26.7% strongly

disagreed. The study revealed that QASOs participation in developing of schools' development plans is minimal.

Concerning QASOs role of ensuring appropriate staffing of quality teachers, 13.3% strong agreed, 13.3% agreed, 13.3% felt somewhat, 40.0% disagreed and 20.0% absolutely strongly disagreed. The study revealed that QASOs rarely ensured proper staff rationalization of quality teachers.

Lastly, on QASOs' influence of drawing up of schools schedules, 20.0% strongly agreed, 13.3% agreed, 46.7 felt somewhat, 20.0% disagreed and 0.0% strongly disagreed. The study therefore revealed that QASOs infrequently influenced preparation of school schedules. Perhaps their involvement could have contributed immensely in balancing between curricula and co-curricula activities in schools. Most of valuable time is wasted especially placing co-curricula activities during weekdays instead of weekends. This really interfere with schools academic programmes more so when there is no make up programmes to recover time lost.

4.6 Factors Affecting Teachers' Effectiveness in Marani Division as Identified by QASOs

The interview guide as responded by the QASOs brought into fore major factors affecting teachers' effectiveness in Marani division. These salient factors included:

(i) Heavy work load more so, the number of lesson handled by teachers which are too many.

(ii) Inadequate preparations of professional documents like schemes of work, lesson plans, lesson notes, records of continuous assessment tests and end term examinations.

(iii) Lack of motivation either intrinsic or extrinsic to boost teachers' morale to better their academic performance.

(iv) Low level of team work among teachers

(v) Inadequate management skills among the head teachers and teachers

(vi) Minimal support from stakeholders.

(vii) Inadequate teaching- learning resources

(viii) Rigidity of schools culture especially uneasy to allow new ideas

(ix) Fluctuating staffing norm hence interfering with school performance

(x) Irregular visits by QASOs to schools compounded by funding challenges

(xi) Laxity among teachers especially those nearing retirement age.

4.7 Impediments Faced by QASOs in their Role of Enhancing Teachers' Effectiveness

QASOs identified the following impediments they faced when undertaking their role of enhancing teachers' effectiveness.

(i) Heavy assessment work load because of many schools in the division

(ii) Poor geographical terrain and road network making many schools inaccessible

(iii) Many overriding education programmes hampering regularity of assessment

(iv) Inadequate funding

(v) Transport problem especially dearth of vehicles and motor- bikes

(vi) Inadequate staffing of QASOs in the divisions.

4.8 Suggestions on Means of Improving the Role of QASOs in Enhancing Teachers' Effectiveness.

According to the interview schedule, QASOs proposed the following means of enhancing teachers' effectiveness:

(i) The government to allocate more funds to the Ministry of Education in order to fast track recruitment of more teachers to obviate understaffing.

(ii) Ministry of education to create more opportunities for promotion of teachers based on academic performance

(iii) Ministry of Education to consider delocalizing of teachers to avoid school-community conflicts

(iv) The government to ensure sufficient accountability of funds disbursed through Free Primary Education fund for the purpose of improving teaching and learning in schools.

(v) Ministry of Education to facilitate QASOs with adequate resources to enable them conducts assessment, seminars and workshops timely.

4.9 Summary of Findings and Discussion

In examining the data, it came to the fore that QASOs play a huge role in enhancing teachers effectiveness aimed at improving schools' academic performance more so K.C.P.E results. The study focused on the following roles: Advising teachers on teaching-learning strategies, effective classroom management, subject content, development of teaching programmes, use of teacher- pupil resource materials, preparation of professional records, motivation and stimulation of teachers, career development, induction and orientation seminars, professional development programmes, physical and material resources and pupils evaluation strategies.

Whilst, it was found out that QASOs faced a myriad of challenges in executing their role of enhancing teacher effectiveness, a few were mentioned which included: heavy assessment work load, poor geographical terrain and road network, many overriding education programmes, inadequate funding, transport problems and understaffing. However, there is need to urgently address these impediments if quality education is to be witnessed in leap and bound. In that regard, QASOs recommended to the Government of Kenya through the Ministry of Education to allocate more funds from the exchequer to recruit more teachers in order to alleviate the problem of understaffing of teachers, create more opportunities for promoting teachers through merit, ensure teachers work away from their homes to avoid school-community conflicts, strengthening of accountability in disbursing and use of Free Primary Education funds and facilitating QASOs with the requisite resources to enable them carry out their roles expeditiously.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter tackles the summary of the research findings, conclusions and recommendations on how Quality Assurance and Standards Officers roles can be boosted in order to enhance primary school teachers' effectiveness in Marani division, Marani district.

5.2 Summary Research Findings

The purpose of the study was to find out the role of the Quality Assurance and Standards Officers in enhancing primary school teachers' effectiveness in Marani division, Marani district. Abysmal performance in KCPE prompted the researcher to carry out a study on QASOs' role in enhancing teachers' effectiveness. The researcher used descriptive survey design.

The researcher sampled 15 public mixed day primary schools in 2 zones of Marani division, 4 teachers and 1 head teacher were sampled from the selected schools. Two Quality Assurance and Standards Officers from the 2 zones in Marani division were also sampled for the study. The research instruments which were used to collect data for this study included:

(i) Questionnaire for teachers on Quality Assurance and Standards Officers

(ii) Questionnaire for head teachers on Quality Assurance and standards Officers

(iii)Interview schedule for Quality Assurance and Standards Officers.

Questionnaires were administered to the head teachers and an arrangement was made for the interview schedule with the Quality Assurance and Standards Officers.

The purpose of the study was vividly elucidated accompanied by instructions on how to tackle the tasks. The respondents were also assured of utmost confidentiality to their responses.

Data findings were tabulated using percentages and frequencies and showed the following:-

(i) Teachers and head teachers indicated that dearth of teaching and learning resources materials impeded the role of Quality Assurance and Standards Officers of enhancing teachers' effectiveness. This lead to dismal performance in schools and particularly KCPE.

(ii) Understaffing of teachers and Quality Assurance and Standards Officers featured prominently on the findings. This hampered the provision of quality education in primary schools.

(iii) Quality Assurance and Standards Officers indicated that teachers do not use sufficient teaching and learning strategies. This has led to challenges in delivering the subject content.

(iv) Teachers and head teachers indicated a decline in academic performance in their individual class subjects. They informed the research that lack visitation by Quality Assurance and Standards Officers to provide advise on curriculum and instruction contributed to dismal academic performance.

(v) Quality Assurance and Standards Officers interview schedule indicated that they participate in selection of primary school joint divisional tests committee. However their involvement in the committee did not add the oomph in enhancing teachers' effectiveness.

(vi) Teachers and head teachers revealed that rarely did Quality Assurance and Standards Officers conducted seminars and workshops on curriculum and instruction to refresh teachers on current educational trends. This impacted negatively on academic performance.

(vii) Most teachers agreed that Quality Assurance and Standards Officers advised them on effective classroom management in areas of communication, time management, utilization of teaching – learning resources, preparation of professional records and development of teaching programmes.

(viii) Head teachers indicated that rarely did Quality Assurance and Standards Officers participated in guiding teachers on career development.

(ix) Quality Assurance and Standards Officers rarely advised teachers and head teachers on pupils' discipline.

(x) Teachers indicated that Quality Assurance and Standards Officers rarely motivated and stimulated them.

(xi) Quality Assurance and Standards Officers indicated that inadequate preparations of professional documents by teachers led to decline in academic performance.

(xii) Irregular visits by Quality Assurance and Standards Officers to schools compounded by funding challenges prompted dismal academic performance.

(xiii) Poor geographical terrain and road network hampered Quality Assurance and Standards Officers' assessment activities.

(xiv) Unstable schools staffing norm interfered with academic performance.

(xv) In adequate staffing of Quality Assurance and Standards Officers in Marani division compromised efficiency in the quest for quality education.

5.3 Conclusion

It emanated vividly from the findings on the role of Quality Assurance and Standards Officers in enhancing primary schools teachers' effectiveness that:-

(i) Schools in Marani division are understaffed hence compromising on quality education.

(ii) Quality Assurance and Standards Officers rarely conducted seminars and workshop on curriculum and instructions to keep teachers abreast on the current educational trends

(iii) Dearth of teaching – learning resource materials hampered teachers' effectiveness in the division

(iv) Most teachers indicated an ebbed performance as reflected on the subject mean standard score

(v) On rare visitations, Quality Assurance and Standards Officers advised teachers on effective classroom management skills.

5.4 Recommendations

The aim of the study was to find out the role of Quality Assurance and Standards Officers in enhancing primary schools teachers' effectiveness in Marani district. The researcher recommended the following:-

(i) The government should consider allocating more funds to the Ministry of Education to enable the ministry recruit more teachers to alleviate the challenge of understaffing in schools in Marani division.

(ii) Quality Assurance and Standards Officers should scale up assessment frequencies in order to improve academic performance

(iii) There should be regular seminars and workshops conducted by Quality Assurance and Standards Officers in order to help teachers keep abreast with current curriculum trends.

(iv) Teachers should be motivated by awarding best performers promotions and opportunities for career development.

(v) There is need for teachers rationalization to balance schools staffing norm.

(vi) The Ministry of Education need to procure more vehicles and motor bikes in order to enhance mobility of Quality Assurance and Standards Officers to schools

(vii) Quality Assurance and Standards Officers should be hired in large numbers for effective service delivery

(viii) Stakeholders should be brought on board to partner with the government especially in the provision of adequate resources for physical facilities aimed at enhancing teaching- learning in schools.

(ix) Team spirit among teachers should be encouraged as it will boost schools academic performance.

(x) Schools should embrace joint tests contest in various subjects. This will motivate pupils and teachers to work hard to better their performance

(xi) Teachers should be advised to prepare their professional documents adequately and timely. This documents should be submitted fortnightly to the head teacher for consideration and subsequent approval

(xii) There is need to encourage learners to master the second languages from mother tongue. This will enable teachers communicate with the pupils with a lot of easy especially on content delivery.

5.5 Suggestion for Further Research Study.

Focusing on further study on the role Quality Assurance and Standards Officers in enhancing primary school teachers' effectiveness, the researcher recommends that a study should be undertaken to determine the role of Quality Assurance and Standards Officers in the management of Teacher proficiency Course and examine the effectiveness of the course especially to the primary school teachers and head teachers. It is imperative also to carry out a study on the effectiveness of primary schools internal quality assurance teams and how they impact on primary schools academic performance.

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APPENDIX I

APPLICATION FOR A RESEARCH PERMIT

OGAMBA JOHN KING'OINA
KENYATTA UNIVERSITY
P.O BOX 43844-00100
NAIROBI.

THE PERMANENT SECRETARY
MINISTRY OF HIGHER EDUCATION
SCIENCE & TECHNOLOGY
P.O BOX 9583-00200
NAIROBI.

Dear Sir/ Madam,

RE: **APPLICATION FOR A RESEARCH PERMIT**

I hereby wish to apply for the above referred document. I am a Kenyatta university student enrolled for a masters degree in education.

My proposed research is entitled ***"The role of Quality Assurance and Standards Officers in enhancing primary school teachers' effectiveness in Marani division, Marani district."***

Any assistance accorded to my request is highly appreciated.

Yours faithfully,

Ogamba John King'oina

APPENDIX II

TEACHERS QUESTIONNNAIRE ON QUALITY ASSURANCE AND STANDARDS OFFICERS

This research is specifically for academic purpose. It is intended to find out the role of Quality Assurance and Standards Officers (QASOs) in enhancing primary school teachers' effectiveness in Marani division, Marani district. Kindly you are requested to give answers to these questions as honestly and lucid as possible. Responses to the Queries will be treated with utmost confidentiality.

Please tick (√) where necessary or fill the blank spaces as provided.

SECTION A

DEMOGRAPHIC INFORMATION

1. Gender Male ( ) Female ( )

2. Age

( ) 35 years and below

( ) 36 – 40 years

( ) 41 – 45 years

( ) 46 – 50 years

( ) 50 years and above

3. Highest academic qualification

( ) Graduate

( ) A- level

( ) O-level

Any other specify_____

4. Highest professional qualification

( ) Masters

( ) B.ed

( ) Diploma

Any other specify_____

5. How long have you been in the teaching profession?

( ) Less than 5 years

( ) 5 – 10 years

( ) 10 – 15 years

( ) 15 years and above

SECTION B

TEACHERS ATTITUDES ON THE ROLE OF QASOS IN ENHANCING PRIMARY SCHOOL TEACHERS' EFFECTIVENESS

The statements below reflect the role of Quality Assurance and Standards Officers in enhancing primary school teachers' effectiveness in Marani division, Marani district. Read each statement carefully and understand it. Circle anyone of the numbers 5, 4, 3, 2, 1 that best represents your opinion on the role of Quality Assurance and Standards Officers (QASOs) in enhancing primary school teachers' effectiveness.

5 Strongly agree

4 Agree

3 Some what

2 Disagree

1 Strongly disagree

Statements

1. QASOs assessment reports enable teachers improve on their teaching methods

5 4 3 2 1

2 QASOs' teachers' assessment reports are used to advise teachers on good time management skills

5 4 3 2 1

3. QASOs assessment focuses on teachers' ability to communicate effectively with the learners

5 4 3 2 1

4. QASOs ensure that the teachers have necessary command over the subject content they teach

5 4 3 2 1

5. QASOs assessment reports enable teachers to develop well thought out plans and programmes for teaching

5 4 3 2 1

6. QASOs advise teachers on appropriate use of teacher/pupil resource materials

5 4 3 2 1

7. QASOs advise teachers on how to enhance pupils' discipline

5 4 3 2 1

8. QASOs advise teachers on preparation of schemes of work, records of work, lesson plan, mark books and teaching aids

5 4 3 2 1

9. QASOs visits, observes and checks periodically the learning sessions in classrooms as facilitated by teachers

5 4 3 2 1

10. QASOs provide the right motivation and stimulation for teachers to enhance their effectiveness and pupil achievement

5 4 3 2 1

11. Individual teachers' performance forms a basis for QASOs evaluation on teachers' competence for promotion and career development

5 4 3 2 1

12. QASOs enhance teacher effectiveness by conducting induction and orientation seminars to newly recruited teachers

5 4 3 2 1

13. QASOs enhance teacher effectiveness through recommending to the stakeholders to ensure that appropriate physical and material resources are availed for teaching and learning process

5 4 3 2 1

14. QASOs implore teachers to promote creativity and innovation among pupils

5 4 3 2 1

15. QASOs advise teachers to prepare and administer their own tests to avoid poor quality of assessment in primary schools

5 4 3 2 1

SECTION C

WAYS OF ENHANCING PRIMARY SCHOOL TEACHERS' EFFECTIVENESS

1. What suggestions can you recommend to the Directorate of Quality Assurance and Standards to help enhance teacher effectiveness in primary schools?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Performance of your subject in KCPE for the previous three years

Year	M.S.S
2007	_____
2008	_____
2009	_____

2. In regard to (2) above, is the performance in your subject improving or declining If declining, give reasons._____

_____

_____

_____

_____

_____

_____

4. Do the QASOs participate in training of teachers on the current curriculum to alleviate problem of poor subject mastery and dismal performance?

Yes ( ) No ( )

If Yes, how often do they train teachers?_____

_____

5. Do you think teacher shortages and inadequate teaching and learning materials contribute immensely to teacher infectiveness?

   Yes ( ) No ( )

   If Yes, Give reasons for your support_____

_____

_____

_____

_____

_____

6. How frequent do you update your schemes of work, records of work, teaching notes and teaching aids?_____

_____

7. Do you conduct remedial teaching to cater for pupils individual differences?

   Yes ( ) No ( )

   If Yes, How many times in a week?_____

_____

8. What challenges do you encounter while carrying out the duty of teaching pupils?

_____

_____

_____

_____

_____

_____

_____

Thank you for your responses. Wishing you well in your endeavors

APPENDIX III

HEADTEACHERS QUESTIONNAIRE ON QUALITY ASSURANCE AND STANDARDS OFFICERS

This research is specifically for academic purpose. It is intended to find out the role of Quality Assurance and Standards Officers (QASOs) in enhancing primary school teachers' effectiveness in Marani division, Marani district. Kindly you are requested to give answers to these questions as honestly and lucid as possible. Responses to the Queries will be handled confidential.

Please tick (√) where necessary or fill the blank spaces as provided.

SECTION A

DEMOGRAPHIC INFORMATION

1. Gender Male ( ) Female ( )

2. Age

( ) 30 – 35 years

( ) 36 – 40 years

( ) 41 – 45 years

( ) 46 – 50 years

( ) 50 years and above

3. Highest academic qualification

( ) Graduate

( ) A- level

( ) O-level

Any other specify_____

4. Highest professional qualification

( ) B.Ed

( ) Diploma

( ) S1

( ) P1

Any other specify_____

5. How long have you served as a headteacher in your current station?

( ) Less than 5 years

( ) 5 – 10 years

( ) 10 – 15 years

( ) 15 years and above

SECTION B

HEADTEACHERS ATTITUDES ON THE ROLE OF QASOS IN ENHANCING PRIMARY SCHOOL TEACHERS' EFFECTIVENESS

Hereunder statements reflect the role of Quality Assurance and Standards Officers in enhancing primary school teachers' effectiveness in Marani division, Marani district. Read each statement carefully and understand it. Circle anyone of the numbers 5, 4, 3, 2, 1 that best represents your opinion on the role of Quality Assurance and Standards Officers (QASOs) in enhancing primary school teachers' effectiveness.

5 Strongly agree

4 Agree

3 Some what

2 Disagree

1 Strongly disagree

Statements

1. QASOs carry out teachers' assessment regularly

5 4 3 2 1

2. QASOs encourage teachers to establish rapport with their pupils

5 4 3 2 1

3. OASOs guide teachers on how to transmit positive reinforcement with an aim of encouraging pupils to excel

5 4 3 2 1

4. QASOs advise teachers to exhibit enthusiasm in class discussions and classroom activities

5 4 3 2 1

5. QASOs help teachers with skills on how to be effective classroom managers

5 4 3 2 1

6. Teachers' assessment by QASOs enhances mastery on how to design and implement lessons in the classroom

5 4 3 2 1

7. QASOs advise teachers to have sense of humor to help them simplify their task when attending to pupils needs

5 4 3 2 1

8. QASOs guide teachers on how to adopt a fair attitude when making any form of evaluation

5 4 3 2 1

9. QASOs team up with teachers to organize for seminars and clinics for co-curricular activities for instance games, drama and music

5 4 3 2 1

10. Teachers are given career guidance by QASOs which is aimed at improving their knowledge, skills and attitudes.

5 4 3 2 1

11. QASOs monitor teachers' teaching and learning strategies with an aim of helping them better school performance

5 4 3 2 1

12. QASOs guide teachers on how to instill school discipline to shape pupils character

5 4 3 2 1

13. QASOs collaborate with teachers and school management committees to develop school development plans which are responsive to pupils needs.

5 4 3 2 1

14. QASOs ensure that primary schools get the required number of teachers with the right qualification

5 4 3 2 1

15. QASOs influence drawing up of schedules for primary school activities

5 4 3 2 1

SECTION C

WAYS OF ENHANCING PRIMARY SCHOOL TEACHERS' EFFECTIVENESS

Kindly respond to herebelow questions.

1. The total number of students in the entire school_____
2. The number of streams in your school_____
3. Do you have a requisite number of teachers?

   Yes ( ) No ( )

   If No, how many teachers to be added? _____
4. Do you compare your assessment reports with the QASOs' to determine challenging areas in instructional programme which need immediate remedy?

   Yes ( ) No ( )

   If Yes, list the challenging areas in instructional programme

   _____

   _____

   _____

   _____

5. Performance of your school in KCPE for the last three years

Year	M.S.S
2007	_____
2008	_____
2009	_____

6. As per your observation, is the performance trend upward or downward?

   If downward, please give reasons_____

   _____

   _____

   _____

   _____

   _____

   _____

7. In what ways can teachers' effectiveness be enhanced in your school to better academic performance? _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

8. What suggestions can you make to the Ministry of Education geared towards improving QASOs assessment on teachers' effectiveness?

   _____

   _____

   _____

   _____

   _____

   _____

   _____

Thank you for your responses. Wishing you well in your endeavor

APPENDIX IV

QUALITY ASSURANCE AND STANDARDS OFFICERS INTERVIEW SCHEDULE

This research is specifically for academic purpose. It is intended to find out the role of Quality Assurance and Standards Officers (QASOs) in enhancing primary school teachers' effectiveness in Marani division, Marani district. Kindly you are requested to give answers to these questions as honestly and lucid as possible. Responses to the Queries will be treated with utmost confidentiality.

Please tick (√) where necessary or fill the blank spaces as provided.

1. Designation

2. Gender Male ( ) Female ( )

3. Academic qualification

( ) Postgraduate

( ) Graduate

( ) A- level

Any other specify_____

4. Professional qualification

( ) Masters

( ) B.ed

( ) Diploma

Any other specify_____

5. When you were appointed as QASO, you had been?

( ) Principal

( ) Headteacher

( ) Head of department

( ) Senior teacher

( ) Head of subject

Any other specify_____

6. How long have you been in the schools' quality assurance inspection profession?

( ) Less than 5 years

( ) 5 – 10 years

( ) 10 – 15 years

( ) 15 years and above

4. How frequent do you conduct teachers' assessments on curriculum and instruction in regard to enhance their teaching effectiveness in primary schools?
5. To which extent are the assessment reports implemented in primary schools in the division?
6. What challenges do teachers face in preparing teaching/learning resource materials?
7. Are teachers' methods of teaching sufficient to ensure quality education in the division?
8. As per your assessment reports, do teachers in the division have necessary command over the subject content on subjects they teach?
9. Do you attend schools' subject panel meetings to share with teachers on assessment findings?
10. Do you organize seminars to offer career guidance to the newly recruited primary school teachers who have joined teaching profession?
11. As per your own judgment, what are the major factors affecting teacher effectiveness in the division?
12. (a) Do you participate in selecting primary schools joint divisional tests for evaluation? If Yes in (a),

    (b) Which criteria do you use in the selection?
13. What systems have you put in place to ensure teachers pay more attention to creativity and innovation rather than memorization of concepts by pupils?
14. What is the Ministry of Education doing to promote teachers' welfare in primary schools?
15. What challenges do you face when assessing primary schools to promote teachers' effectiveness in instructional programme?
16. What recommendations can you put forward to the Ministry of Education geared towards enhance teachers' effectiveness?

It has been a pleasure having you for the interview, Thank you

APPENDIX V

STUDY SCHEDULE 2009/2010

ACTIVITY	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	NOV	DEC	JAN
1. Topic formulation	■	■										
2. Proposal development			■	■	■	■						
3. Proposal submission							■	■				
4. Data collection									■			
5. Data analysis										■		
6. Report writing											■	
7.presentation												■

APPENDIX VI

BUDGET FOR THE STUDY

A. Cost of the Proposal	
Proposal typesetting and printing 2copies Binding @	Ksh. 800
Ksh. 30	Ksh. 60
Sub total	**Ksh. 860**
B. Anticipated Cost of the Project	
Transport costs	Ksh. 2,500
Printing/ Photocopying data collecting instruments	Ksh. 1,300
Telephone Services	Ksh. 2,000
Cost of data processing	Ksh. 3,500
Data analysis	Ksh. 2,000
Sub total	**Ksh. 11,300**
C. Cost Processing the Final Document	
Printing 100 pages @ 20	Ksh. 2,000
Photocopying 6 copies @ 150	Ksh. 900
Binding 6 copies @ 40	Ksh. 240
Other miscellaneous expenses	Ksh. 2,000
Sub total	**Ksh. 5,140**
Grand Total	**Ksh. 17,300**