

Quality Assurance and Standards Assessment and Performance in KCPE in Public Primary Schools in Bungoma County, Kenya

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BY

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Presentation Outline

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Introduction

- Today, nations are working towards ensuring Quality Assurance and Standards (QAS) in education, since it is a priority (UNESCO, 2007).
- The introduction of QAS in schools can be traced back in 1880 in America Bray (2009), where classroom teaching was improved through classroom visits and observation which then led to cooperation and coordination of parties involved (Oleyemi, 2009).
- In Karachi, Pakistan, Lodhi and Faizi (2011) study sought to establish why decline in education standards in secondary schools.
- Study established causes as defective administration, inflexible curriculum, ineffective evaluation system, outdated teaching methods and bad inspection system.

Intro Cont'd

- Recommendations called for an improved curriculum to meet the current time, societal wishes and use of organized evaluation systems to test student abilities and adoption of modern methods.
- In Kenya the term QAS in education is on the lips of many hence a whole department of QAS (DQAS) with Quality Assurance and Standards Officers (QASOs) in the Ministry of Education (MOE).

Intro Cont'd

- Chepkuto, Njuguna and Bunyi (2012) carried out a study on the contribution of QAS to curriculum implementation in primary schools of Baringo district, Kenya. Findings indicated that QASOs contributed to effective curriculum implementation by organizing workshops on methods and advisory guidance on curriculum implementation
- Concluded that where QASOs carried out their roles well there was evidence of improvement in teachers' level of professional recordkeeping, preparation and maintenance of quality instructional materials.
- Recommended that MOE should hire more QASOs to enhance level of Quality Assurance and Standards Assessment (QASA) and monitoring of implementation programs.

Intro Cont'd

- Mwinyipembe and Orodho (2014) conducted a study on the effectiveness of QASOs' school supervisory roles in enhancing students' academic performance in national examinations in Nakuru district, Kenya
- Results established that over 90% of teachers had been supervised by QASOs at least once in a term; majority (33.3%) supervised 3-5 times, 24.6% supervised 6-9 times and 1-2 times. And that between 1999 and 2008, the regular supervision of QASO was productive as there was positive performance with mean score that was oscillating between 4.4 and 5.3.
- Concluded that implementation of QASA requires all sides to understand the value of supervision

Intro Cont'd

- In Arusha district council, Tanzania, Lyimo, Too and Kirui (2017) study investigated factors affecting provision of quality education in community secondary schools.
- Findings revealed that inadequate teachers, instructional materials and essential physical facilities limited competence in English as a language of instructions were contributory factors to low academic achievement among students

Intro Cont'd

- Kigen, Ongeti and Wambua (2017) carried out a study on factors influencing implementation of QAS policy in PPSs in Keiyo sub county, Kenya.
- Through Pearson Correlation moment, factors which were categorized institutional ($r=.620$, $n=161$, $p<.05$), technical ($r=.676$, $n=161$, $p<.05$) and environmental ($r=.764$, $n=161$, $p<.05$) positively influenced the implementation of QAS policy in public secondary schools.
- From a Multiple Regression Model ($R^2=.681$) the predictors account for 68.1% variation in implementation of QAS policy.

Intro Cont'd

- Otieno and Oluoch (2016) carried out a study on contribution of QAS to curriculum implementation in PPS of South Rachuonyo District, Homabay County, Kenya.
- Findings revealed that teachers greatly benefitted from QASOs where 31.1% observed that benefitted in terms of work plans, lesson plans and schemes of work; maintenance of quality standards, improvement on actual classroom teaching and preparation of instructional material.

Intro Cont'd

- In Kiambu County, Kenya, Ruga, Ronoh and Mbwesa (2017) study investigated teachers' perceptions on the influence of QASOs' supervisory roles in PPS' academic improvements.
- Findings revealed that 78.1% of teachers believed that QASOs provided necessary information on changes in curriculum and 70.1% agreed QASOs frequently visited schools for supervision.
- They concluded that QASOs' supervisory and advisory roles positively impacted on PPS' academic improvements.

Intro Cont'd

- Lidoro and Orodho (2014) study examined teachers' level of adequacy and their effectiveness in implementing curriculum in PPSs in Kakamega South district, Kenya.
- They observed that even with the upshot in enrolment because of FPE policy, 91% of respondents cited teacher shortage so much that teacher pupil ratio rose from 32:1 to 45:1.
- Study concluded that despite efforts to increase enrolment in PPSs, the gains were eroded by low quality education provided due to the overstretched instructional resources and teacher work overload.

Intro Cont'd

- Imbega (2017) study examined quality assurance practices and their effects on students' academic performance in secondary schools in Trans-Nzoia County.
- Findings, majority posited that external quality assurance to schools failed to enhance the adoption of intervention measures to mitigate issues of academic performance due to inadequate quality assurance practices
- Increased frequency of QASA was recommended to address the issue of poor academic performance

Intro Cont'd

- Wanjala, Masese and Ngesu (2018) investigated impact of FPE on pupils' academic performance in public day primary schools in Bungoma Central sub county, Kenya.
- Increased enrolment affected pupils' academic performance and with inadequate available resources teachers were overwhelmed in providing quality assistance to individual learners.

Intro Cont'd

- Recommended that TSC should employ more teachers to effectively provide quality teaching and attend to pupils individually. That QASOs make regular visits to schools for purposes of supervision and advisory. That MOE should increase its budgetary allocation to primary schools for teaching and learning resources.
- Data from Bungoma county DQAS showed there were 2 QASOs. Despite, KCPE performance in the last three years was below average. Hence this study to establish the relationship between QASA in PPSs and performance at KCPE in Webuye West Sub County.

Statement of the Problem

- ▶ Despite having two QASOs in Webuye West Sub County to oversee 56 PPS and 18 private schools unlike other sub counties which have had only one QASO, the level of QASA in PPS has been worrying in the last 3 years.
- ▶ Reports indicated that there were no records of QASA in 2016, in 2017 ten schools were assessed and 2018 only five (5) were assessed. Besides, the low level of QASA reports, there has also been concerns of poor performance of PPS in KCPE.
- ▶ The sub county posted below average means score in KCPE as follows: 2016 (MS-240.4), 2017 (MS-242.9) and 2018 (MS-239.9).
- ▶ In 2018 at sub county level, 7 PPS recorded poor performance in KCPE than private (3), where PPS (9) were among the last 10 against one from private which raised more questions than answers.
- ▶ The poor implementation of QASA reports in schools has been cited as being the major cause for poor performance and hence there have been proposals for interrogation of both QASO, teachers and Head teachers in order to find out whether there is any relationship between QASA and performance of PPS.
- ▶ This study therefore sought to establish the relationship between QASA in PPSs and performance at KCPE in Webuye West Sub County.

Purpose and objectives of the study

➤ Purpose of the study:

To assess the relationship between QASA reports and Performance of PPS in KCPE in Bungoma County, focusing on Webuye west sub-county, Kenya.

➤ Specific objectives:

- (i) Establish the level of QASA reports in PPS
- (ii) Determine factors influencing implementation of QASA reports in PPS
- (iii) Assess the contribution of QASA on performance in KCPE in PPS

Research Methodology

- ☞ The study employed participatory research design so as;
 - *To allow a collaborative enquiry and involvement of the research participants at all stages of research process*
 - *To creating an opportunity to experience firsthand information and detailed observation about the topic*
- ☞ Both descriptive and inferential statistical approaches were utilized because they are compatible and can be used in a single study (Makhanu & Kamper 2010).

Methodology Cont'd

- Study Area, Population & Data collection methods**

Study was conducted in 56 PPS in Webuye West Sub County, Bungoma county				
Category & population		Sample size	Sampling method	Data collection method
HTs,	56	56	Saturated	IDI (In-depth interviews)
CSOs,	3	3	Saturated	K.I Interviews
QASOs	2	2	Saturated	K.I Interviews
SCDE	1	1	Saturated	K.I Interviews
Teachers	884	768	Simple Random	Survey using questionnaires
Total	N=946	n=830		

- Data Analysis methods**

Objectives		Analysis method	Software
Obj.1	Establishing the level of QASA in PPS,	Descriptive	Excel
Obj.2	Factors influencing implementation of QASA reports in PPS	Chi-square	SPSS
Obj.3	Contribution of QASA on performance of PPS in KCPE.	Logistic regression	STATA

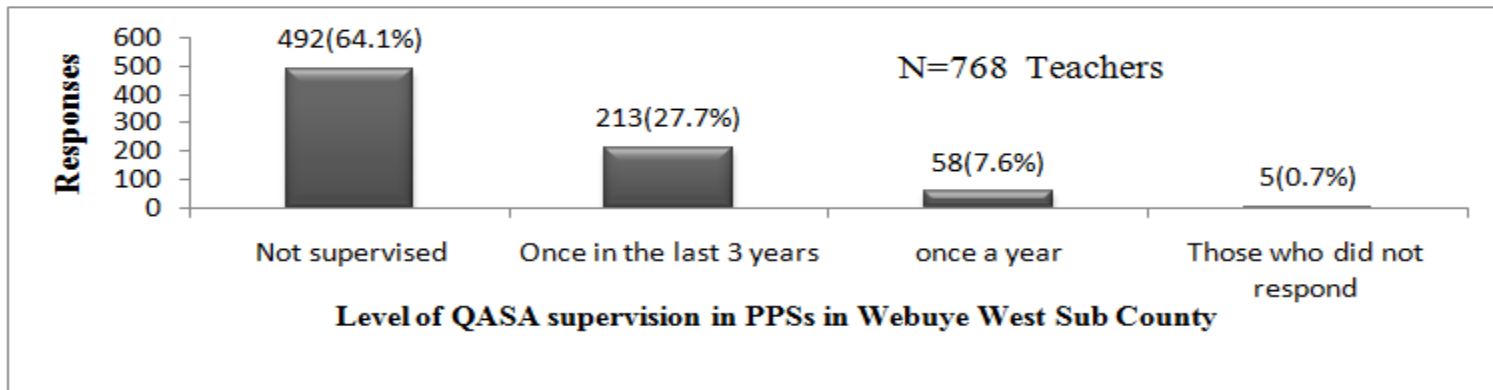
- All necessary ethical considerations were observed. I.e. respondents were assured about their confidentiality and anonymity.

Key findings

1. Level of QASA in PPS

- Both qualitative & quantitative findings indicated that, QASOs rarely visited schools to carry out their supervisory and advisory roles
- For instance, only 27.7% of teachers reported to have ever been assessed in the last three years before Data Collection.

Fig. Level of QASA reports in PSS



- The findings from the above figure indicate the level of QASA reports could be the reason as to why many PPS in the Sub-county are not doing well in KCPE. Studies have shown that regular assessment is believed to enhance performance (Mwinyipembe and Orodho, 2014; Marecho, 2012; Ndizo, et al, 2013)

Key findings Cont'd

2. Factors influencing Implementation of QASA Reports in PPS

- Cross tabulations using Chi-square statistics, indicated that the listed factors illustrated in the table below greatly influenced the performance of PPS in KCPE. Their level of influence towards the implementation of QASA reports in PPS was found to be statistically significant ($P=0.000$). This could partially explain why PPS in Webuye west sub-county have been posting below average mean score in KCPE exams.

Factors influencing implementation of QASA reports in PSS

What are the factors that influence the implementation of QASA reports in PPS?	Gender						
	Male		Female		Total		
	n=455	%	n=313	%	N=768	%	χ^2 =18.589, p=0.000, df=6
Rare visits by QASOs to schools	301	66.2	169	54.0	470	61.2	
Understaffing	88	19.3	101	32.3	189	24.6	
Delayed feedback on QASA Reports	28	6.2	20	6.4	48	6.2	
Attitudes towards QASOs and QASA Reports	25	5.5	16	5.1	41	5.3	
Lack of monitoring/Follow ups	9	2.0	6	1.9	15	2.0	
Socio-economic status	2	0.4	1	0.3	3	0.4	
Other factors	2	0.4	0	0.0	2	0.3	

Key findings- cont'd

3. Contribution of QASA Reports on KCPE Performance in PPS

- Using indicators of performance underlying QASA reports for instance, monitoring of teachers' attendance, pupils' attendance in class, teachers having adequate notes and providing feedback on pupils' performance were found to be contributory factors on KCPE performance. This finding concurs with Ayeni, (2012) study findings. The current study further established that there was a statistically significant relationship between the QASA reports and performance in PPS in KCPE.

Key findings Cont'd

Logistic Regression on the Relationship between QASA and Performance at KCPE

Logistic regression				Number of Obs = 721		
				LR Chi2(5) = 305.04		
				Prob > Chi2 = 0.0000		
				Pseudo R2 = 0.6536		
Log Likelihood =318.84609						
Performance of PPS in KCPE	Odds Ratio	Std. Err	Z	P> Z	[95% Conf. Interval]	
Teachers commitment	2.154637	.5615382	2.95	0.003	1.292811	3.59098
Pupils attendance	2.758242	.4177144	6.70	0.000	2.049861	3.711422
Adequate and current notes	.3176174	.0521886	-6.98	0.000	.2301659	.4382961
Adequate materials in the sch.	4.898957	.9322871	8.35	0.000	3.373784	7.113609
Feedback on performance	1.528299	.1738607	3.73	0.000	1.222854	1.910037
Cons.	.0011348	.0010428	-7.38	0.000	.0001874	.0068718

- A logistic regression model in the table above indicated that, 65% of the variation in the performance of PPS in KCPE was attributed to the changes in the listed indicators underlying QASA reports.
- The findings from the above table concur with Kontio, (2012); Adamu & Addamu, (2012).

Conclusions

- Based on the study findings, it was concluded that;
- Rare visits by QASOs to schools could be a major cause of poor performance in PPS in KCPE but tend to be an unnoticed factor.
- Understaffing of QASOs which limits their visits to schools, Socio-economic status of schools, Delayed feedback on QASA Reports, lack of Follow ups as well as negative attitudes especially among teachers who sometimes feel that QASA is an embarrassment to them are the major factors affecting implementation of QASA reports in PPS.
- Despite the above, QASA reports have a positive contribution to the performance of PPS in KCPE.

Recommendations

- MOE, school administrators, teachers and any other stakeholder in education should prioritize implementation of QASA reports to enhance performance in KCPE in PPS.
- QASOs need to sufficiently be funded to undertake their supervisory roles without difficulties
- The number of QASOs should also be increased so as to be able to cope with the work overload.

Thank You For Listening

THANK YOU FOR LISTENING