INFLUENCE OF INTERNAL QUALITY ASSURANCE PRACTICES ON STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN KIENI EAST AND WEST SUBCOUNTIES IN NYERI COUNTY

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DECLARATION

Declaration by the Student

This thesis is my original work and has not been presented for a conferment of a degree in any other University or for any other award.

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Declaration by Supervisors

We confirm that the work reported in this thesis was carried out by the candidate under our supervision and has been submitted with our approval as the University supervisors.

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DEDICATION

This research thesis is dedicated to my dear husband Mr Gakuo Ithondeka and our two lovely children Declan and Austin

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ACRONYMS AND ABBREVIATIONS

CDE: County Director of Education

ESQAC Educational Standards and Quality Assurance Council

KCSE Kenya Certificate of Secondary Education

MoE Ministry of Education

NACOSTI National Council of Science, Technology and Innovations

OFSTED Office for Standards in Education

SQASO Sub county Quality Assurance and Standards Officer

TPAD Teacher Performance and Appraisal Development

TSC Teachers Service Commission

ABSTRACT

Quality assurance in education is increasingly gaining latitude as evidenced in educational literature and current practices. Apart from ensuring compliance with learners' requirements, educational policy makers are continually designing and producing tools and models that promote professionalism to check performance that promote quality in schools in a rationalized customer satisfaction manner. This systematic review of education has the ultimate goal of maintaining and improving quality and efficiency. This study evaluated the influences of internal quality assurance practices on students' academic performance in secondary schools in Kieni East and West Sub-Counties of Kenya. This study was guided by the following objectives: to establish the influence of examining teachers' professional documents on students' academic performance; to evaluate the influence of monitoring teaching and learning resources on students' academic performance; to assess the influence of internal quality assurance feedback on students' academic performance and to determine the influence of monitoring syllabus coverage on students' academic performance. The study was guided by Principles of Scientific Management Theory advanced by Fredrick Taylor. The study had a target population of 1004 respondents comprising 56 principals, 944 teachers and four Sub County Quality Assurance Officers. Thirty percent of total population was considered which yielded a sample of 17 principals and 283 teachers. Purposive sampling was used to select four quality assurance officers and school principals while teachers were selected through stratified and simple random. Data was collected using survey questionnaires and interview schedules. Validity of the research instruments was done by seeking expert review from university supervisors. The instruments were piloted for reliability in two secondary schools in neighboring Nyeri Central Sub-county using Test - Retest Method. Both sets of items were correlated using Crobanchs Alpha. A coefficient of $\rho>.70$ was found in all items and considered reliable. Quantitative data was analyzed by use of both descriptive statistics and inferential statistics. Qualitative data was subjected to content analysis where responses were categorized into common themes related to the objectives of the study. Results obtained showed $M>2$ in all items of the independent variables meaning that professional documents were rarely examined, instructional resources and syllabus coverage rarely monitored, and feedback rarely given. Relationship among variables described using Pearson correlation coefficients showed high statistical significance (2-tailed), in which all variables indicated significant correlation coefficient $p< 0.05$ implying a high correlation of quality assurance mechanism in school and its influence on learners' performance. Qualitative data revealed gaps in quality assurance practices. The study is significant as it provides a theoretical and empirical contribution to the existing literature on internal quality assurance practices in schools' context. It offers practical recommendations on enhanced responsiveness to continued quality provision for which policy makers and education stakeholders yearn for. The study recommends on building capacity of educational leaders through continuous training to make them more effective in carrying out the quality assurance practices.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Across the world, quality assurance is an important system that ensures quality education is offered in schools for the purposes of improving academic of students. It involves instituting checks and balances to make certain that teachers and schools are teaching the prescribed curriculum appropriately and learners' progressive outcomes are appealing (Alfonso, 1984). It is believed that the overall education system should be supported by educational quality assurance in order to improve the teaching-learning process in general and learners' achievement in particular (UNESCO, 2012).Internal quality assurance plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education of reflected by how students perform in tests (World Bank, 2013).

In many countries around the globe, school inspection has been used as a mechanism of improving and monitoring the educational standards and quality of schools. Klerks (2013) assumes that most inspectorates take inspection as an external process that leads to school improvement. They also expect the improvement activities to be related to the inspection framework and ultimately lead to an effective teaching and learning in schools (De Wolf & Janssene, 2007). England considers school inspection as an Act to monitor school improvement initiatives and offer guidance (Ofsted, 2013) and school inspection was created as an independent, non-ministerial government department and its main task was setting up a new school inspection system and maintaining a good number of qualified inspectors to fulfill the obligations of each inspection cycle (Ferguson, 2001).

In United Kingdom, through OFSTED (Office for Standards in Education) school inspections are done with alignment of the general philosophy of the agency's (OFSTED) approach through its motto: "Improvement through Inspection" (Rosenthal, 2004). OFSTED aims to attain four objectives: raising standards of achievement by students (in exams), enhancing the quality of educational experience enjoyed by pupils, increasing the efficiency of the financial and general management of the school, and developing the ethos of the school and raising pupil self-esteem (Rosenthal, 2004). The author further states on

its website that ‘we aim to improve current provision and outcomes, to raise aspirations and to contribute to a longer-term vision for achieving ambitious standards. To be more specific, majority (70%) of teachers in UK perceive that the main aim of OFSTED is to make schools accountable for their actions, 58% of teachers thought that OFSTED is a useful tool for school improvement. Many teachers clearly believed that OFSTED was important for school improvement (Chapman, 2001).

In Hong Kong the new education quality assurance mechanism which was introduced in 2000 has the dual purpose of enforcing accountability and school improvement. Before 2000 the educational quality assurance completely relied on external school visits [school inspections] which were conducted by government inspectors without the input of schools (Wong & Li, 2010).In the Netherlands school inspectorate has gone through different reforms to meet the current needs to ensure education quality is at its optimal level as much as possible. This is because there have been different changes in education sector and that schools in the Netherlands have been more autonomous in running their education programs (Ehren &Visscher, 2006).

In the Dutch Supervision Act of 2002 through inspection the government aims to guarantee that schools will deliver a satisfactory level of educational quality for all citizens, and that ‘through inspection, the government stimulates schools to develop their own quality assurance systems, which will lead to improvement in the quality of education’(Ehren & Visscher, 2006). The second one is to stimulate schools to offer more added values in terms of student achievement .Accountability is considered to serve improvement, as being accountable implies that some improving action will follow, in cases of underperformance (Ehren & Visscher, 2006). The compliance purpose was due to the reason that schools comply with legal requirements to ensure the legitimacy of the received state funding. The inspectorate had therefore to combine a compliance approach based on legal requirements with an approach rooted in stimulating and challenging the schools to improve (Ehren & Honingh, 2012).

Education quality assurance is practiced differently in different countries. In South East Asian countries, but to a much lesser extent than in other developing countries, principals, like their equals in the West, were found to award great importance to internal quality assurance. In Singapore principals are expected to carry out internal quality assurance (Zhang, 2004). Chinese principals perceived excellent quality assurance as a key to student success and school prestige (Ligget &Nicklaus, 2007). Hallinger (2004) portends that Thai principals perceive themselves as exercising more active quality assurance than is perceived by their teachers, while principals in Hong Kong assume relatively low levels of direct involvement in quality assurance and higher levels of indirect involvement (Chi-Kin Lee & Dimmock, 2009). In Kuwait, for instance, the view is that the curriculum is not directly related to the job of the principal (Al-Jaber, 2006). Survey studies in Thailand and Papua New Guinea show that principals in these countries are ranked lower in items consisting of internal quality assurance inventories than their western counterparts (Hallinger, 2004).

In some African countries such as Nigeria, Ghana and Botswana, principals are not even appointed on criteria of quality regarding their own performance in teaching. Many of them have never been in a classroom, since political connections may be a dominant factor in their appointment (Chapman, 2001). In this situation, it seems less plausible that principals would help teachers improve their teaching or be able to judge their abilities. No wonder Oplatka (2004) sees them as bursars who deal with administrative rather than instruction-oriented role; conservative people due to lack of change initiation and as Kings in their own realm. Yet, Fullan (2001) found in his research that schools operated by principals who were perceived by their teachers to be strong in quality assurance exhibited significantly greater gain scores in achievement in reading and mathematics than did schools operated by those that are average and weak quality assurance. Ghana seems to be the exception among African countries, for its principals perceived their quality assurance role as including efforts in helping teachers to use new instructional techniques and implementing the new curricula (Chapman, 2001). Nevertheless quality assurance functions are relatively rare in schools in developing countries.

In Kenya, the Educational Standards and Quality Assurance Council (ESQAC) is empowered to carry out supervision and ensure that quality education is being offered in schools (Ojiambo, 2009). According to Ajuoga, Indoshi and Agak (2010), a QASO is an education officer responsible for supervision of curriculum implementation in schools and enhancing teachers' effectiveness. In other words, QASOs are required to provide external scrutiny on how the curricula are being implemented at the school level (Gongera, Muigai & Nyakwara, 2013). QASOs are therefore mandated to enter any basic education and training institution with or without notice to ensure compliance with education standards and regulation. Some of the duties of QASO are carried out by the principals and other institutional administrators at the school level.

A study done by Musungu and Nasongo (2009) found out that in Kenya the principal carries out quality assurance tasks which include checking teachers' lesson note books, records of work, class attendance records and schemes of work books. Further, Waweru and Ngugi (2013) noted that roles played by the principal included supervising the implementation of the approved curriculum, staff personnel, students, teachers and supervision of physical and material resource. According to the Republic of Kenya (2011), the school principal is in charge for all affairs pertaining to the smooth running of the school. The effectiveness of the principal in discharging their roles in instructional supervision may have a bearing on the standard of academic performance of the students.

Despite the strategies put in place by the government to ensure adequate quality assurance in schools, various challenges have been documented. For instance, according to World Bank (2013), teachers' absenteeism in Kenya is one of the problems facing the improvement of education sector. The report stated that on average the absence rate in the country is 16%.The report further stated that for every 100 public school teachers, 55 were in class teaching while 45 were at the school but not teaching. The teachers' absence, poor utilization of learning resources and poor time management has been found to adversely affect the academic performance of learners.

These developments culminated in the new system known as the Teacher Performance Appraisal and Development (TPAD) in 2017(TSC/TPAD/01). After piloting phase 2013-2016, TPAD appraisal system was rolled out nationally (TSC, 2016). Further TSC (2016)

points out that new appraisal system sought to enhance continuous evaluation the performance of teachers and promote professional development of teachers with a view of improving academic outcomes of learners. The aim of the appraisal system was thus to provide quality educational services in public schools and provide a balanced, open and effective assessment of teachers.

According to Teachers Performance Appraisal and Development (TSC, 2016), teachers are assessed in seven areas among which four are very relevant to the current study. professional knowledge on ability to prepare schemes of work and lesson plans; time management, consistency in class attendance, adherence to school time table as well as innovation creativity based on ability to optimally utilize and improvise and locally available resources. The school principal is obligated to take a center stage in taking the in appraising the teacher so that appropriate instructional practices for learner improvement. Since the introduction of the TPAD tool and the institutionalization of school level quality assurance, there has been an ongoing debate as to the effectiveness of the internal quality assurance practices discharged by the institutional administrators in translating to actual academic achievement of students. Indeed, teachers' trade unions have been at loggerheads with TSC with the former arguing TPAD has no effect on performance of the teacher and consequently the learners. Performance in KCSE in Nyeri County in general and Kieni East and West Sub counties in particular has been poor The records at the County Director of Education in charge of Nyeri County indicate that Kieni East and West Sub counties had recorded the lowest KCSE mean score among the other sub counties in the last three years as indicated in Table 1.1. Table 1.1 indicates the performance of schools in at the Sub County level in Nyeri, County.

Table 1.1: KCSE performance in Nyeri County

Subcounty	KCSE mean scores		
	2020	2019	2018
Nyeri Central	5.168	6.024	5.924
Nyeri South	5.123	5.823	6.012
Tetu	4.956	5.210	4.623
Mukurweini	4.135	4.262	4.234
Kieni East	3.962	3.825	3.625
Kieni West	3.625	3.925	3.823

***Source*: CDE's Office, Nyeri**

The results in the table indicate that in the years 2020, 2019 and 2018 performance of students in KCSE Kieni East and West Sub counties had scores below mean four while the rest of the sub counties had above four. There is need to examine why the performance has been low despite introduction of TPAD, a tool developed with an aim of improving performance at institutional level. Institutional administrators are especially mandated to play a unique role in the running of a school as well as ensuring that the schools are operating effectively. Effective execution of the role of internal quality assurance by the institutional administrators could perhaps result to better academic performance. *Source*: CDE's Office, Nyeri.

1.2 Statement of the problem

The paradigm shift from relying on external and confidential inspection of curriculum instruction to open internal quality assurance practice to improve quality of teaching and learning has been in doubt. As a result, TPAD was introduced in with an aim of improving the performance of students especially in national examinations with school principals mandated to carry out quality assurance practices. Consequently, improved performance in examination is an expectation from stakeholders.

Nevertheless, there have been doubts over effectiveness of internal quality assurance as envisaged in TPAD with trade unions taking lead in the view. Indeed, performance in KCSE especially in some regions has not been good. In Nyeri County, the scores in KCSE performance have not been good especially in Kieni East and West Sub counties in

particular for considerable years compared with other sub counties. Attempts to understand the cause of poor performance has been limited to students' absenteeism, entry behavior and role of parents. However, no adequate scholarly attention had been on how quality assurance practices by school principal influence performance of students in KCSE in the study area, hence the present study.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of internal quality assurance by principals on students' academic performance in Kieni East and West Sub counties, Kenya

1.4 Objectives of the study

The study was guided by the following research objectives:

(i). To establish the influence of examining teachers' professional documents by the principals on academic performance of students in secondary schools in Kieni West and Kieni East sub counties, Kenya.

(ii). To evaluate the influence of monitoring the use of teaching and learning resources by the principals on academic performance of students in secondary schools in Kieni West and Kieni East sub counties, Kenya.

(iii). To assess the influence of feedback on internal quality assurance reports by the principals on academic performance of students in secondary schools in Kieni West and Kieni East sub counties, Kenya.

(iv). To establish the influence of monitoring syllabus coverage by principals on the academic performance of students in secondary schools in Kieni West and Kieni East sub counties, Kenya.

1.5 Research questions

The study was steered by the following research questions:

i. What is the influence of examining teachers' professional documents by principals on academic performance of students in secondary schools in Kieni West and Kieni East sub counties, Kenya?

ii. How does monitoring use of teaching and learning resources by the principals influence academic performance of students in secondary schools in Kieni West and Kieni East sub counties, Kenya?

iii. What is the influence of feedback on internal quality assurance reports by principals on academic performance of students in secondary schools in Kieni West and Kieni East sub counties, Kenya?

iv. How does monitoring syllabus coverage by principal influence the academic performance of students in secondary schools in Kieni West and Kieni East sub counties, Kenya?

1.6 Significance of the study

The results of this study may help the educational officers such as sub county director of education, principals and senior teachers to know the current practice of quality assurance in secondary schools. The findings provide an evaluative report on theory and practice of TPAD at school level. The results can be also to encourage them to give more attention to implement quality assurance activities in secondary schools. The study findings will benefit the learners because once effective quality assurance practices are identified and effected and their academic performance of students will improve. Further, this study may help as a springboard for other researchers who want to conduct further research in the area of quality assurance in education for effective learning and teaching.

1.7 Scope and limitations of the study

1.7.1 Scope

The study was done in public secondary schools in Kieni West and Kieni East Sub-Counties located in Nyeri County. Public secondary schools were considered because unlike private schools, they funded from national exchequer. The study was carried in these sub counties because the quality of education in the area is low due to poor academic results posted in 2018, 2019 and 2020 as compared in with other sub counties. KCSE result analysis is shown in Table1.1 (page 7). The respondents were school principals, teachers and standards and quality assurance officers in the sampled public secondary schools in the study areas. The study focused on principal's quality assurance practices with regard to professional documents, teaching and learning resources, feedback and syllabus coverage. Therefore the study assessed the influence of principals' quality assurance practices and academic performance in secondary schools in Kieni West and East sub counties in Nyeri County.

1.7.2 Limitations

Firstly, the study was limited to Kieni East and Kieni West Sub counties due to time and logistical constraints may limit generalization of the findings to the entire County or country at large. Secondly, the nature of instruments characterized by self-reporting may have attracted biased information but use of multiple data collection methods was used to overcome the limitation. Thirdly, the presence of a sampling bias may have lowered the representativeness of the sample of the entire target population and finally being a survey, it was difficult to determine cause effect relationship, which comprised internal validity. Fourthly, the respondents such as teacher were apprehensive about divulging all the information about their principals but were assured of confidentiality. Lastly, the school principals tended to give biased information but use of other respondents brought balanced views.

1.8 Assumptions of the study

The study was based on the following assumptions; that quality assurance is carried out in public secondary schools in Kieni East and Kieni West Sub counties, that the subjects understood the concept of quality assurance and the procedures, practices and guidelines that go with it and finally the teachers are aware of the principals' quality assurance activities.

1.9 Theoretical framework

The study was informed by Principles of Scientific Management Theory developed by an American engineer, Fredrick Taylor in 1911 as elaborated in Hoyle & Wallace (2005) and Wertheim (2007). Taylor as a critical writer was concerned with the improvement of management as a way of increasing productivity. Taylor was interested on emphasis was on the challenge of obtaining increased productivity from individual workers by structuring of the work organization levels of output.

The theory analysis is concerned about how work can efficiently be managed. The theory seeks to analyze and synthesize work flow to improve productivity**.** According to Taylor the traditional rules of the thumb should be replaced by precise procedures developed after careful analysis of individual work. The main argument was that by nature human beings by this case workers dislike and especially when working in various groups. Consequently, workers will have a deliberate plan to do as little as they can safely do so. To counter the

reluctant behavior and improve productivity procedures are developed to monitor how work is to be performed efficiently to achieve organizational goals.

Quality assurance in education gained its strength and rationale in connection to Scientific Management Theories as advanced by Taylor, as of teachers as implementers of curriculum can perform their work with efficiency. Indeed, the introduction and TPAD and putting school principals at the center of teacher supervision is in line with Taylors view on need to provide guidelines and monitor whether guidelines are followed. The idea behind the introduction of close supervision practices is to ascertain that teachers work according to approved protocols aimed at improving teacher effectiveness and consequent improvement of student performance.

According to TSC (2016) teachers are supposed to be guided by TPAD guidelines with very close supervision by school principals on teacher preparation of professional documents, monitoring of teaching and learning resources, monitor syllabus coverage and provide feedback.The scientific Theory of Management is therefore very relevant because to the present study because internal quality assurance at school level is informed by TPAD guidelines and procedures to be enforced and evaluated by the school principal for the purposes of improving quality delivery and impacting on students' acquisition of knowledge and later result to high performance. The theory has been used to inform studies on quality assurance and student academic performance in Tanzania (Phillymon, 2020) and in Kenya (Nyarira, 2012).

The strength of Taylor's lies on defining tasks for employees, how best to do the tasks and close supervision of how work is done characteristic of quality assurance processes and finally to manage, plan and control, characteristic of quality assurance (Walonick, 1993). Taylor's main goal was to design a system which scientifically determined not only which tasks were correct for a particular job or industry, but also the best methods and approaches to accomplish those tasks which, can be compared with TPAD. Indeed, Taylor's reconstruction of industrial organizations resulted to high productivity among employees which can be compared with effort to improve education outcomes by providing a controlled and supervised approach as defined in TPAD. However, Taylor's Theory has been criticized for being insensitive to the complexities of human behavior in organizations

and importance of individual's feelings, sentiments, group working managerial behavior, work environment and work itself. Moreover, focus on tasks rather and productivity views employees as machines just like wheel, heavily criticized by human relations movement in management of labour. Moreover, the theory is associated with boredom and conflict among workers (Ratnayake & Ima, 2009).

1.10 Conceptual framework

Conceptual framework represents diagrammatic relationship between independent and dependent variables (Oso & Onen, 2012). The independent variables were; frequency of examining teachers professional documents, effective monitoring of use of teaching/ learning resources, effective feedback on quality assurance reports and monitoring of syllabus coverage while the dependent variable was academic performance of students. Other factors that may have confounded the relationships between independent and dependent variables but were not within the scope of the study included prevailing policy frameworks and the prevailing social economic environment, personal attributes of quality assurance staff and professional preparedness of the quality assurance staff. The variables were in the conceptual framework in Figure 1.1. Figure 1.1 indicates configuration of independent and dependent variables

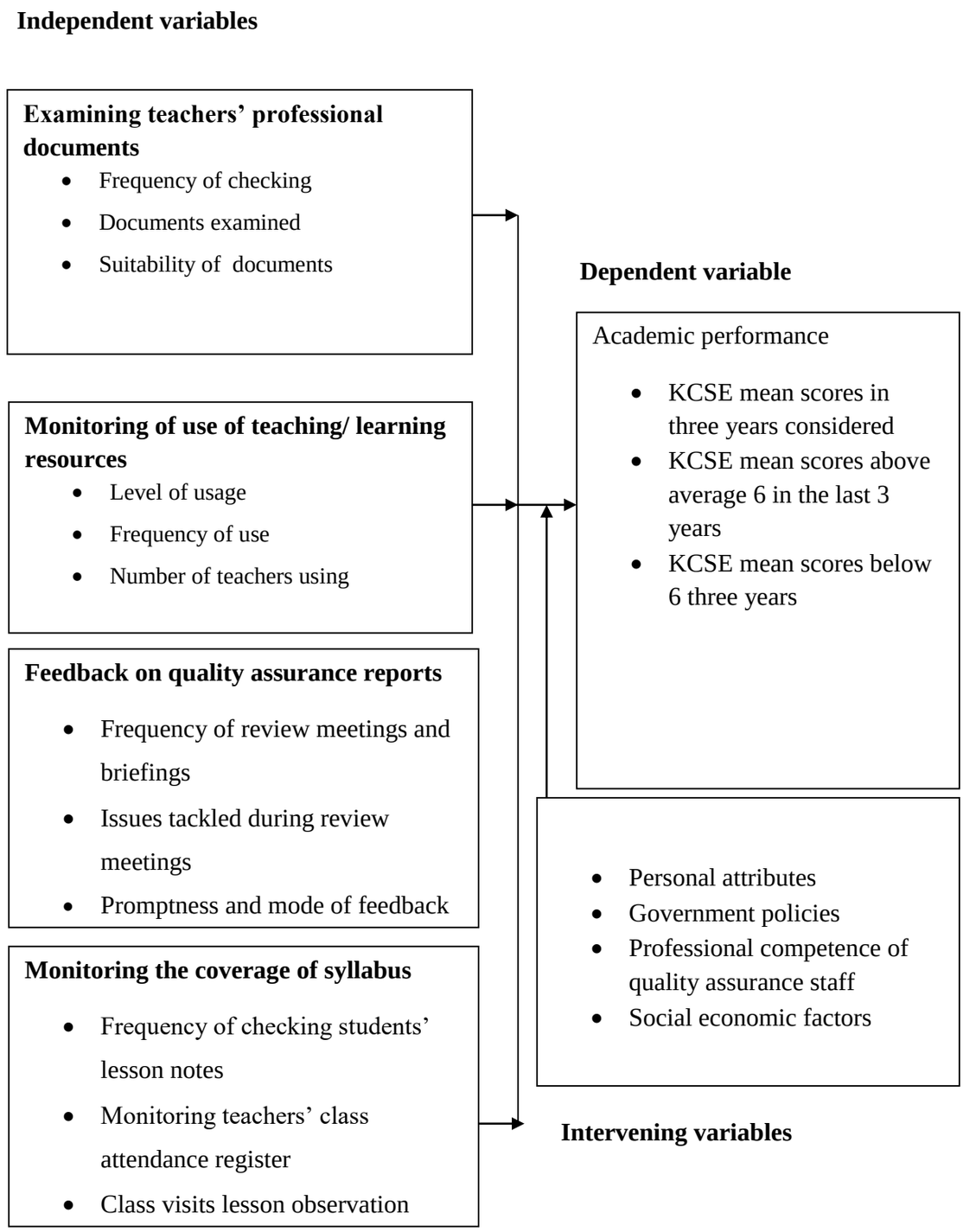

Figure 1.1 Conceptual frameworks for the study

Source: Researcher (2019)

1.11. Definition of Operational Terms

Academic Performance: Refers to the scores of students in KCSE as indicated by the mean scores for the last three years under study

Feedback: Process of sharing of quality assurance report with teachers by the school principal

Internal quality assurance practices: A processes of instituting checks and balances in curriculum instruction at school level by the school principal

Monitoring: Refers to tracking of utilization of learning resources and syllabus coverage by the school principal

Professional documents: The records that teachers maintain such as record of work, schemes of work, lesson plans and lesson notes.

Syllabus coverage: Extent to which content is covered

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents relevant literature on past research work carried out on quality assurance practices in secondary schools such as head teacher's characteristics and quality assurance, examining teachers' professional documents, ensuring effective utilization of teaching/ learning resources, providing feedback to teachers and challenges in quality assurance as well as identifying the research gaps in knowledge.

2.2 Concept of Quality assurance in Education

Quality assurance is one of key functions in the Ministry of Education in Kenya aimed at continuous monitoring and assessment to ensure that learning processes are taking place effectively. According to Sallis (2002), quality assurance is a procedure done before and during the event process to prevent faults occurring in the first place. Quality assurance is therefore a means of producing defect and fault free products. It is about consistently meeting product specification or getting things right first time, every time. Gudo and Olel (2011) contend that quality assurance in education refers to mechanisms by which an institution assures itself and stakeholders that it shall achieve the standards it has negotiated and agreed on. Ayeni (2012) postulates that quality assurance in education is the efficient management, monitoring, evaluation and review of the resource inputs and transformation process (teaching and learning) to produce quality outputs (pupils) that meet set standards and expectations of the society.

According to Gongera et al., (2013), quality assurance in education is concerned with quality development of teaching and learning materials, provision of advisory services and provision of opportunities for staff development. Quality assurance ensures continuous improvement by maintaining conventional standards while following laid down policies in education (MoE, 2010). For the purpose of this study, the researcher will focus on relationship of the principal characteristics and the level of quality assurance, scrutiny of professional documents management school facilities, feedback to teachers, and challenges encountered when discharging quality assurance practices.

2.3 Quality assurance and academic performance in schools

Ayeni (2012) contends that instructional supervision roles performed by supervisors include; supervising of teachers' attendance during lessons, checking and ensuring adequate preparation of lesson notes, checking and ensuring adequacy of scheme of work and record of work. However, instructional supervision is faced with challenges such as delay in releasing teachers' observation reports, fault finding mentality during classroom visitation, lack of discussion of lessons with teachers after the visit, laxity in teacher preparation and record keeping, untimed and unstructured teaching notes and incomprehensive schemes of work (Sibanda, Mutopa & Maphosa, 2011).

Instructional supervision is that phase of school administration which focuses mainly upon the achievement of the appropriate anticipations of educational system. Peretomode (2011) sees it as those activities which are intended to improve instruction at all levels of the school enterprise and as behavior officially planned by the party that directly affects teacher behavior in such a way as to facilitate pupil learning and achieve the goals of the organization. Instructional supervision is basically concerned with supporting and assisting teachers to improve instructions through changing their behavior.

The instructional supervisor does much than inspect but a service activity that exists to help teachers do their job better in which collaboration is key (Tyagi, 2010). An instructional supervisor may not be Akinwumiju and Agabi (2008), define instructional supervision as a collaborative effort involving a set of activities designed to advance the teaching and learning process. The purpose of supervision is not to find error or to punish but rather to work supportively with the teacher. Supervision as the component of the administrative process is concerned with efforts to guide the day-to-day actions of the work group by stimulating, directing and coordinating the workers and their efforts, nurturing good working personal relationships so that they all work towards a more efficient achievement of the task.

Peretomode (2011) outlined activities that the skillful instructional supervisor can utilize to bring about desirable effect in teacher behaviour for achieving teaching effectiveness. They include the aspects discussed in the foregoing. Classroom observation which involves live observing of a teacher and analyzing his or her classroom practices, the teaching-

learning process, teachers' personality, student-teacher interactions, lesson note and lesson presentation. All these are observed by the supervisor who is present as a witness. Teacher visitation which is also called "intervisiting" or "reciprocal visitations" involves one teacher visiting and observing another teacher in action in another class within the same school (inter-class visitation) or in another school -school visitation). This method enhances proficiency especially if the beginning or inexperienced teacher watches experienced teacher in action.

Principals' classroom observation refers to a process by which the principal as a supervisor visits the classroom to observe the teacher and students in action. According to Igwe (2001) classroom visitation is a procedure by which the educational leader who possesses wisdom can be of great assistance in aiding the teacher to improve both his instructional techniques and the learning process of the student. The main purpose of the principals' classroom observation according to the definition is for the improvement of the teaching /learning process.

To successfully carryout the classroom visitation however, the visit has to be planned. Igwe (2001) noted that teachers are always fearful and scared of supervision and as such do not take it in good faith. Since supervision is inevitable, it behooves the supervisor to plan his visitation together with the teacher to dispel teachers' fear and anxiety. Ezeocha (2013) point out that carry out a successful and harmonious visitation, advocate that; firstly, there should exists a good rapport between teachers and supervisor, so that the latter would not be seen as an enemy. Secondly, the supervisor should carefully prepare the visit and should enter the classroom as unobtrusively as possible. Thirdly, a conference should precede and follow the visit. Fourthly, the supervisor should concentrate on the total learning situation, students and teacher behavior and the attitude of the students. Fifth, class observation should be at the approval of the teacher and lastly that the supervisor should attempt to discover strong points in the learning situation, discuss the past during conference and give credit where it is due. He stresses that the supervisor should never openly show disapproval of what happens in the classroom, rather, should make complimentary remarks before leaving the classroom.

Peretomode (2011) emphasized mutual teachers and supervisor relationship during classroom observation. The implication according to him was that before engaging him in a pre-visit conference which might also be instrumental in dispelling teacher apprehension of the forthcoming visit and could provide the principal with the teachers' intentions so that both could share a framework of meaning and understanding of the teachers' reasoning premises and explicit professional motives. Apart from the pre-visit conference, other facets of classroom visitation would be real observation period and the post visit conference.

Since the supervisor observes the lesson so that he may later analyze it with the teacher, Lovell and Kimball (2005) pointed out that it is crucially important that the data constitute accurate and complete representation of what took place. This would be so because, if the data was seriously distorted, then the whole exercise becomes worthless. The relationship between teachers' and students is another important area that the supervisor would pay attention to during classroom visitation if teachers' job performance should be improved upon. Besides using classroom visitation technique for the enhancement of teachers' job performance, demand more time from principals. The principal should also consider instruction improvement as a top priority in statutory role. It became rather unfortunate that many principals never spend much time in visiting classes for the purpose of supervision. The ultimate reason for classroom observation is for enhanced teaching quality and leading to increased students' learning. Mullen and Hutinger (2008) on promoting collaborative learning communities in New York advocates for close monitoring of the supervisee. This is because it advances instructional process by permitting the teacher try out new instructional techniques in a safe and supportive environment hence obtain best grades for students.

According to Kimeu (2010), the principal should visit the classroom frequently to encourage the observation of teachers and then organize post observation conferences where issues of supervision are deliberated on. Muriithi (2012) notes that physical observation of lesson presentation is the only way a principal can gain an insight into the quality of teaching and learning in the school.The instructional supervision can only be able to assess the teachers' potential for excellence through watching the teacher present a

lesson which he or she has prepared. This enables the principal to detect gaps and plan for suitable ways to fill them, for instance, by in servicing the teacher and buying adequate teaching and learning resources.

Mutunga (2011) argues that principals need to observe their teachers officially on a regular basis, and work with a clear obligation to discussing their observations with a teacher promptly in order to for in-school professional development. There is need to monitor the standards being achieved by students, progress and implement strategies for the systematic observing of the work of their schools in order to evaluate standards of accomplishment. On the other hand, Adikinyi (2007) notes that heads need to consider teachers' use of classroom management techniques such as learner's participation in learning activities, discipline, rewarding skills to reinforce good presentation and conduct and ability to provide for single learners' differences. To facilitate effective teachers' use of professional records principals are mandated to supervise lesson attendance by both teachers and students. Many school head teachers have introduced filling of quality books, indicating daily lesson attendance, subject taught, day, time, content, teacher's name, presence or whether the teacher gave out assignment (Wango, 2009).

The importance of internal quality assurance has necessitated the TSC management to generate appraisal mechanism to improve curriculum implementation in schools through super supervision and monitoring of curriculum implementation. In 2016, The TSC introduced Teacher Performance and Appraisal Development (TPAD) with the sole aim and target of monitoring performance in curriculum instruction at the school level (TSC, 2016). The TPAD has a vision to professionalize the teaching service for quality education and development to improve teaching and learning. The mission is a transformative teaching service for quality education. To achieve and realize this mission and vision, TSC has continued to engage head teachers in the supervision of teachers work, use of instructional resources and participation in co-curricular activities by students.

The TSC through circular No. 1 of 2017 for 'Effective Implementation of Curriculum' states that; to maximize the utility of the teaching materials in public institutions and to ensure delivery of improved teaching services The commission directed that all school principals and teachers and teachers be available in school at all the times in order to partake the assigned teaching and management and administrative duties (TSC, 2017). The directive is meant to

improve curriculum implementation through thorough effective supervision. Based on this supervision of curriculum implementation is very important and places the school principal in the pivot.

According to Marwanga (2010), the school principal must adopt strong and firm managerial leadership to effect supervisory strategies leading to improved content instruction and delivery, improving learner's interest, skills and attitudes that can lead to improved quality of grades. According to Dipaola and Hoy (2008), the most important role a school principal can take up is that of the teacher of teachers. The school principal as the supervisor therefore needs to determine whether the teacher uses teaching methods that enable him or her to achieve the stated lesson objectives and then discusses with the teacher on how to improve lesson delivery. Research has indicated that school principal's supervision of teachers is related to improved conditions that surround learning, students' growth and effective teaching role performance in the school set up (Alemayehu, 2008).

In America, a study by Glanz and Sullivan (2005) indicated that direct supervision of school principals in the instructional supervision process focuses on identifying pedagogical challenges. Encountered by their teachers in their instructional delivery and providing them with needed support to overcome them. In Indian, Tyagi (2010) emphasize that direct supervision makes a platform for both teachers and principals to make use of collective expertise in self-appraisal for teachers, to categorize gaps in teacher pedagogical skills, knowledge and competencies in order to provide the vital support needed for teachers' professional development. Available literature thus emphasizes the centrality of school principal in ensuring teachers follow professionalism by employing quality assurance practices. To this end, the present study evaluated the influence of quality assurance practices carried out on academic performance which included examining teacher's professional documents, effective utilization of learning materials, providing feedback to teachers and monitoring of syllabus coverage.

2.3.1 Professional documents and academic performance

Record preparation and keeping is an imperative aspect in the running of an organization. In a school set up, the teacher is required to make and preserve records such as the schemes of work, lesson plans, records of work covered; mark books, progress records as well as

attendance register for students (Ompofo, Onyango & Ogola, 2019). The authors also point out that professional document preparation is one of the most salient requirements for effective curriculum implementation for improvement of students' academic performance. To facilitate effective teachers' use of professional records principals are mandated to supervise lesson attendance by both teachers and students.

Many school principals' teachers have introduced filling of quality books, indicating daily lesson attendance, subject taught, day, time, content, teacher's name, presence or whether the teacher gave out assignment (Wango, 2009). The aim is to ensure that contact hours between the students and teachers are increased. The internal quality book record is a tool used by principals to supervise teaching in the class**.** Schemes of work and lesson plans are perhaps the most vital instructional documents that aid effectiveness of instructional delivery. Schemes of work and lesson plans succinctly define the content and structure of a course as well as map out how the resources, class activities and assessment strategies are to be used to in order to attain course objectives (Gakuya, 2013). The same Gakuya elaborates that preparation of classroom instruction, the teacher uses the present syllabus to focus on specific learning areas as well as national objectives .The school principal is expected to guide teachers in methods of teaching and organization of professional records, the principal should checks and ensures that professional records well prepared, used and properly maintained (Tassa, 2017).

Brandon (2009) carried out a study on effective strategies that teachers can use to improve reading achievements on African-American Middle Schools Students in Texas state, America. The study utilized an expo facto research design. The findings indicated the principal should implement and promote effective curriculum implementation through follow up on teachers' use of professional records for effective teaching if academic performance is to be improved. However, the study relied on single learning achievement –reading but the present study was more holistic and focused on general performance of students in a national examination to obtain more reliable relationship between study variables.

In Ghana, Ompofo, Onyango and Ogola (2019) examined the influence of school principals 'direct supervision on teaching role performance in public senior high schools. The study

used mixed methods design while simple random and purposive sampling to select a sample teachers class prefects, school principals and a regional director for the inspectorate. Data were collected using questionnaires and interview guides. Quantitative data were analyzed using frequencies, means and multiple regression whereas patterns and themes were developed for the analysis of qualitative data. The study found that school principals allocated very little time for supervision of lesson planning and delivery of teachers. The study established that school principals lesson planning supervision (p= 0.043< .05) and lesson delivery supervision (p= .035< .05) had a significant influence on teacher role performance. However, the study focused on performance of teachers while the present study focused on students.

Yunita (2015) conducted a study in Indonesia on the principals' role in instructional leadership in private schools. One of the goal of the research was how the school principal can to improve learners' outcomes through supervision and inspection of professional. The study found that in schools where the principals ensured that professional documents are up-to-date performance was better. The study looked at principal's instructional role in checking of professional documents in private schools. Current study dwelt with public secondary schools to fill the gap in which the government uses a large budget to see that quality education is offered.

In Kenya, Musungu and Nasongo (2009) noted that school principals are responsible examining checking lesson notes, schemes of work, daily lesson attendance as well as instructional materials. As the schools internal quality assurance and standard officer the principal on weekly basis should check quality books after class prefect has filled and checked by the class teacher. The document should be then sent to the principal to check. This will assist in supervision of teaching and learning in class hence impact on curriculum implementation. The study concentrated on principals checking of professional records but left out on how real implementation of the prepared records in the classroom setting influence performance of learners, a knowledge gap filled by the current study. The researcher intended to find out how principals supervise use of professional records and their influence on curriculum implementation.

Ngunjiri (2012) indicates that teachers' absenteeism would be the order of the day if supervision was minimized, as they coupled teaching with other businesses leading to

deprived performance. This infers that if quality education is to be realized in schools, then stringent supervision must be enriched. A study by Gachoya (2008) that exposed that 70% of instructional supervisors in Nyeri District assessed and counseled teachers on proper preparations and keeping of professional records and this interpreted to good performance in the district. Other indispensable professional documents in instruction include schemes of work, lesson plan, records of work, progress records and class attendance register. To this end, the present study examined how assessing of the preparation of the said documents by principal is linked to students performance.

Firstly, one of the most salient professional document is the scheme of work .A scheme of work is a guideline that defines the structure and content of an academic course (Ngunjiri, 2012). It is a breakdown of the topic in the syllabus into teachable units. It shows in summary what is to be taught in a day, week, a month, a term, a year and the relevant learning activities for each lesson. The supervisor should confirm that teachers follow to the syllabus in terms of scope, depth and the learner's intellectual level and also the suitability of learning resources. It maps out clearly how resources (e.g. books, equipment, time) and class activities (e.g. teacher-talk, group work, practical, discussions) and assessment strategies (e.g. tests, quizzes, Q&A, homework) will be used to ensure that the learning aims and objectives of the course are met successfully. It will normally include times and dates. The scheme of work is usually an interpretation of a specification or syllabus and can be used as a guide throughout the course to monitor progress against the original plan. Schemes of work can be shared with students so that they have an overview of their studies.

The second document is lesson plan which refers to an indication of the level of teachers' preparedness and their effort in gathering information relevant to the lesson. This implies that a poorly written lesson plan indicates the quality of the teacher, and his/her level of commitment to teaching. Chapman (2001) established that teachers prepare and configure their lessons better when instruction in the school is regularly supervised and this had direct insinuation on the student's academic performance. According to Afolabi and Loto (2008), the principal should critically inspect the following items of the lesson plan; the clarity and appropriateness of the learner behavior objectives, the importance and adequacy of the

lesson notes, selection of appropriate teaching aids, evaluation techniques to determine the extent of realizing the objectives effectively.

The third document is another record of work is another professional document of prime importance for effective curriculum instruction. Ngunjiri (2012) observes that teachers need to keep records to monitor students' participation, performance and growth, a register of marks obtained by students in all tests and written works, their duties and responsibilities, their health and their family environments. Gachoya (2008) corresponds with this when he says progress records should show singular student progress on a weekly, monthly, yearly basis in all tasks set in a subject. This is necessary because it shows a teacher how the learner is progressing. According MOE (2015) an attendance register is an official list of students and acts as a legal evidence of students' presence or absence. The principal should ensure that attendance register is kept in all classes.

Wandesango and Machingambi (2011) noted that led to loss of study time and subsequently failure in examinations. According to Ngunjiri (2012), registration should not be limited to students' attendance only. Principals should mark the staff attendance register to ensure regular attendance to duty. The supervisor should certify that the attendance register is marked as per MoE regulations; at the beginning of each session, in the morning and in the afternoon. The present study sought to establish the influence of examining professional documents on the improvement of quality assurance purpose in secondary schools.

2.3.2 Monitoring of Utilization of Instructional Resources and Academic Performance

Okumbe (2007) argues that for efficient educational management, facilities will help the school to determine the number of students to be accommodated, number of teachers and non-teaching staff, employees to be hired and the cost determination for the effective management of the system. Olutola (2000) points out that the school environment will affect academic achievement of students. Facilities that include school buildings, teaching aids,, chalkboard, desks, seats, and cupboard are central ingredients for effective teaching and learning. Onyango (2001) contends that facilities should be frequently and oftenly

examined or checked for any likely hazards. Any impending hazard to the students' safety should be eliminated with immediate effect.

Resources notably buildings and facilities are of prime considerable investment of public funds and maintenance that is essential to protect this magnitude of investment. Renovation, painting as well as repair of older school buildings should be done to bring them up or prolong the life span of the equipment's (Bakhada, 2004). Stakeholders must be keenly aware of fire and other safety issues that can affect schooling. They should work collaboratively to make the school environment as safe as possible and should be aware of procedures in the event of an emergency for example, a staff member should be designated to supervise and manage fire protection at the school, emergency exits should be clearly marked, doors correctly hung and alternative escape routes should be available (Ayaga, 2010). School principals in their quality assurance role must therefore ensure that school library is well equipped and are capable of meeting students learning needs in and outside set up.

In Kenya, according to the government policy as outlined in the ROK (2005), provision of quality education has been equated to high standards, pegged on availability of adequate learning resources, facilities and tools for evaluation of the curriculum implementation. Government provides funds to all schools to enable them procure teaching and learning resources. Therefore the responsibility of the Principal is to avail all the necessary instructional. The government of Kenya supplies funds to schools to procure adequate teaching and learning materials. The resources are essential to effectively implement curriculum. However, many schools have registered shortage in the teaching and learning materials. Curriculum implementation has remained an uphill task due to lack of adequate teaching and learning resources required to meet the national development requirements (ROK, 2005).

According to MOE (2008) sharing of the government funds in a bid to procure teaching and learning resources is critical, school heads role in the proper use and maintenance of instructional materials is pivotal in the endeavor towards attainment of successful curriculum implementation to improve pupil's performance. The duty of the principal is therefore to supervise the use of instructional materials and all the activities that take place

in the library, laboratory and even in class. This is to ensure that teaching and learning materials are maintained, equipped and put to maximum utilization to realize full and effective implementation of curriculum. With effective principal supervision of use of teaching and learning resources improved quality teaching and learning may suffice and positive results even in national examinations may be met.

The TSC through the circular No. 7 of 2017, to buttress curriculum supervision Performance Contract between Principals and TSC was introduced. This is aimed creating a mutual agreement to establish the basis for ensuring maintenance of teaching standards in the implementation of curriculum with a view to enhance learning outcomes (TSC, 2017). The Teachers Service Commission through TPAD ascertains judicious utilization of both human resource as well and proper management of public funds from the exchequer and parents with focus on improving teaching and learning process. The TSC performance Contracting is in line with TSC Act of 2012, Basic Education Act of 2013 and Code of regulation for teachers of 2016. TSC and principals are obligated at all cost to enhance accountability and transparency in management of public resources aimed improving teaching and learning and consequently better results. Waweru and Ngugi (2013) likewise noted that, the school principal has a role to supervise use and care of school infrastructure and instructional materials. Similarly, the MOE (2008) point out that adequate and well-maintained instructional resource is one of the core mandate of school principal. The principal should ensure that classrooms, laboratories and library are well furnished and repairs are done to maintain their standard and avail quality and adequate instructional resources if better performance in national examinations is to be met. They conclude that effective implementation of curriculum will depend on adequacy and supervision instructional resources.

A study by Sinyei, Mwonga and Wanyama (2012) found that children, if exposed to different teaching and learning resources, are usually very active and involved in the learning processes. Therefore, the school principals need to monitor allocation and utilization of teaching and learning resources. This is due to the fact that without adequate, relevant materials and effective utilization meaningful teaching and learning may not take place. The teaching and learning materials includes; study books, and stationery, laboratory

equipment has to enable officially planned curriculum to be effected as planned so that teachers and learners can adequately fulfill their role in the curriculum instruction processes (Ntumi, 2016). Moreover, the same Ntumi points out that without effective monitoring of utilization of teaching and learning resources the expected student outcomes may not be realized.

Principals have a great role to play in the supervision of teaching and learning resources. Their focus should be to develop and maintain effective educational Programs within their school and to promote the improvement of teaching and learning with their school. The principal should strive to create an organization and or climate, which foster student and teacher growth (DuFour & Matos, 2013). With this in mind, the principal gives the go ahead for what is to be procured in the school and the amounts that they deem necessary for their school. Therefore, the principal should provide teachers with the learning materials that they require.

Principals can examine the teachers and establish the most basic resources that they need to improve their teaching. The principals should also follow up on the teacher's activities and progress. This will help the teachers to be more accountable and use the teaching resources more efficiently. Principals also need to follow up the performance of each teacher on their subjects. This will help determine whether the resource provided is essential and effective in its purpose. If even with the resources, the students' performance does not improve, then the principal should re-evaluate to establish the reason why the resources are not effective. The discussed importance of providing and supervision of utilization of instructional materials inform the present study to examine how they influence academic performance of learners.

According to Mascitti-Miller (2012) provision of resources at the local level will offer those closest to learners the opportunity to make the best decisions to match the requirements of the school community to improve learners performance. Arguing on similar vein, Gupta (2001) was of the opinion that noted that the issue of internal competence is ultimately connected to resource allocation and use. It is imperative to appreciate the distribution of resources in schools in two ways.

Firstly, learning institutions create education and availability and quality of the resources they get are critical in determining how learner is performing. Usman (2016) stated that it is the responsibility of the school administration to bring together and effectively allocate different resources to achieve the overall goals of the education institution. Resource allocation and utilization is thus management and administrative function in schools, therefore, the present study will investigated how monitoring of teaching and learning materials by the school principal influence learners' performance.

A study conducted by Mudulia (2012) found that availability of textbooks, revision books, lab chemicals and equipment was higher in the high performing schools than in the low performing schools. The findings show that two out of the seven low performing schools did not have a laboratory. All the five low performing schools that had a laboratory lacked laboratory technicians and only one of them was fully equipped. Moreover, none of the low performing schools had a library, and all the high performing schools had more than one laboratory. As such, there were differences in availability of teaching/learning resources between the high performing schools and low performing schools.

The study by Mudulia recommended that the Ministry of Education should initiate more training programs on provision, improvisation and utilization of teaching/learning resources. It should also help enhance the ongoing programs. This study focused on the availability of learning resources without exploring what role the school leadership played in managing the resources. The current sought not only to examine the role of school principal in supervising utilization of instructional materials but also to establish the relationship with academic performance in the study area.

A study in Nigeria by Usman (2016), stated that it is the responsibility of the principals in institutions of learning to bring together and effectively assign different instructional resources to achieve the overall goals of the institution However, the researcher opined that this was not the case in most Nigerian schools which has resulted in in open conflict over available resources. Moreover, the researcher noted inspection of utilization of instructional materials was poor hence; most of the martials cannot be accounted for. However, the study did not correlate lack of quality inspection of instructional resources to academic performance, a gap that was addressed by the present study.

Olugbenga (2019) investigated the role of principals to ensure effective utilization of instructional materials. The study also examined the relationship between principal's performance supervisory roles in ensuring efficient utilization of instructional materials and schools where principals do not supervise the use of instructional materials. Descriptive survey method was used to gather collect data from a sample selected randomly. The sample was 100 educational officers drawn from ten public secondary schools, selected through simple random selected from ten local government areas of the Kaduna State. Data was collected using questionnaires and findings revealed that in the schools where principals found time to examine utilization of resources results were better compared to schools where principals were not in position to do inspection. However, the study sample constituted education officers hence there was a chance of imbalanced findings. To bridge this gap, the present study, besides seeking the views of school principals, teachers who are likely to give balanced views were sampled

Ayeni (2012) in Nigeria carried a study on assessment of school principals' supervisory roles and related effectiveness in the supervision of teachers' instructional practices in secondary schools in Ondo State. The study reported that as internal supervisors most school heads concentrate mostly on supervising teachers professional records over provision and utilization of instructional teaching and learning resources which ultimately affects the quality of education. The principal should therefore be effective in supervision and provision of teaching and learning resources to improve learners, knowledge, skills and attitudes and to improve their academic performance, a concern of the present study.

A study done by Effiong and Igiri (2015) Nigeria on the effect of availability and use of teaching resources on student performance in biology reveals that there has been a lot of emphasis on the teaching of science so as to satisfy the country's demand for technologically skilled manpower. The findings of this study indicated that teaching resources such as textbooks, laboratory and its related facilities, audio visuals and printed media were generally inadequate in various schools. The teachers rated availability of resources as a major cause of poor performance. The findings also indicated that not only does adequacy of resources relate to performance, but that their use affects performance. Method of teaching is more often than not dictated by the resources available and the

methods teachers were found to use do not expose the students to instances where their can develop higher abilities. The study however did not look into the role of the principal in terms of providing and managing the teaching and learning resources. The current study sought to establish how the nature of management of instructional resources practices influence the enhancement of quality assurance in secondary schools.

Kosilai, Kibet and Ngeno (2020) carried out a study on how school heads allocations of teaching and learning materials influence on learners performance in activity areas in ECEDE schools in Narok County. Mixed methods design was employed which enabled the researcher to handle both qualitative and quantitative data. The sample size included 85 ECDE schools, six quality assurance and standards officers and nine ECDE officers. Purposive random sampling technique was to select the sample with the former used to pick head teachers and quality assurance officers while the latter was used to select teachers and ECDE officers. Data were collected using observation checklist, interview schedules and questionnaires. Qualitative data was analyzed by identifying themes while regression analysis was used to test hypothesis. The findings indicated that there was no statistically significant influence of monitoring allocation of resources and performance of students. However, the study focused on pre-primary schools while the present study focused on secondary schools to examine whether there was a difference. Further, the study was limited to monitoring of allocation of resources while the present study is broader as the focus included utilization of resources.

Lokupo (2020) sought to establish the influence of principal supervision strategies on curriculum implementation in public secondary schools in West Pokot sub-county. The study was informed by continued poor performance of secondary schools in the country. One of the objectives to relevant to the present study was to find out the influence of principals' supervision strategies on use of instructional resources in curriculum implementation. The study used descriptive survey design. The target population was 40 principals, 300 teachers and 280 class monitors in all the 40 public secondary schools in West Pokot sub-county. The study sampled 30% of targeted population through simple random sampling technique. Purposive sampling was used to select sample 12 principals and 84 class monitors while simple random sampling was used to select 90 teachers. In

total 186 respondents took part in the study. Data was analyzed using mixed methods as a result of both qualitative and quantitative data. Notable findings are that principals were not effective in supervision and hardly supervised utilization of instructional materials once allocation has been done. However, the study was descriptive and not attempt was made to examine relationship with performance, a gap that was addressed in the present study.

2.3.3 Quality Assurance Feedback and Academic Performance

A record from the Indiana University of Human Resource (2011) indicate that a supervisor and an employee should engage in a process of interaction and exchange information with regard to performance as feedback for performance evaluation. Daoanis (2012) noted that, giving feedback on evaluation involves communicating to the employee concerning the expected result of a certain performance targets. They feedback provides information about the quality of work performance and is essential to the management. Dessler (2008) view feedback as the key to the process of meeting institutional management objectives.

According to Dutche (2007) feedback is an indicator of worker's performance, internal motivation and a parameter for evaluating future objectives. Kahmann and Mulder (2011) points out that giving feedback should be prompt confidential to reduce negative views where challenges should be ironed out Ironing out openly less formal frequent interactions can be profitable. From the foregoing, the present study sought to examine how the school principals handle feedback and how it can contribute to performance.

Odhiambo (2015) conducted a study on the effect of performance management practices on employee productivity in Schindler Limited. The findings indicated that effective feedback is quite essential for any organization to meet the set goals. Additionally, employees are made aware of what exactly is expected from them. The study as well found out that performance feedback among workers and the supervisor is the way to effective engendering of efficiency the organization. To conclude, the study demonstrated that adequate feedback shapes accountability, since workers and supervisors take an interest in mounting goals, identifying skills, professional advancement as well as worker motivation. In the light of the findings reported the present study to examine whether, quality assurance feedback is related to positive outcomes in relation to the performance of learners.

Kuymaz (2011) examined feedback on performance on individual based reflections and the influence in the light of motivation. The findings pointed out that giving feedback on

performance enhances behavior efficacy of workers leading to job motivation. The study as well demonstrated that performance feedback impact on motivation through checking performance doubt enhances the manager- subordinate relations, making possible to meet set goals, support the personal development and adjustment to change. Finally, the study concluded that providing performance feedback is an vital source of information that support technical and behavior improvement of all levels in the organization. It is therefore possible to recognize the strength and shortcomings of the workers with the assistance of this information. Based on the reported benefits of providing feedback performance the present study sought to find out whether in the school situation it translates to better performance of learners

Motswakae (2014) points out that feedback enlighten staff about how good they have attained both individual and the organizational goals as well as targets. The study revealed that notwithstanding the fact that feedback is widely used to improve performance, the feedback outcome highly vary along quantities of scope. For instance, the result of feedback may vary according to the feedback mechanism used, for example, verbal or written feedback irrespective of whether is given orally or by text. The second dimension is the beneficiary of feedback notwithstanding whether the feedback is given individually or as a group. The third level entails temporary features of feedback, for example, time the feedback is given and the length of time it takes to get feedback. With reference to the present study, the researcher was interested in the second level where feedback is expected to be given to individual teacher as well as how fast it is given to the teachers once the principal carry out assessment.

Muli (2016) opined that feedback is the information given about work behavior and results. Additionally, it controls the work behavior of organizations by coordinating behavior by provision of crucial feedback for correction. Failure to provide such feedback may harm psychological convention amongst the workers and their employers, which also forestalls corrective action in case of ineffective performance. Performance feedback has a growing purpose of providing opportunities to change interventional training and development which is an on-going performance management activity aimed at continuous improvement of organization practices.

Teachers are said to derive motivation and direction in their teaching processes upon the receipt of very constructive feedback (Zatynski, 2012). Moreover, an ideal feedback will empower teachers to scale their strength of professionalism and improve in their areas of weakness. Nonetheless, feedback must be carried in an appropriate manner if it is to inspire desirable. In this regard, the present study examined whether, principal's feedback to teachers is done in the right manner to influence better performance of learners

Formerly, performance evaluation was a preserve of school inspectors in Kenya. Mutua (2009) indicated that appraisal systems then used by MOE by were entirely confidential and teachers had no possibility of knowing the content of the assessment report. Okoyo (2010) recommended that performance evaluation ought to be done in a situation where the teacher and the principal cooperate to decide how to assess targets to be met and how feedback would be relayed. However, a study conducted by Onyaro (2016) on factors influencing teachers' attitude towards performance, the findings revealed that principals hardly give feedback on time after assessing teachers. However, with introduction of since the year 2005 and more remarkably in 2016 when TPAD was introduced, assessment is now an open process where results should be shared with the teacher in order to fill gaps (TSC, 2016). Now that quality assurance is largely based at school level it is suitable to examine how it is being carried and especially how feedback is handled for the purposes of performance improvement hence the present study.

According to Amina (2015), a collaborative process in which feedback is given in an objective manner and effective way of addressing the observations from instructional supervision exercise. Recommendations and conclusions should be carefully done after careful considerations of the observation. This is in line with Okumbe (2007) who declares that instructional supervision process is interactive by nature. The parties plan the mode collaboratively. This way it creates understanding and hence both supervisor and the educator have ownership of the entire process. Ngunjiri (2012) asserts that the procedure is non-evaluative in nature and is aimed at reinforcing professional relationship between the teacher and the supervisor. Feedback got through collaborating analysis helps both the supervisor and the teacher in terms of shared info in that incorporation of the supervised teacher's recommendations helps build his confidence hence improving learning process.

According to Muriithi (2012), it is necessary for Principals to organize round table conferences throughout the year as a means to communicate observation of the teacher performance because if Principals do not carry out clinical supervision they cannot give feedback.

Fischer (2011) upheld that effective feedback should bear acceptance and should be an interactive process. Adikinyi (2007) states that the supervisor should include teachers' propositions as feedback is provided to build the teacher's confidence hence enhancing the learning process. He or she should recognize and provide alternate approaches and presentation of a variety of skill, as this will reinforce the teacher's pedagogical skills. According to Okumbe (2007), the supervisor should provide an instant feedback after observation which should be objective and settled with a well thought out summary to enable the teacher to remember the key issues discussed. From the discussion, feedback ought to be a professional process and depending and how best it is done may influence performance of learners, a concern of the present study.

2.3.4 Monitoring syllabus coverage and academic performance of students

As the instructional supervisors at school level, principals are encouraged to spend most of their working times in classrooms, which involves observing teaching and learning process (Gray, Kruse & Tarter, 2016). Class visitation has been identified as a salient way of how principals in lesson observation check syllabus coverage to enhance professional growth of teachers to improve teachers' teaching techniques. Class observation will allow the school principal to experience the classroom situation, enable them to make sound decisions on the basic requirements for effective instructional needs of the students. Mutunga (2011) is of the view that principals need to observe their teachers frequently, discuss classroom performance and help teachers to improve on their teaching. Classroom visitations to make observations are geared towards improving teachers' pedagogical skills for the purposes of improving performance of leaners. Fischer (2011) indicate that class visitation and observation include the principals getting into the class and observe how teaching and learning is taking place. The school principals' efficient use of administrative leadership skills in instructional supervision helps the teachers use their professional pedagogical skills in classroom teaching (Mugambi, 2017).

According to Kuviyo, Nduku and Kanga (2022), class observation and visitation is crucial to the improvement of the teaching and learning situation, which benefits teachers and learners to enable identification of areas and strengths as well as weaknesses of teachers. The researchers also add that spot assessment is reported to make teachers more committed to teaching in line with the curriculum, students' potential and capacities, which in turn will help to improve their academic performance. Wanzare (2012) opines that instructional supervision and classroom visitation will serves as an opportunity for the principal to assess the teaching style, classroom management skills, as well as various aspects of teaching that allows teachers to receive constructive feedback in their teaching to improve on their teaching techniques. In Nigeria, Peretomode (2011) argues a teacher who is adequately observed in the classroom performs better than a counterpart are left on his or her own. This is perhaps because teachers who experiences class observations is likely to put in more effort to please the school principal. The teacher's mistakes are also easily noted and corrections done.

Farrel (2011) affirms that classroom visitation and observation is critical in reflecting on pedagogical practices that help teachers to gauge their strengths and weaknesses. Urguing on similar vein, Allen (2015) agrees with Dangara (2015) positing that it is in the school principals' checking of the actual classroom instruction that they are able to know whether teachers are effectively teaching and whether pupils are adhering to the lesson objectives noted at the end of the schemes of work. Such observations are said to make the teachers to be focused when teaching and even master the content when delivering it to the learners. This study sought to establish how the school principal monitor syllabus coverage especially with regard to class visitations and observations as well ascertaining professional documents are in line with what is happening at classroom level in the area.

According to Okumbe (2007) scheme of work is a blueprint that unpacks the syllabus defining the structure and content of the course. It maps out very clearly how resources such as books, equipment's time and class activities such as teacher-talk, group-work, practical, discussions and assessment strategies such as tests, quizzes and homework are used to ensure that the learning aims and objectives of the course are met successfully. It will also include times and dates Schemes of work can be shared with students so that they have an overview of their course. Silsil (2008) recognizes the school principal as the overall supervisor of all academic and administrative activities in the school and therefore responsible to examine syllabus

coverage using the schemes of work. Moreover, the school principal is supposed to tract syllabus coverage using lesson notes and records of work, which should be done on weekly basis (MOE, 2008).

Pupils' exercise books and lesson notes mirror the work load covered in class by teachers. It is the head teacher's role to frequently inspect on the pupil's exercise book/lesson notes to confirm that the school syllabus is covered properly and assignments are marked. In a study conducted by Alimi and Akinfolarin (2012) on the impact of instructional supervision on students' academic performance in senior secondary schools in Ondo State, Nigeria, it was found out that there is substantial impact on checking pupils' notes on academic performance in English language. The findings agreed with Hallinger and Heck (1998), findings that there is a significant impact in checking of student's notes on academic performance in English language in United States elementary schools.

Williams (2003) asserts that there is a significant impact of checking of students notes on student's academic performance in English language in secondary schools in New York City. Firestone and Rienl (2008) had an altered view that checking of students' notes does not yield a direct effect on students' performance. They claimed that checking of students' record of work is a facilitating influence on teachers, instructional community and school organization that lead to great academic performance.

A closer study to the present study was carried out by Muasa, Ogola and Nzioki (2021) on the influence of principal's instructional practices on students' academic performance in KCSE in public secondary schools in Mashuru Subcounty. One of the objectives sought to examine influence of principal's class visitation and observation on student performance. Data was collected using questionnaires and interview schedules. Qualitative data was analyzed by identifying themes while quantitative data was analyzed using frequencies and percentages. One of the notable findings was that in schools where performance was better, majority of respondents agreed that school principals often visited classes to monitor syllabus coverage by checking notes as well observing the lesson. However, the study was descriptive and hence the relationship among variables was not tested. To bridge the gap, the present study used tested relationship among variables using correlations.

2.4 Summary of literature review

Studies by Ayeni (2012); Sibanda, Mutopa and Maphosa (2011), Akinwumiju (2008) and Igwe (2001) outlined the underscored the importance of quality assurance for effective teaching and learning. According to Kimeu (2010); Kimball (2005); Mullen and Hutiger (2008) Mutunga (2011) and Adikinyi (2012) pointed at the centrality of the school principals for effective supervision to ascertain quality teaching and learning. However, the studies only outlined what the school principals requires to do in quality assurance without examining real time assessment of how principals carry out quality assurance practices a gap the present study intended to fill.

Studies by Ngunjiri (2012), Gachoya (2008), Nyamwamu (2010) pointed out that examination of professional documents such as lesson plan, schemes of work and progress records keep teachers on their toes and reduce incidences of absenteeism. However, the studies did not examine how principals supervision of professional documents translates to students performance, a gap the present study intended to bridge. Ampofo, Onyango and Ogola (2019) examined the relationship between examining of professional documents and performance of teachers whose relationship was positive and significant. However, the study focuses on performance of teachers while the current study focused on students.

Mudulia (2012); Effiong and Igiri (2015) carried out empirical studies on the relationship between availability of instructional materials and academic performance. Positive and significant relationship between availability and use of teaching resources and academic performance was reported. However, the studies focused on availability and utilization of resources without attention to supervision of utilization of teaching and learning resources and student performance.

Study by Lokupo (2020), reported that in schools where principals inspected use of instructional materials, majority of respondent's agreed that performance of students was better. However, the study was descriptive and attempt was made to examine relationship using inferential statistics, a concern that was addressed in the present study using correlations. A study by Kosilai et al., (2020) reported that there was no significant relationship between teaching and learning materials and performance of learners in

ECDE. However, the study focused on allocation while the present study focused on utilization

Literature available on effectiveness of feedback and quality assurance (Amina, 2015; Okumbe, 2007; Fischer, 2011) advocate for collaborative feedback once evaluation has been done to keep the teacher abreast on areas of improvement. However, the literature was based on content analysis which purely descriptive and may not reveal underlying motives for an observed pattern (Ourania, 2013). The present study used primary data to bridge this gap. Empirical studies by Muriithi (2012); Ngunjiri (2012) and Adikinyi (2007) noted the importance of feedback in bringing the supervisor and the teacher at common denominator for the purposes performance improvement. However, the studies were descriptive and there was no attempt to examine relationships among the variables, a concern that was addressed in the present study.

A study by Kuymaz (2011) indicated a significant relationship between appropriately done feedback and motivation of teachers but no attempt was made to link the same with academic performance of learners, a concern that was addressed in the present study. Studies by Alimi and Akinfolarin (2012); Hallinger and Heck (1998) and Williums (2003) reported a significant impact on monitoring syllabus coverage in English by examining notes. In contrast Firestone and and Rieni (2008) had a different view and urgued that checking students notes had no direct effect on students' performance. The contrasting findings provide rationale for further analysis hence the present study. Moreover, the present study was not restricted to monitoring syllabus coverage in English but included all subjects in general and relationship with performance in KCSE. Muasa, Ogola and Nzioki (2021) in her study showed that in schools where schools principals visited classes to monitor syllabus coverage majority of the respondents agreed that academic performance was better. However, the study was descriptive and therefore significance of relationship among variables could not be determined. To bridge the gap, the present study used Pearson correlation to examine relationship among variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, study population, sample and sampling procedures, instruments for data collection, development of the questionnaires, validity and reliability of the instrument and methods of data collection.

3.2 Research Design

Cresswell (2014) describes research design as plans and procedures for research to elaborate and deep methods of data collection and analysis. The study used descriptive survey research design which is the most frequently used in many disciplines to acquire information about one or more groups of people perhaps about their characteristics opinions attitudes or previous experiences (Rovai, Baker, & Ponton, 2014). The design was therefore found suitable because the present study was concerned with examining the influence of internal quality assurance on academic performance in secondary schools in the study area.

The study in particular sought to analyze the characteristics of internal quality assurance practices in many schools over a wide geographical area, which blends with the advantage of surveys as data can be collected within limited time despite larger geographical area and population (Oso & Onen, 2011). Maina (2012) also alludes that a descriptive survey design is broad-based as it accommodates both qualitative and quantitative methods of data collection and analysis as well as diverse categories of the sample Hence, the researcher was able to collect and analyze both qualitative and quantitative data from teachers, principals and the SQASOs in Kieni East and Kieni West Sub counties.

3.3 Location of the Study

The study was done in Kieni East and West Subcounties in Nyeri County. The area lies within the longitudes of 36°40" East to 37°20" East. The northernmost point of Kieni just touches the Equator (0°) and then 0°30" South. Two major trunk roads serve the region; One from Nyeri heading towards Nyahururu in Kieni West and the other from Nyeri heading towards Nanyuki in Kieni East. Moreover, more tarmac roads have now traversed the area while some are still under construction. To the north is Laikipia County while to

the south of the study area are Mathira (East) and Tetu (West) sub-counties of Nyeri County (Wamalwa, 2019).

The study was informed by KCSE results posted in the study area for three years (Table 1.1, pg 7). There was need to examine the effectiveness of internal quality assurance practices aimed at improving performance of students. The study area has 170 primary schools and 56 secondary schools (Nyeri County Education Office, 2020). Kieni East and West sub counties constitute the largest geographical area as the two sub counties surpass the area of the rest of the six sub counties in Nyeri County. The larger part of the study area is semi-arid but areas close to slopes of both Mt Kenya and the aberdare ranges is cool and wet. The main economic activity is farming with dairy and horticultural faming taking the lead (Business Daily, 2014).

3.4 Target Population

Target population refers to the population of interest to the researcher (Mugenda & Mugenda, 2003). The study targeted 1004 respondents from 56 schools; comprising of 56 principals, 944 teachers and four SCASO. Principals were targeted because of the virtue of their position they are responsible for the internal quality assurance at school level while SQASOs are responsible for quality assurance at sub-county level while teachers as recipients of internal assurance practices, stand in a better position to evaluate effectiveness of supervisory practices. Table 3.1 indicates the target population

Table 3.1 Target population of the study

Strata	Total
Principals	56
Teachers	944
SQASO	4
Total	**1004**

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Source: TSC Nyeri County Office

3.5. Sample size and sampling techniques

The sample selection techniques and the determination of the sample size were done as follows:

3.5.1 Determination of sample size

According to Mugenda and Mugenda (2003), 30% of a large population is adequately representative. Due to the large number of the subjects in the target population, 30% of the population in each stratum was picked to constitute a representative sample size. A total of 17 schools were selected and consequently 17 principals, 283 teachers and four SQASOS resulting to a sample size of 304. . Table 3.2 summarizes the sample size for each stratum.

Table 2.2: Sampling matrix for the study

Stratum	Target population	Sample size
Principals	56	17
Teachers	944	283
SQASO	4	4
TOTAL	**1004**	**304**

Source: Sub County Education's Offices

3.5.2 Sampling techniques

Stratified random sampling technique which involves dividing a heterogeneous population into groups of members with similar characteristics (Oso & Onen, 2011) was used to select the sample of teachers. Orodho (2009) observes that when using stratified sampling, the sample is selected in such a way that the researcher is assured that certain sub-groups in the population are represented in the sample in proportion to their numbers in the population itself; each stratum contributes to the sample a number that is proportional to its size in the population.

In the study, schools were stratified into four stream, three stream, two stream and one stream. The target population was subdivided into different strata consisting of subjects with similar demographic characteristics; that is; principals, teachers and the SQASOs forming different strata and then the specific subjects included in the sample were picked at random from each stratum in order to ensure that all subjects in the population had equal probability of being included in the sample. In the schools, the teachers were also sampled again using stratified random sampling that is deputies, senior masters and class teachers. Purposive sampling was used to select 17 principals from the 17 secondary school sampled

from a target of 56 obtained from Sub County Director of Education's offices and the SQASOs. Purposive sampling was used because the school principals and SQASOs are not only few in number but on the virtue of their positions as supervisors they have required information with regard to research objectives. Simple random sampling was used to proportionately select 283 teachers from each stratum as shown in Table 3.3. Table 3.3 summarizes the composition of teachers' sample.

Table 3.3: Composition of teachers sample strata

Number of streams	Number of schools	Number of schools sampled	Number of teachers in the schools	Number of teachers sampled
4	8	2	262	34
3	6	2	162	34
2	18	6	304	96
1	24	7	216	119
Total	**56**	**17**	**944**	**283**

Source: Sub County Education's Offices

3.6 Research Instruments

Two types of instruments were used to collect data. These were separate questionnaires for teachers and principals and interview guides for SQASOs.

3.6.1 Questionnaires for Teachers

A questionnaire is a research instrument which consists of a series of questions or items for the purpose of gathering information from respondents (Rowley,2014) Questionnaires were preferred because they are not only economical to use but also allow respondents enough time to think about answers for questions which required a lot of reflection (Nicolaos & Synodinos, 2003). Moreover, questionnaires are the best to collect data in surveys as data can be collected and analyzed especially when a large sample is used (Fowler, 2009). The questionnaire had both closed-ended and open-ended items. Closed-ended items were relatively easier to code and analyze (as they were in an immediate usable form) while the open-ended ones allowed respondents for a greater depth of response. Two sets of questionnaires were used; one designed for the teachers which sought the opinions of the teachers on the issues covered by the study and the other set designed to collect data

from principals on their opinions and the nature of quality assurance practices they carry out.

3.6.2 Interview Guides for SQASO

An interview refers to a conversation aimed at gathering data for research purposes (Mugenda & Mugenda, 2003). According to Gale and Cameron (2013) interview guides probe for in-depth data from respondents since they do not restrict them in giving answers. Moreover, interviews allow additional questions to be asked which may arise during the discussion for further clarification of responses. Semi-structured interview guides were administered to the SQASO. The semi-structured interview guide had a series of both closed-ended and open-ended questions. The closed-ended questions enabled the researcher to collect facts as the respondents were made to stick to the point while the open-ended questions gave the respondents room to freely express their views.

3.7 Piloting of Research Instruments

A pilot study refers to a small study to examine research protocols, data collection instruments, administration of the instruments to the samples in preparation for a larger study (Bryman, 2016). In the study, the researcher carried out a pilot study using a sample with similar characteristics as the sample for the study. This was done in the neighboring Nyeri Central sub county. The results were carefully analyzed for clarity, correctness and ensure that the items were comprehensive, as far as, the coverage of objectives was concerned. The results of the pilot study enabled the researcher to ascertain and enhance the validity and reliability of the research instruments.

3.8 Validity and Reliability of the instruments

Validity and reliability of the instruments refers to the determination of the ability of the research instruments to gather data that could fulfill the research objectives (Mugenda & Mugenda, 2003) The validity and reliability of the instruments was determined before actual collection of the data in order to fine tune them.

3.8.1 Validity of the Research Instruments

According to Bryman (2016), validity determines whether the research truly measures that which it was intended to or how truthful the research results are. In the current study, the researcher sought the support of the research supervisors, who, as experts in research

helped to confirm that the instruments covered sufficiently, addressed all the aspects being planned and that the way the constructs were presented elicited the desired meaning to the respondents. This helped in improving the content and construct validity of the research instruments.

3.8.2 Reliability of the Research Instruments

Instrument reliability is a measure of the degree to which an instrument yields consistent results or data after repeated trials (Kothari, 2004). In the present study, the researcher carried out a pilot study in the neighboring Nyeri Central Sub county, and used test- retest method of determining reliability of the research instruments whereby the questionnaires were administered twice to the same respondents within duration of two weeks. The responses of two sets of instruments were correlated to determine the Cronbach Alpha Coefficient (α). Smith (2003) declares that an alpha ($\alpha>0.7$) is normally deemed to be satisfactory. The instruments produced a Cronbach Alpha Coefficient of 0.82 which implied that their reliability was adequate to permit usage in the study.

3.9 Data Collection Techniques

The researcher obtained an introductory letter from Karatina University which was used to apply for a research permit from the National Council of Science, Technology and Innovations (NACOSTI). On receipt of the permit, the researcher used it to obtain consent from the County Director of Education and the Sub County Directors of Education in charge of,Kieni West and Kieni East Sub counties. The researcher then proceeded to collect data from sampled schools to administer questionnaires to principals and teachers while appropriate interview session was arranged with SQAS. To minimize attrition or in an attempt to control the extraneous variable in the study, the researcher exhaustively explained the importance of the research study to the respondents before asking them to provide their responses to the items contained in the research instrument (Mugenda & Mugenda, 2003).

3.10 Data Analysis Techniques and Presentation

Data analysis employed both qualitative and quantitative techniques. Descriptive and inferential statistics was employed in analyzing the data. Quantitative data was analyzed using the descriptive statistics such as percentages means and standard deviation and, inferential statistics notably Pearson correlation to examine direction and level of

significance in the relationship among variables, with assistance of SPSS version 23. The findings were then discussed and presented using frequency and contingency tables to enhance clarity. The percentages of the responses indicated the frequencies while the standard deviation indicated the level of unanimity in the opinion of the respondents. The correlations obtained were interpreted to indicate the direction and level of significance of the relationship between the independent variable and the dependent variable as per objective. A coefficient correlation of above negative or positive 0.6 was be interpreted as strong correlation in negative or positive direction respectively. Significance of relationship will be determined by the size of p value in which if $p<.05$ the relationship will be considered significant otherwise if $p>.05$ the relationship will be considered not significant. Qualitative data obtained using interview schedules and open-ended questions in the questionnaire were subjected to content analysis and common themes related to the objectives identified.

3.11 Ethical Considerations

The research sought to develop results of high integrity and therefore desisted from plagiarism and fraud. Throughout the study, the researcher observed confidentiality and privacy of the respondents. No information concerning the respondents was disclosed without their full consent. Where anonymity was required, the researcher observed it to the letter. Pseudo names of schools, principals, teachers and SQASO were used where necessary to protect their identity. The language used by the researcher was in such a way that it did not cause any psychological harm to the respondents. Embarrassing questions, expressing shock or disgust while collecting data, use of threatening statements, causing fear and anxiety to the respondents was avoided. The researcher exhaustively explained the purpose of the research to the respondents so that the sampled principals, teachers and SQASO gave voluntary and informed data concerning effectiveness of quality assurance functions. Finally, the researcher sought to share the findings of the research study with the respondents in attempt to disseminate knowledge. This was done irrespective of whether the results were positive or otherwise.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter discusses the data analysis and findings from questionnaires and interviews conducted on the respondents. The data from the questionnaires were statistically analyzed. For data analysis, the SPSS version 23 program was used. The chapter is divided into three thematic areas. The first section presents the response rate, the second section presents the demographic characteristics of the respondents and the third section presents the empirical findings of the study and discussion of the findings.

4.2 Response Rate

Table 4.1 indicates the response rates registered among respondents

Table 4.1: Response rates

Stratum	Sample size	Actual Respondents	%
Principals	17	11	64. 7
Teachers	283	256	90.4
DQASO	4	2	50
TOTAL	304	269	88.5

From Table 4.1 a total of 269 respondents gave their responses representing 88.5% response rate some questionnaires were not returned while two sub county directors were not available due to official commitments outside the county. According to Edward et al. (2000), a response rate of 80% and above is satisfactory while 60-80% is quite satisfactory. A response rate below 60% is barely acceptable. This response rate was therefore, considered sufficient to give credence to the findings in this study.

4.3 Demographic characteristics of the respondents

4.3.1 Distribution of Sample by Gender

Tables 4.2 shows the distribution of sample by gender

Table 4.2 Distribution of the sample by gender

Gender	Frequency	Percent
Male	136	50.6
Female	133	49.4
Total	**269**	**100.0**

As indicated in table 4.2 at 50.6% male and 49.4% female, the respondents are near gender parity. Consequently, gender bias on opinion might have been overcome.

4.3.2 Distribution of the principals sample by length of experience

Table 4.3 shows distribution of the principals by length of experience

Table 4.3 : Distribution of the principal's sample by length of experience

Years of Experience	Frequency	Percent
1-5 Years	3	16.7
6-15 Years`	4	22.2
16-25 Years	9	50.0
Over 26 Years	2	11.1
Total	**18**	**100.0**

According to the information displayed on Table 4.3, majority of the principals 9(50.0%) sampled had headship experience of 16-25 years, 4(22.2%) had experience of 6-15 years, 3(16.7%) had experience of 1-5 years and only 2(11.1%) had a headship experience spanning over 26 years. The results indicate that majority of the principals had a wealth of experience having served in that capacity for many years. Experienced school principals were likely to have provided reliable information based on their experience in regard to study objectives.

4.3.3 Distribution of Teachers Sample by job grade/ administrative position

Table 4.4 indicates distribution of teachers sample by job grade/administrative position.

Table 4.4: Distribution of teachers sample by job grade/ administrative position

Education Level	Frequency	Percent
Secondary Teacher I	134	52.3
Senior Master IV	32	12.5
Senior Master III	44	17.2
Senior Master II	25	9.8
Senior Master I	21	8.2
Total	**256**	**100.0**

Information displayed in Table 4.4 indicate that majority of the teachers 134(52.3%) were secondary teacher I, 44(17.2%) were senior master III, 32(12.5%) were senior master IV, 25(9.8%) were senior master II and only 21(8.2%) were senior master I. The results indicate that the teachers sampled were distributed well across all the job groups hence it is possible to obtain balanced findings.

4.3.4 Length of Experience in School Administration

Table 4.5 indicates the length of experience in the school administration.

Table 4.5: Length of experience in the school administration

	Frequency	Percent
Up to 1 Year	87	34.0
2-5 Years	119	46.5
6-10 Years	27	10.5
More than 10 Years	23	9.0
Total	**256**	**100.0**

Table 4.5 indicates that majority of the teachers who gave their responses 119 (46.5%) had served in the capacity for 2-5 years, 87(34.0%) for less than 1 year, 27(10.5%) for 6-10 years and 23(9.0%) for more than 10 years. The findings indicate that majority of the teachers in the sample had long experience having served for many years in their current position. Further, the results imply that the teachers who participated in the study were experienced in carrying out quality assurance tasks delegated to them by the principal and were therefore able to provide reliable responses.

4.4 Examining Professional documents and academic performance

The first objective of the study was to establish the influence of frequency of examining teachers' professional documents by the principals on academic performance of students in public secondary schools in Kieni West and East Sub counties, Kenya. To achieve this objective, the researcher asked the principals and the teachers to indicate the frequency at which a set of five professional documents were examined. Table 4.6 displays a summary of the responses obtained.

Table 4.6: Examining professional documents

Document	Respondent	Frequency of Examining (%)					Mean ($\bar{x}$)	Std Deviation
		(O)5	(S)4	(R)3	(VR)2	(N)1		
Schemes of Work	Principals	11	33	22	17	17	2.94	1.305
	Teachers	11	34	22	16	17	2.95	1.265
Lesson Plans	Principals	11	44	17	11	17	2.78	1.309
	Teachers	11	44	16	12	17	2.80	1.272
Students' Progress Records	Principals	28	22	28	17	6	2.72	1.179
	Teachers	11	44	17	23	5	2.68	1.098
Records of Work	Principals	17	28	28	22	6	2.72	1.179
	Teachers	17	27	27	23	5	2.71	1.148
Students Attendance Registers	Principals	11	44	17	17	11	2.50	1.249
	Teachers	28	22	29	16	5	2.49	1.201

Descriptive displayed on Table 4.6 indicate that according to majority of the respondents (principals and teachers), schemes of work are rarely examined (principals$\bar{x} = 2.94$, Teachers$\bar{x} = 2.95$; sd=1.305 and 1.265 respectively).The standard deviation was small l(close to 1) indicating that there was unanimity in response indicating that the respondents concur in their response to a large extent. The findings indicate that although the schemes of work are prepared in all the schools, they are rarely scrutinized and regularly checked to ensure they are up to the standard and that they are adhered to.

Secondly, the results obtained indicated that that according to majority of the respondents (principals and teachers), lesson plans are rarely examined (principals$\bar{x} = 2.78$, Teachers$\bar{x} = 2.80$; sd=1.309 and 1.272 respectively). The standard deviation was small (close to 1) indicating that there were no outliers and that the response was unanimous

among majority of the respondents. The findings imply that the lesson plans prepared and used by the teachers are rarely checked by the principals. This adversely impacts on the effectiveness of the quality assurance in the schools. Thirdly, the results obtained indicated that that according to majority of the respondents (principals and teachers), students' progress records are rarely examined(principals$\bar{x} = 2.72$, Teachers$\bar{x} = 2.68$; sd=1.179 and 1.098 respectively). The standard deviation was small (close to 1) indicating that there was unanimity in response indicating that the respondents concur in their response. The findings indicate that students' progress records prepared by the teachers are not given adequate attention by the principals which negatively affect the effectiveness of quality assurance in the schools.

When asked whether to rate the frequency at which the records of work are examined by the principals, the results indicated that according to majority of the respondents (principals and teachers), records of work are rarely examined(principals$\bar{x} = 2.72$, Teachers $\bar{x} = 2.71$; SD=1.179 and 1.148 respectively). The standard deviation was small (close to 1) indicating that there was most of the responses fell close to the mean. The findings indicate that although the records of work are maintained in most of the schools, they are rarely scrutinized and regularly checked which was further evidenced by the fact that in most schools the record of work books were not signed by the principals regularly. Finally, in response to the frequency at which the students attendance registers were examined, according to majority of the respondents (principals and teachers), students attendance registers are rarely examined(principals$\bar{x} = 2.50$, Teachers $\bar{x} = 2.49$; SD=1.249 and 1.201 respectively). The standard deviation was small (close to 1) indicating that most respondents concur. The findings indicate that although the schemes of work are in place in all the schools, they are rarely regularly checked to follow up on the cases of class and lesson absenteeism among the students. This reduces their usefulness in curbing student truancy and ensuring maximal participation of students in class work. Data from interviews concurred that professional documents are rarely examined at school level. The respondents resounded that internal quality assurances in regard to the professional documents is wanting which puts quality assurance endeavors at risk. One of the SQASO elaborated; *whenever we go for inspection, evidence is rare on checking of professional documents which compromises effective teaching and learning.* The findings concur with

a study in secondary schools in Loitoktok subcounty by Obunga (2019) who indicated that school principals hardly examine professional documents. The same findings were reported by Njogu (2020) who concurred that the frequency of school principals examining documents was not adequate in public primary schools in Kasarani Subcounty.

Further analysis was done to examine Pearson Correlation was used to determine the significance of the relationship between the frequency of examining professional documents and academic performance of the students.

Table 4.7: Pearson Correlation analysis on professional documents.

Professional Document		**KCSE mean score**
Schemes of Work	Pearson Correlation	.937**
	Sig. (2-tailed)	.000
Lesson Plans	Pearson Correlation	.917**
	Sig. (2-tailed)	.000
Records of Work	Pearson Correlation	.887**
	Sig. (2-tailed)	.000
Students' progress Records	Pearson Correlation	.888**
	Sig. (2-tailed)	.000
Students attendance registers	Pearson Correlation	.872**
	Sig. (2-tailed)	.000

The results obtained in Table 4.7 indicated that for all the professional documents considered, the Pearson correlation coefficients were close to 1 indicating high positive correlation. Secondly, the significance (2-tailed) on the correlations were all 0.00($p<0.05$) implying high statistical significance. The findings imply that the frequency of examining the documents considered was significantly related to the academic performance of the students measured by the performance at KCSE. Similar findings were reported by Musungu and Nasongo (2009); Ngipuo (2016) and Njogu (2020)

4.5 Management of teaching/ learning resources

The second objective of the study sought to assess the influence of effective monitoring of use of teaching/ learning resources by the principals on academic performance of students in public secondary schools in Kieni East and Kieni West Sub-counties, Kenya. To achieve this objective, the researcher asked the principals and the teachers to indicate the

frequency at which the various instructional resources were inspected and assessed to establish their usability. The researcher used likert scale against each instructional resource to measure the frequency at which it was inspected by the principal and the other institutional administrators. The frequency was measured on the likert scale of 1-5 where 5=Often, 4= sometimes, 3 =Rarely, 2=Very rarely, 1=Never. The frequency of the responses obtained for each instructional resource was computed and the mean was used to ascertain the frequency at which it was assessed to ascertain its suitability for utilization in teaching and learning. Interpretation of the range of the means obtained for each statement was done as follows: 1-1.5 implied Never; 1.6-2.5 implied very rarely; 2.6-3.5 implied rarely; 3.6-4.5: implied sometimes and 4.6 - 5.0: implied often. In addition, standard deviation was used to determine the unanimity of the response. Table 4.8 displays a summary of the responses obtained.

Table 4.8: Frequency of inspecting instructional resources

Document	**Respondent**	**Frequency of Inspecting (%)**					**Mean**	**Std**
		(O)5	(S)4	(R)3	(VR)2	(N)1	**($\bar{x}$)**	**Deviation**
C1 Library	Principals	22	11	22	28	17	2.94	1.434
	Teachers	11	17	28	34	11	2.83	1.162
C2	Principals	11	33	22	23	11	3.11	1.231
Textbooks	Teachers	9	25	23	33	11	2.79	1.030
C3 ICT	Principals	22	11	22	39	6	3.13	1.305
equipment	Teachers	17	11	34	29	9	3.06	1.079
C4 Sports	Principals	17	22	17	33	11	3.00	1.328
equipment	Teachers	6	17	23	39	16	2.63	1.265
C5 Science	Principals	28	11	17	39	7	3.17	1.383
laboratories	Teachers	18	12	16	34	21	2.97	1.233

Descriptive displayed on Table 4.8 indicate that according to majority of the respondents (principals and teachers), the library was rarely examined (principals$\bar{x} = 2.94$, Teachers$\bar{x} = 2.83$; sd=1.434 and 1.162 respectively). The standard deviation was small (close to 1) indicating the respondents concurred in their response. The findings indicate that the principals rarely visit the library to ascertain the whether it is adequately stocked

and that the resources are well maintained. This is likely to hamper the usefulness of the library as a teaching/ learning resource.

Secondly, the results obtained indicated that that according to majority of the respondents (principals and teachers), textbooks are rarely examined (principals$\bar{x} = 3.11$, Teachers$\bar{x} = 2.79$; sd=1.231 and 1.030 respectively). The standard deviation was small indicating that there was little variance in the responses obtained. The fact that principals rarely inspect the library could be attributed to the fact that the schools are receiving textbooks directly from the Ministry of Education, which are then issued out to the students in the ratio of 1:1, however, there is need to examine the availability of the other supplementary textbooks to ensure their adequacy and usefulness.

Thirdly, the results obtained indicated that that according to majority of the respondents (principals and teachers), ICT equipment are rarely examined (principals$\bar{x} = 3.13$, Teachers $\bar{x} = 3.06$; SD=1.305 and 1.079 respectively). The standard deviation was small (close to 1) indicating that there was unanimity in response. The findings that the principals rarely inspect the ICT equipment would be attributed to the fact that majority of the schools have no ICT equipment.

When asked whether to rate the frequency at which the principals inspect the sports equipment, the results indicated that according to majority of the respondents (principals and teachers), the principals rarely inspect the sports equipment (principals $\bar{x} = 3.00$, Teachers$\bar{x} = 2.63$; SD=1.328 and 1.265 respectively). The low standard deviation was an indicator that most of the responses fell close to the mean. The findings indicate that the principals rarely inspect the sporting equipment. In most schools, the responsibility of checking and maintaining the sporting equipment is left to games teachers with little supervision from the principal. This could explain why outdoor and indoor sporting equipment in majority of the schools were found to be poorly maintained and dilapidated.

Finally, in response to the frequency at which the science laboratories were examined, according to majority of the respondents (principals and teachers), science laboratories are

rarely examined (principals$\bar{x} = 3.17$, Teachers $\bar{x} = 2.97$; SD=1.383 and 1.233 respectively). The small standard deviation was an indication of unanimity in the response. The findings indicate that most principals did not frequently inspect the science laboratories. Majority of the science laboratories were only checked during the national examination season. Data from SQASO also indicated that one of the concerning issues in school management is inspection of teaching learning resources. The respondents pointed out that school principals spend a lot of money to procure learning resources but hardly monitor how they are used. One of respondent was of the view that; *school principals hardly inspect availability, status and utilization of instructional learning resources and facilities, lack reliable inventory books. As result, when we go to the field, we are confounded with unkept and usually non-functional teaching and learning resources.* The findings are consistent with studies by Nkoroi (2017); Makori and Onderi (2014) who reported that quality inspection of teaching and learning resources is a notable failure in school principals' instructional supervisory practices.

Further analysis was done using Pearson Correlation to determine the significance of the relationship between the frequency of inspecting instructional resources and academic performance of the students. Table 4.9 summarizes the results obtained.

Table 4.9: Pearson Correlation analysis on instructional resources

Instructional Resource		**KCSE Mean score**
Library	Pearson Correlation	.965**
	Sig. (2-tailed)	.000
	N	18
Textbooks	Pearson Correlation	.901**
	Sig. (2-tailed)	.000
	N	18
ICT equipment	Pearson Correlation	.952**
	Sig. (2-tailed)	.000
	N	81
Sports equipment	Pearson Correlation	.916**
	Sig. (2-tailed)	.000
	N	18
Science laboratories	Pearson Correlation	.909**
	Sig. (2-tailed)	.000
	N	18

4.6 Feedback on internal quality assurance and academic performance

The third objective of the study required to assess the effect of effective feedback on internal quality assurance reports by the principals on academic performance of students in public secondary schools in Kieni East and Kieni West Subcounties, Kenya. To achieve this objective, the researcher asked the principals and the teachers to indicate the frequency at which a each of the four forms of communication channels are used. The researcher used likert scale against each form of communication to measure the frequency at which the method was used by the principal. The frequency was measured on the likert scale of 1-5 where 5=Often, 4= sometimes, 3= Rarely, 2=Very rarely, 1=Never. The frequency of the responses obtained for each document was computed and the mean was used to ascertain the frequency at which the documents were checked. Interpretation of the range of the means obtained for each mode of communication was done as follows: 1-1.5 implied Never; 1.6-2.5 implied very rarely; 2.6-3.5 implied rarely; 3.6-4.5: implied sometimes and 4.6 - 5.0: implied often. In addition, standard deviation was used to determine the unanimity of the response. Table 4.10 displays a summary of the responses obtained.

Table 4.10: Frequency of using each feedback strategy

Strategy	**Respondent**	**Frequency of use (%)**					**Mean**	**Std**
		(O)5	(S)4	(R)3	(VR)2	(N)1	**($\bar{x}$)**	**Deviation**
Summons	Principals	22	11	28	31	8	3.17	1.200
	Teachers	17	17	22	21	22	3.07	1.132
Memos	Principals	22	28	28	11	11	3.39	1.290
	Teachers	17	11	45	17	11	3.13	1.297
Reprimands	Principals	22	11	33	21	12	3.22	1.166
	Teachers	11	11	40	28	19	2.94	0.966
Review	Principals	22	42	22	12	11	3.58	1.353
Meetings	Teachers	21	37	19	12	11	3.55	1.124

Descriptive displayed on Table 4.11 indicate that according to majority of the respondents (principals and teachers), summons rarely examined(principals $\bar{x} = 3.17$, Teachers $\bar{x} = 3.07$; SD=1.200 and 1.132 respectively). The standard deviation was small (close to 1) indicating that there was unanimity in response indicating that the respondents concur in

their response. The findings imply that use of summons is not very popular with majority of the principals and therefore it is rarely used.

Secondly, the results obtained indicated that that according to majority of the respondents (principals and teachers),(principals $\bar{x} = 3.39$, Teachers $\bar{x} = 3.13$; SD=1.290 and 1.297 respectively), memos are rarely used by the principals to provide feedback to the teachers. There was unanimity in the response as indicated by the small values of standard deviation. The use of memos as a method of providing feedback was found not to be used by majority of the principals.

Thirdly, the results obtained indicated that that according to majority of the respondents (principals and teachers), reprimands are rarely used as a strategy of providing feedback to the teachers (principals $\bar{x} = 3.22$, Teachers $\bar{x} = 2.94$; SD=1.166 and 0.966 respectively).The small value of standard deviation indicated that the response was unanimous among the respondents. When asked whether to rate the frequency at which the principals used review meetings to provide feedback to the teachers, the results indicated that according to majority of the respondents (principals and teachers), review meetings are sometimes used (principals $\bar{x} = 3.58$, Teachers $\bar{x} = 3.55$; SD=1.353 and 1.124 respectively). The findings were unanimous as indicated by the small standard deviation. The findings indicate that review meetings are a preferred strategy of providing feedback to teachers by majority of the principals. Qualitative data also concurred in both external and internal quality assurance practice meetings form the best forum to communicate feedback as well as provide the way forward. One of the respondents argued; *modern approaches to management advocate for collaborative management practices in which summons, ridicule and reprimand are discouraged.*

The findings are concur with views of Aguti (2015) who reported that meetings is a one of the most common practices to communicate inspection reports in schools in Uganda. TSC (2016) expounds that teacher appraisal should be consultative where targets are set by the supervisor and supervisee and the same is done during evaluation and feedback. The findings also resonate with Mohammed (2015) who observed that effective school inspection feedback motivates teachers improving their effectiveness and consequent

better performance of students in Nigeria. Similarly, Wabuko (2015) noted that meetings are very suitable avenues to communicate quality assurance feedback for the purposes of school improvement in Kenya. Further analysis was done using Pearson Correlation was used to determine the significance of the relationship between the frequency of using selected strategies of communication to provide feedback and academic performance of the students.

Table 4.11 summarizes the results obtained.

Table 4.11: Pearson Correlation analysis on communication strategies

Communication strategy		**KCSE mean score**
Summons	Pearson Correlation	.893**
	Sig. (2-tailed)	.000
		18
Memos	Pearson Correlation	.781**
	Sig. (2-tailed)	.000
		18
Reprimands	Pearson Correlation	.736**
	Sig. (2-tailed)	.000
		18
Review meetings	Pearson Correlation	.946**
	Sig. (2-tailed)	.000
		18

The results obtained indicated that for all the communication strategies considered, the Pearson correlation coefficients were close to 1 indicating high positive correlation. Secondly, the significance (2-tailed) on the correlations were all 0.00($p<0.05$) implying high statistical significance. The findings imply that the frequency of using any of the communication strategies was significantly related to the academic performance of the students measured by the performance at KCSE. Out of the four strategies selected by the study, use of review meetings was found to be the one most related to academic performance and hence most effective in providing feedback. The findings resonate with views on Kareithi (2018) who reported a significant relationship between effective feedback strategy and performance of secondary schools in Kirinyaga West Subcounty.

4.7 Monitoring syllabus coverage and academic performance

The fourth objective of the study sought to establish the influence of monitoring syllabus coverage by principals on the academic performance of students in secondary schools in Kieni West and Kieni East Sub counties, Kenya. To achieve this objective, the researcher asked the principals and the teachers to indicate the frequency at which the various strategies of monitoring syllabus coverage were

used likert scale against each strategy to measure the frequency at which it was used by the principal and the other institutional administrators. The frequency was measured on the likert scale of 1-5 where 5=Often, 4= sometimes,3 =Rarely, 2=Very rarely, 1=Never. The frequency of the responses obtained for each instructional resource was computed and the mean was used to ascertain the frequency at which it was used. Interpretation of the range of the means obtained for each statement was done as follows: 1-1.5 implied Never; 1.6-2.5 implied very rarely; 2.6-3.5 implied rarely; 3.6-4.5: implied sometimes and 4.6 - 5.0: implied often. In addition, standard deviation was used to determine the unanimity of the response. Table 4.12 displays a summary of the responses obtained.

Table 4.12: Frequency of checking syllabus coverage

Strategy	Respondent	Frequency of Inspecting (%)					Mean ($\bar{x}$)	Std Deviation
		(O)5	(S)4	(R)3	(VR)2	(N)1		
E1 Checking students' exercise books	Principals	17	17	22	39	6	3.00	1.237
	Teachers	11	11	34	39	6	2.84	1.065
E2 Checking Lesson notes	Principals	17	17	28	17	22	2.89	1.410
	Teachers	17	16	18	27	22	2.79	1.396
E3 Checking teachers lesson attendance register	Principals	22	11	22	33	11	3.00	1.372
	Teachers	8	20	49	21	3	2.71	1.041
E4 Checking records of work against syllabi	Principals	22	22	17	17	22	3.06	1.514
	Teachers	12	34	11	22	22	2.91	1.378

Descriptive displayed on Table 4.12 indicate that according to majority of the respondents (principals and teachers), checking students' exercise books was rarely done (principals $\bar{x} = 3.00$, Teachers $\bar{x} = 2.84$; SD=1.237 and 1.065 respectively). The

standard deviation was small (close to 1) indicating the respondents concurred in their response. The findings indicate that the principals rarely check the students' exercise books. This is likely to limit the principal's ability to ascertain the extent of syllabus coverage by the teachers.

Secondly, the results obtained indicated that that according to majority of the respondents (principals and teachers), the principals rarely check the lesson notes (principals $\overline{x} = 2.89$, Teachers $\overline{x} = 2.79$; SD=1.410 and 1.396 respectively). The standard deviation was small indicating that there was little variance in the responses obtained. The fact that principals rarely check the student's lesson notes hamper their ability to determine how sufficiently the syllabus is covered by the teachers. Thirdly, the results obtained indicated that that according to majority of the respondents (principals and teachers), checking teachers lesson attendance register is rarely done (principals $\overline{x} = 3.00$, Teachers $\bar{x} = 2.71$; SD=1.372 and 1.041 respectively). The standard deviation was small (close to 1) indicating that there was unanimity in response. The findings imply that principals rarely inspect the teachers' lesson attendance registers. This was so despite the fact that teachers' lesson attendance registers being a requirement for all schools to facilitate the completion of Teachers Performance and Development (TPAD) forms which means that the records filled in the TPAD forms are not accurate.

When asked whether to rate the frequency at which the principals check the records of work against the syllabi, the results indicated that according to majority of the respondents (principals and teachers), the principals rarely carry out the practice(principals $\overline{x} = 3.06$, Teachers $\bar{x} = 2.91$; SD=1.514 and 1.378 respectively). The low standard deviation was an indicator that most of the responses fell close to the mean. The findings indicate that the principals rarely inspect the records of work to ensure that the syllabus is covered in time and that there is adequate coverage. Lack of adequate monitoring of syllabus coverage was also corroborated by data from the interviews. The respondents pointed out that whenever, external inspection is done in most cases there is no evidence of monitoring by school principals. The respondents also reported that school principals leave monitoring of syllabus coverage to subject heads and heads of departments. From the findings discussed

above school, principals hardly inspect syllabus coverage. Consequently, the principals may not be abreast of curriculum implementation gaps. The findings resonate with a study by Muhoro (2015) who the importance of monitoring syllabus as an administrative factor hardly practiced by school principals. Arguing on similar vein, Wanjala and Anyango (2015) noted that lack of effective monitoring of syllabus coverage is a common practice in many schools, which affects performance of students.

Further analysis was done using Pearson Correlation to determine the significance of the relationship between the frequency of monitoring syllabus coverage and academic performance of the students. Table 4.13 summarizes the results obtained.

Table 4.13: Pearson Correlation analysis on monitoring of syllabus coverage

Instructional Resource		**KCSE Mean score**
Checking students exercise books	Pearson Correlation	.915**
	Sig. (2-tailed)	.000
	N	18
Checking students lesson notes	Pearson Correlation	.882**
	Sig. (2-tailed)	.000
	N	18
Checking teachers lesson attendance register	Pearson Correlation	.924**
	Sig. (2-tailed)	.000
	N	81
Checking records of work against the syllabi	Pearson Correlation	.920**
	Sig. (2-tailed)	.000
	N	18

The results obtained indicated that for all the strategies of monitoring the syllabus coverage tested, the Pearson correlation coefficients were close to 1 indicating high positive correlation. Secondly, the significance (2-tailed) on the correlations were all 0.00($p<0.05$) implying high statistical significance. The findings imply that the frequency of using the various strategies of monitoring coverage of the syllabus considered were significantly related to the academic performance of the students measured by the performance at KCSE. The findings are consistent with studies by Kinyua (2014); Wanjala and Anyango (2015) in Kenya and Alkutich and Abukari (2018) in United Arab Emirates concur that monitoring

and evaluation of curriculum instruction including syllabus coverage has a significant positive relationship with student performance.

4.8 Academic Performance

The study sought to establish the academic achievement of the schools surveyed over a period of three years from 2018-2020. The school principals indicated the achievement of their schools in Kenya Certificate of Secondary Education (KCSE) for years between 2018-2020 based in two categories; high performing indicating those above the mean of six and low performing indicating those below the mean of six. The results obtained are shown in Table 4.14

Table 4.14: Mean scores according to low and high performing

School category	2018	2019	2020	Mean score
High performing	6.002	6.015	6.025	6.021
Low performing	1.518	1.745	2.801	2.021
Mean score	**3.795**	**3.875**	**3.224**	**3.631**

As shown in Table 4.14 the high achieving schools were found to have a higher mean score of 6.021, while low achieving schools had mean grade of 2.021 The mean score for all the school categories was 3.631. The scores were used compute relationship with the independent variables. Commenting on performance in academics one of QASO had the following to say: My school *assessment report, indicate that those principals in high achieving schools were keener to execute their internal quality assurance practices with regular assessment of professional documents and monitoring of use instructional resources being common practices.* The study finding corroborates Fancera and Bliss (2011) outcome that there was a positive relationship between student academic performance and principal quality assurance practices as discussed in other findings.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings and gives conclusions and recommendations of the study, the general implication of the study findings and additional research areas are also suggested. The purpose of the study was to establish the influence internal quality assurance practices on students' academic performance in secondary schools in Kieni East and West Sub-counties In Nyeri County . The study objectives were to establish the influence of examining teachers' professional documents on students' academic performance; to evaluate the influence of monitoring teaching and learning resources on students' academic performance; to assess the influence of internal quality assurance feedback on students' academic performance and to determine the influence of monitoring syllabus coverage on students' academic performance. A sample of 17 schools with 304 respondents- 17 principals and four being purposively and 283 teachers through stratified and simple random sampling.

5.2 Summary of Major findings

The following sections provide a summary of findings of the study based on its objectives.

5.2.1 Examining Professional Documents and Academic Performance

The findings indicate that although the schemes of work are prepared in all the schools, they are rarely scrutinized and regularly checked to ensure they are up to the standard and that they are adhered to. The findings indicated that the principals rarely checked the lesson plans prepared and used by the teachers. In addition, it was found out that students' progress records prepared by the teachers were not given adequate attention by the principals, which negatively affect the effectiveness of quality assurance in the schools. In addition, the findings indicate that although the records of work are maintained in most of the schools, they are rarely scrutinized and regularly checked which was further evidenced by the fact that in most schools the record of work books were not signed by the principals regularly. For the findings, indicate that although the class attendance registers were in place in all the schools, they were rarely regularly checked to follow up on the cases of

class and lesson absenteeism among the students. Further analysis using Pearson Product Moment, it was found out that the frequency of examining the documents considered was significantly related to the academic performance of the students measured by the performance at KCSE.

5.2.2 Management of Teaching/ Learning resources

The study findings indicated that the principals rarely visit the library to ascertain the whether it is adequately stocked and that the resources are well maintained. Secondly, the results obtained indicated that the principals rarely inspected the ICT equipment where they were available. In addition, it was found out that the principals rarely inspect the sports equipment. It was further found out that most principals did not frequently inspect the science laboratories. Pearson Correlation tool indicated that the frequency of inspecting instructional resources considered was significantly related to the academic performance of the students measured by the performance at KCSE.

5.2.3 Feedback on Internal Quality Assurance and Academic Performance

The study found out that the use of summons is not very popular with majority of the principals and therefore it was rarely used. Secondly, the results obtained indicated that memos were rarely used by the principals to provide feedback to the teachers. Thirdly, the results obtained indicated that reprimands were rarely used as a strategy of providing feedback to the teachers. Further, it was found out that review meetings were sometimes used and that they were preferred strategy of providing feedback to teachers. Pearson Correlation tool used indicated that the frequency of using any of the communication strategies was significantly related to the academic performance of the students measured by the performance at KCSE.

5.2.4 Monitoring Syllabus Coverage and Academic Performance

The study found out that principals rarely checked the students' exercise books. Further, it was found out that the principals rarely checked the lesson notes. It was also found out that, principals rarely inspected the teachers' lesson attendance registers. In addition, checking the records of work against the syllabi was found to be rarely done by the principals. Pearson Correlation tool conducted indicated that the frequency of using the various strategies of monitoring coverage of the syllabus considered were significantly related to the academic performance of the students measured by the performance at KCSE.

The study also established that quality assurance practices carried out by institutional administrators as guided by the TPAD appraisal tool had a significant influence on students' academic achievements. The quality assurance practices carried out by institutional administrators include ensuring preparation of professional documents, monitoring the adherence to the planning instruments in the course of curriculum implementation and ensuring they were updated appropriately. In addition, the instructional administrators monitored the effectiveness of instructional processes through regular lesson observation to ensure that the pedagogy and teaching materials used were effective. The study recommends that first, TSC to build the capacity of institutional administrators through continuous training to make them more effective in carrying out the quality assurance practices and facilitate the sub county units adequately to be able to visit schools more frequently to monitor the progress of internal quality assurance. Secondly, the TSC should substantively appoint the institutional administrators so that they can gain more confidence and command more authority as they discharge their duties. Lastly, teachers and other stakeholders such as the BOMs should be sensitized on the impact of internal quality assurance on academic achievements to ensure that they fully embrace it.

5.3 Conclusions

i. The practice of examining professional documents such as schemes of work, lesson plans, and records of work, lesson notes and lesson attendance registers was found to be significantly correlated to the academic performance of the students. The more frequently the practice is carried out, the better the academic outcomes of the learners.

ii. Prudent management of teaching/ learning resources such as libraries, ICT equipment, science laboratories as well as sporting equipment by the school administrators to ensure adequate supply and maximal utilization was found to have positive correlation with academic performance of the students. School administrators who are keen to monitor the supply and the use of the teaching/ learning resources were found to post better scores at KCSE.

iii. The frequency at which the principals gave feedback to the teachers on the internal quality assurance activities was found to correlate to the academic performance of the students. The methods used by most principals were identified as regular briefings, memos and reprimands. The frequency at which the principals reviewed and monitored the coverage

of the syllabus was found to have significant relationship to the academic performance of the students.

iv. Principals who closely monitor the extent and depth of coverage of the syllabus were found to post better academic performance in their schools.

v. Finally, quality assurance practices were found to influence student academic performance.

5.4 Recommendation

5.4.1 Policy Recommendations

i. School principals should be sensitized on rationale for internal quality assurance practices.

ii. Quality assurance and standards officers should make regular inspections to monitor and enforce internal quality assurance practices.

iii. The MOE of education should provide a quality management system to be adapted in schools.

5.4.2 Recommendations for further research

i. The study should be replicated at county and national level

ii. The study should be replicated in other levels of education such as in primary schools

iii. A study should be done on principals' competencies on internal quality assurance practices

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APPENDIX I

TRANSMITTAL LETTER

Dear Sir/ Madam,

RE: PERMISSION TO ADMINISTER QUESTIONNAIRES

Dear respondent,

You have been identified as one of the respondents in this study titled

'Influence of Internal Quality Assurance Practices on Students' Academic Performance in Secondary Schools in Kieni Constituency, Kenya'

Please feel free to provide the required information to the best of your knowledge.

The information you provide will be kept confidential and anonymous.

Yours faithfully,

Ednah Njeri Kagochi.

APPENDIX II

QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is designed to help the researcher find out the impact of personal characteristics on quality assurance carried out by Principals. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Section A: Demographic Information

1. What is your gender?

(i) Male [ ]

(ii) Female [ ]

2. In which age category do you belong?

(i) Lessthan25 years [ ]

(ii) 26-34 years [ ]

(iii) 35-44 years [ ]

(iv) 44-50 years [ ]

(v) Over50 years []

3. What is your highest professional qualification?

(i) Diploma [ ]

(ii) Bachelor's degree [ ]

(v) Post graduate [ ]

Others (specify)_____

4. What is your present grade/job group?

(i) Chief Principal []

(ii) Senior principal []

(iii) Principal graduate []

(iv) Senior master []

5. How long have you been a principal?

(i) 1 – 5years []

(ii) 6 – 15years []

(iii) 16– 25 years []

(iv) More than26 Years []

Section B: Examining Professional Documents

6. How often do you examine the following professional documents? Use a Tick to indicate your responses.

5=Often, 4= sometimes, 3 =Rarely, 2=Very rarely, 1=Never

DOCUMENT	**FREQUENCY OF CHECKING**				
	5	**4**	**3**	**2**	**1**
Schemes of Work					
Lesson Plans					
Records of Work					
Students' progress Records					
Students attendance registers					
Effectiveness of teaching/ learning process					

Section C: Management of Instructional Resources Practices

7. In your own assessment, indicate the availability and the state of the following instructional resources in your school. Tick against the most applicable option.

Instructional resource	Availability		State of maintenance		Frequency of inspection	
	YES	NO	Good	Poor	Frequent	Rarely
Library						
Textbooks						
ICT equipment						
Sports equipment						
Science laboratories						

Furniture and fittings						

Section D: Providing of Effective Feedback

8. How are the following methods of providing feedback to teachers used in your school?

Tick 5=Often, 4= sometimes,3 =Rarely, 2=Very rarely, =Never

Others (Specify) _____

Mode	**FREQUENCY OF USE**				
	5	**4**	**3**	**2**	**1**
Summons					
Memos					
Reprimands					

9. How frequently are progress review meetings with teachers held?

(i) Daily]

(ii) Weekly [ ]

(iii) Fortnightly [ ]

(iii) Monthly [ ]

10. How long do the progress review meetings take?

a) Less than half an hour [ ]

b) 1 hour [ ]

c) 2 hours [ ]

d) More than 2 hours [ ]

Section E: Monitoring syllabus coverage

11. How often do you carry out the following practices in your school? Tick

5=Often, 4= sometimes, 3 = Rarely, 2=Very rarely, 1=Never

PRACTICE	**FREQUENCY OF CARRYING OUT**

	5	4	3	2	1
Checking students' exercise books					
Checking students lesson notes					
Checking teachers class attendance register					
Checking record of work against the syllabi					

Section F: School Performance at KCSE

Kindly indicate the school's candidature and mean scores at KCSE in the table below.

YEAR	Mean scores	
2018		
2019		
2020		

APPENDIX III

TEACHERS' QUESTIONNAIRE

This questionnaire is to be used for academic purposes only. Kindly complete each section by providing the information requested for in order to enable the researcher to carry out a valid and reliable research project. **DO NOT** write your name or that of your school.

Section A: Demographic Information

1. What is your gender?

(i) Male [ ]

(ii) Female [ ]

2. In which age category do you belong?

(i) Less than 25 years [ ]

(ii) 26-34 years [ ]

(iii) 35-44 years [ ]

(iv) 44-50 years [ ]

(v) Over50 years []

3. What is your highest professional qualification?

(i) Diploma [ ]

(ii) Bachelor's degree [ ]

(iii) Post graduate [ ]

Others (specify) _____

4. What is your present grade/job group?

(i). Secondary School teacher I []

(ii). Senior master IV []

(iii). Senior master III []

(iv). Senior master II []

(v). Senior master I [ ]

(vi). Deputy Principal [ ]

5. How long have you worked in this station?

(i). 1 – 5years [ ]

(ii). 6 – 15years [ ]

(iii). 16– 25 years []

(iv). More than26 Years []

Section B: Examining Professional Documents

6. How often does your principal examine the following professional documents?

Tick 5=Often, 4= sometimes, 3 = Rarely, 2=Very rarely, 1=Never

DOCUMENT	**FREQUENCY OF CHECKING**				
	5	**4**	**3**	**2**	**1**
Schemes of Work					
Lesson Plans					
Records of Work					
Students' progress Records					
Students attendance registers					
Effectiveness of teaching/ learning process					

Section C: Management of Instructional Resources Practices

7. In your own assessment, indicate the availability and the state of the following instructional resources in your school. Tick against the most applicable option.

Instructional resource	Availability		State of maintenance		Frequency of inspection	
	YES	NO	Good	Poor	Frequent	Rarely
Library						
Textbooks						
ICT equipment						
Sports equipment						
Science laboratories						
Furniture and fittings						

Section D: Providing Effective Feedback

8. How are the following methods of providing feedback to teachers used in your school?

Tick 5=Often, 4= sometimes, 3 =Rarely, 2=Very rarely, 1=Never

Mode	FREQUENCY OF USE				
	5	**4**	**3**	**2**	**1**
Summons					
Memos					
Reprimands					

Others (Specify) _____

9. How frequently are progress review meetings with teachers held?

(i) Daily [ ]

(ii) Weekly [ ]

(iii) Fortnightly [ ]

(iii) Monthly [ ]

10. How long do the progress review meetings take?

i. Less than half an hour [ ]

ii. 1 hour [ ]

iii. 2 hours [ ]

iv. More than 2 hours [ ]

Section E: Monitoring syllabus coverage

11. How often are the following practices carried out in your school? Tick

5=Often, 4= sometimes, 3 = Rarely, 2=Very rarely, 1=Never

PRACTICE	FREQUENCY OF CARRYING OUT				
	5	**4**	**3**	**2**	**1**
Checking students' exercise books					
Checking students lesson notes					
Checking teachers class attendance register					
Checking record of work against the syllabi					

APPENDIX IV

INTERVIEW GUIDE FOR SCQASO

1. What is the internal quality assurance practices carried out by the principals in the sub county?

2. What is the frequency of carrying out each of the following?

Examining teachers' professional documents

Monitoring usage and maintenance of teaching/ learning resources

Communicating internal quality assurance reports

Monitoring syllabus coverage

3. What is the scope of internal quality assurance functions carried out at the school level?

4. What support does your office give to those charged with quality assurance practices at the school level?

5. What are your recommendations to enhance internal quality assurance function in schools?

APPENDIX V: LETTER OF INTRODUCTION

KARATINA UNIVERSITY
OFFICE OF THE DEAN
SCHOOL OF EDUCATION & SOCIAL SCIENCES

Tel. +254 – (0)729721200/0202176713
Email: school_sess@karatinauniversity.ac.ke
P.O. Box 1957 – 10101
KARATINA, Kenya

Ref: KarU/RC/SESS/2018
Date: 4th June, 2018

National Commission for Science and Technology,
P.O. Box 30623 – 00100,
NAIROBI

RE: EDNAH NJERI KAGOCHI – E221/2501P/14

This is to confirm that **Ednah Njeri Kagochi** Admission No. **E221/2501P/14** is a Post Graduate student of Karatina University pursuing Master of Educational Administration.

She has finished course work and has defended research proposal, entitled: **"*Influence of Inter Quality Assurance practices on Students' Academic Performance in Secondary Schools in Ki Constituency, Kenya.*"**

Ms. Kagochi is a hardworking student and dependable. She is recommended to collect data. She also acquired Computer Skills alongside her Post Graduate Degree. The results are in process.

On behalf of Karatina University, School of Education and Social Sciences, I recommend her for necessary assistance that would enable her to further her career.

Thank you,

KARATINA UNIVERSITY
Dean, School of Education & Social Sciences
04 JUN 2018
P. O. Box 1957 - 10101,
KARATINA.

Prof. John Mwaruvie
DEAN, SCHOOL OF EDUCATION AND SOCIAL SCIENCES

APPENDIX VI: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR

SCIENCE, TECHNOLOGY & INNOVATION

NATIONAL COMMISSION FOR

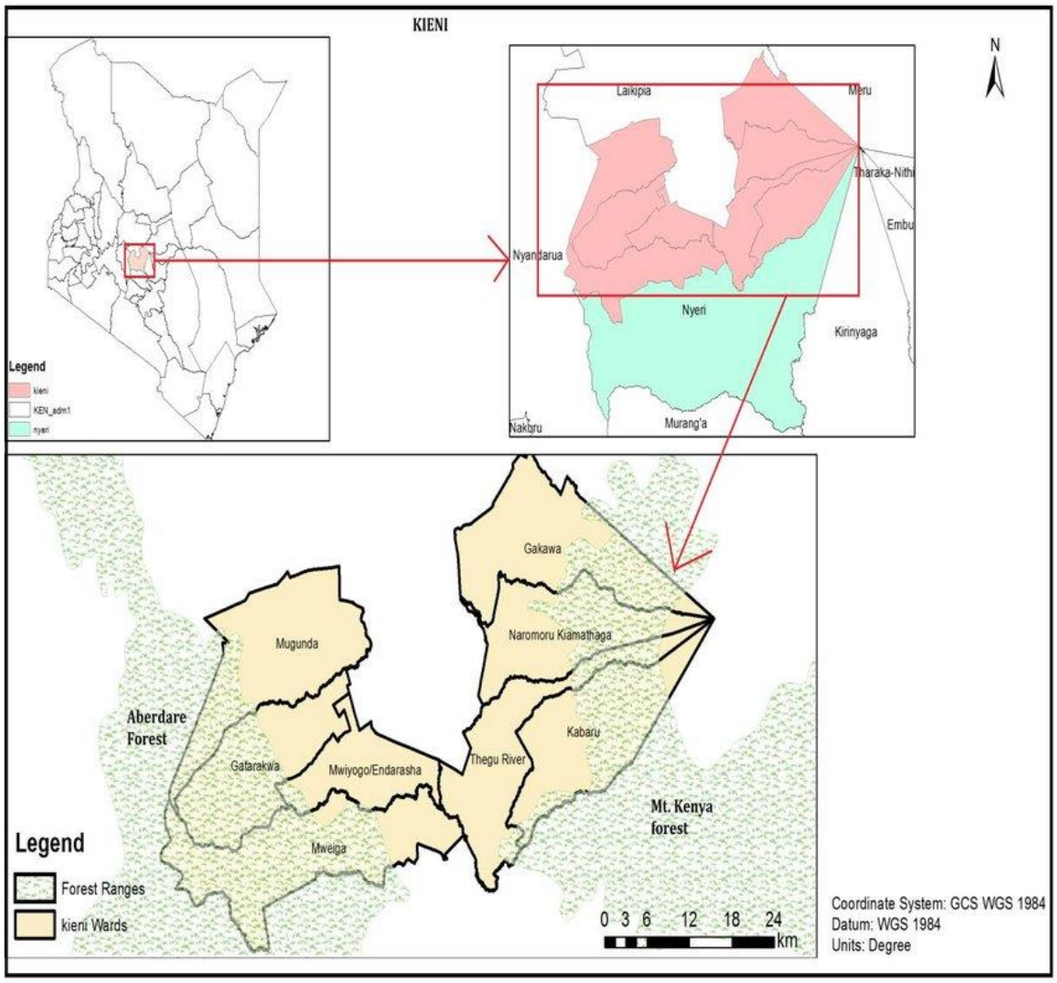
SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **105134**

Date of Issue: **15/January/2021**

RESEARCH LICENSE

This is to Certify that Miss.. Njeri Ednah Kagochi of Karatina University, has been licensed to conduct research in Nyeri County on the topic: INFLUENCE OF INTERNAL QUALITY ASSURANCE PRACTICES ON STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN KIENI WEST AND KIENI EAST KENYA for the ending 15th Jan

License No: **NACOSTI/P/21/8504**

APPENDIX VII: MAP OF STUDY AREA