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Assessment of the relationship between quality assurance and Kenya certificate of primary education performance in public primary schools in Bungoma North sub-county, Kenya.

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**ASSESSMENT OF THE RELATIONSHIP BETWEEN QUALITY
ASSURANCE AND KENYA CERTIFICATE OF PRIMARY
EDUCATION PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN
BUNGOMA NORTH SUB-COUNTY, KENYA.**

BY

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTER OF EDUCATION (LEADERSHIP AND
MANAGEMENT) OF MOUNT KENYA UNIVERSITY.**

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ABSTRACT

Primary education is perceived as one of the main vehicles for spurring economic growth and improving living standards in developing countries. One strategy for monitoring teaching by the government is to employ the services of Quality Assurance and Standards Officers (QASOs). The mission of QAS is to establish, maintain and improve education standards. However, the quality of education in Bungoma North Sub-County is disturbing as the Kenya Certificate of Primary Education (KCPE) performance has remained below average. The study sought to assess the relationship between quality assurance and Kenya Certificate of Primary Education performance in Public Primary Schools in Bungoma North Sub-County. The following specific objectives guided the study; to determine the quality and frequency of supervision and its relationship on Kenya Certificate of Primary Education performance in Public Primary Schools in Bungoma North Sub-county; to establish the relationship between supervision by head teachers on internal tests and Kenya Certificate of Primary Education performance in Public Primary Schools in Bungoma North Sub-County; to determine the relationship between physical facilities and Kenya Certificate of Primary Education performance in Public Primary Schools in Bungoma North Sub-County; to examine the relationship between instructional facilities and the quality of the teaching force on Kenya Certificate of Primary Education performance in Public Primary Schools in Bungoma North Sub-County. The study employed a correlational research design and was conducted in Bungoma North Sub-County. Respondents in the study included Head teachers of Public Primary Schools, teachers and QASOs. The target population was 1501 respondents. The researcher sampled 30 Public Primary schools which represented 38.46% of Primary Schools in the 3 zones of Bungoma North sub-county. Proportionate random sampling technique was used in sampling Schools and teachers while purposive sampling was used to obtain head teachers and QASOs. The study achieved a resultant sample of 30 head teachers, 57 teachers and 4 QASOs. Data was collected using 2 sets of questionnaires and interview schedules which were administered to the sampled respondents. The researcher analysed the collected data using both descriptive and inferential statistics with the aid of the statistical package for the social sciences (SPSS) and present findings in form of frequency tables, figures, and percentages. Inferential statistics were used to analyze and ascertain the relationship between key study variables. Findings of the study revealed that quality and frequency of supervision has a significant positive relationship with KCPE performance in public primary schools in Bungoma North Sub-county. It was found that supervision of head teachers on internal tests has a significant positive relationship with

performance of students on KCPE in public primary schools in Bungoma North Sub-County. The study also established that physical facilities influence performance of students on KCPE in public primary schools in Bungoma North Sub-County and that instructional facilities and the quality of the teaching force have a significant positive relationship with Kenya Certificate of Primary Education performance in public primary schools in Bungoma North Sub-county. This study will contribute to the body of the existing literature; specifically to inspire sub-county administrators on appropriate strategies on how to effectively manage quality education in the Sub-County. The findings of the study are useful to education planners, administrators and financiers to provide access to quality and relevant education by enhancing and increasing capital grants towards provision of institutional materials and support services for efficient management of learner outcomes within the Sub-County.