

**AN ASSESSMENT OF QUALITY ASSURANCE ON ACADEMIC PERFORMANCE IN
PUBLIC PRIMARY SCHOOLS IN LUGARI SUB- COUNTY, KENYA.**

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ABSTRACT

The core function of the directorate of Quality Assurance and Standards is ensuring Quality education. The officers from the directorate of quality assurance and standards are expected to visit schools, physically, regularly, organize seminars and in-service courses for teachers, and promote advisory and support services among other activities. Despite the government's effort in strengthening the department, it is still wanting. The main objective of the study was to carry out an assessment of quality assurance on academic performance in public primary schools in Lugari Sub-county. The study was based on the Structural Functionalist Theory by Talcot that was later on improved by Rice which states that all parts of a system have to function harmoniously. The research adopted a descriptive research design whereby mixed research method was utilized in collecting both qualitative and quantitative data. The study targeted 5 education officials, 45 head teachers, 45 deputy head teachers and 350 teachers all making a target population of 445 people. Stratified sampling technique was used to sample 14 head teachers, 14 deputy head teachers, 105 teachers and purposive sampling technique was used to select education officials all making a sample size of 135 people. Interview schedules were used to collect data from education officials. Questionnaires were used to collect data from head teachers, deputy head teachers and teachers. Data collected was analyzed using both inferential and descriptive statistics. The study found that QASOs were not visiting schools physically and regularly. It was also found that the QASOs did not have enough time with the teachers to discuss the strengths and weaknesses observed during their visits to schools. The study found that QASOs did not organize seminars and workshops for teachers on curriculum implementation. The study also found that the pupils' learning environment was not conducive for effective learning. It was also found that teachers were not undergoing regular staff development programmes to improve on the quality of teaching. The study also found that head teachers were using poor leadership styles in administering schools. The study concluded that QASOs were not performing their duties of monitoring and offering support services to teachers on matters of curriculum implementation. The pupils' learning environment was not conducive for effective learning and teachers were not undertaking regular and constant staff development courses to equip them with new teaching skills. The study also concluded that head teachers were using poor leadership styles. The study recommended that there was need for QASOs to visit schools physically and regularly so as to support teachers on matters of curriculum implementation. Furthermore; QASOs should organize regular seminars and workshops to update teachers on the current teaching methods. There was need to improve the pupils' learning environment by providing enough sanitation facilities, relevant textbook and secure classrooms. The study also recommended that head teachers should organize regular and constant staff development courses for teachers. Finally head teachers to undergo training on school leadership.