

**ANALYSIS OF QUALITY ASSURANCE AND STANDARDS PRACTICES ON
ACADEMIC PERFORMAMANCE IN PUBLIC PRIMARY SCHOOLS IN LIKUYANI
DISTRICT, KAKAMEGA COUNTY, KENYA**

BY

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ABSTRACT

This study sought to analyze Quality Assurance and Standards practices (QASP) on academic performance of public primary schools in Likuyani District. The study examined why K.C.P.E. results were declining in the public primary schools in the subsequent five years (2007 to 2011). The dependent variable, academic standards, was examined alongside Independent Variable, Quality Assurance and Standards Practices. The study addressed the following objectives: to establish the effect of curriculum delivery and supervision on academic performance in public primary schools, to find out the effect of pupil evaluation on academic performance in public primary schools, to evaluate factors affecting the effectiveness of QASP in public primary schools and to determine teachers' perception of the effect of QASP on teaching and learning in public primary schools. The study was based on Service Quality Model (Parasuraman 1999). The model involves the study of relationships between service delivery which eventually determine consumer expectation and satisfaction; academic performance in this case. The study employed survey design. The target population comprised of 678 teachers, 38 head teachers and 2 quality assurance and standards officers. Cluster, purposive and simple random sampling techniques were used in sample selection from the 38 public primary schools. Sample size of 205 respondents was involved comprising 12 head teachers, 191 teachers and 2 QASOs. Questionnaire, interview schedule and observation checklist were used as data collection instruments. Data analysis was through descriptive statistics with emphasis on the use of percentages and frequencies. The findings indicated 74.9% inadequacy in teaching and learning materials and equipment, 75.4% poor infrastructure, 89.6% understaffing of teachers and QASOs, 68.6% lack of professionalism among the QASOs and 76.9% irregular assessment, monitoring and evaluation by the QASOs. However, 73.8% indicated good administrative structure, 60.8% availability of guidance and counseling activities and 97.4% of the teachers acknowledged the need for QASP for effective teaching and learning. The researcher recommended the need for betterment of teaching and learning materials, improvement of infrastructure and the general teaching environment, employment of enough teachers and QASOs, assigning of teachers to teach subjects of preference among others. The researcher suggested for further study to be carried out on role of QASP on teachers' performance. The findings anticipate benefiting the pupils, teachers, parents, QASOs and the government.