

**STAKEHOLDERS' PERCEPTIONS REGARDING HEADTEACHERS'
CONTRIBUTION TO INTERNAL QUALITY ASSURANCE IN PUBLIC
PRIMARY SCHOOLS IN EMUHAYA SUB - COUNTY, KENYA**

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ABSTRACT

Learners' academic achievement is a measure of education quality and calls for effective curriculum implementation through internal quality assurance. Emuhaya Sub-County has registered stagnating performance in KCPE with two hundred and forty four marks on average over the last six years when compared to other districts in Vihiga County and the national average mean of 260 marks. Only 0.38% of the candidature have joined National schools over the last 3 years. Learning levels in the Sub-County are 28% points lower than it is in other districts and 12% lower than the National average. The purpose of this study was to examine stakeholders' perceptions on headteachers' contribution to Internal Quality Assurance in public primary schools in Emuhaya Sub-County. The objectives of the study were to: examine the head teachers' contribution to the curriculum content delivery, find out the head teachers' contribution to provision and use of physical facilities, find out the contribution of head teacher to provision of teaching/learning resources, and establish the head teachers' contribution to the provision and use of co-curricular support facilities in enhancing quality education in Emuhaya Sub -County. A conceptual framework was used to focus on the variables of the study which include teacher quality, curriculum content delivery, use of physical and co-curricular facilities, as well as teaching and learning resources. The study adopted a descriptive survey research design. The study population consisted of 92 head teachers, 92 deputies, 92 Senior teachers, 92 School Management Committee Chairpersons, 1 District Quality Assurance and Standards Officer as well as 12,867 classes 7 and 8 pupils. A 39% sample size was selected using simple random sampling technique. Questionnaire, interview schedules, observation guide, document analysis guide and pupils' Focus Group Discussion Guide were used to collect data. The face and content validity of questionnaire, interview schedule, observation guide, document analysis guide and pupils' focus group discussion guide were determined by experts in the department of Educational Management and Foundations. Test r- test method was used to determine reliability of the questionnaire whereby Pearson r was calculated for each question. The questionnaires were piloted in nine schools that were not part of the sample. Quantitative data collected through closed ended sections of the questionnaires were analyzed using descriptive statistics in form of frequency counts and percentages. Qualitative data collected using interview schedules, document analysis pupils' focus group discussion guides, open sections of the questionnaires and observation guide were analyzed using content analysis as themes and sub themes emerged. The study established that headteachers' contribution to quality curriculum content delivery was low at interquartile range of 2.4. Headteachers' contribution to provision and use of physical facilities was low at interquartile range of 2.2. The headteachers' contribution to provision and use of teaching and learning resources was low at interquartile range of 2.0. Their contribution to provision and maintenance of co curricula support facilities and promoting learners participation in co curricula activities was also low at interquartile range of 2.5 and 2.7 respectively. Overall, headteachers' contribution to Internal Quality Assurance was low. The study recommend that headteachers should step up their internal supervisory mechanisms in order to enhance quality education in public primary schools. The findings of the study are significant to school administrators, QASOs and other stakeholders since they give insight on appropriate ways of enhancing quality education.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

The management of education in any education system requires efficiency particularly in view of the limited resources against the competing needs (Cole, 2009). A major challenge facing education systems all over the world is how to meet the demands for quality education with increasingly fiscal constraints, (Coombs, 1968). Quality education has been a major concern of stakeholders in the face of stagnating KCPE performance in Emuhaya Sub-County. It is against this background that the study assessed the stakeholders' perceptions on contribution of the headteachers to Internal Quality Assurance for the provision of quality education in Emuhaya Sub- County.

However, there are possible opportunities to provide quality education in public institutions with minimal fiscal implications. This can be done effectively through internal quality assurance and standards in which the headteacher takes the leading role (UNESCO, 1994). This study assessed the stakeholders' perceptions on the contribution of headteachers to internal quality assurance in public primary schools in Emuhaya Sub-county. The Dakar Conference on Education held in the year 2000 observed that quality education especially in Sub Saharan Africa needed to improve through effective internal supervision. (UNESCO, 2005). Since independence the Kenya government has introduced several measures to ensure relevant and quality education which include the establishment of a Directorate of Quality Assurance and Standards. (Eshiwani, 1993).

At school level internal quality assurance is still elusive (Ministry of Education, 2002). The Heads Manual (Ministry of Education, 1987) outlines a number of responsibilities which the head teacher should undertake as internal quality assurance and standards officer. The head teacher is placed in a position of considerable responsibility for curriculum management, maintaining conditions of school buildings and play grounds and keeping tone and standards of the school, (Ministry of Education, 1987). In the process of implementing education policies, various decisions have to be made by the head teacher charged with the implementation (Musgrave, 1999). Hence this study focused on stakeholders' perceptions on the contribution of the head teachers to internal quality assurance in Emuhaya Sub-County.

The Kamunge Commission of 1988 revealed that a number of school inspectors hardly coped with the demand to inspect all schools, hence the need to revitalize the contribution of head teachers as first internal quality assurance and standards officers, who support the work of external quality assurance and standards officers. (Okumbe, 1987).

Recent research carried by Uwezo (Uwezo Report, 2010) in sampled districts in Kenya revealed a number of factors that militate against education quality. These include poor and often nonexistent school infrastructure, inadequate teaching/learning materials and unmotivated teachers who are unaware of child centered activities. Consequently, a significant proportion of children complete primary school cycle without gaining basic reading and writing skills (ICS, 2008). The Uwezo report did not examine the contribution of the headteachers to the provision of school infrastructure, teaching/ learning facilities, quality curriculum content, a gap which this study sought to fill.

Teaching and learning resources enhances quality delivery of the curriculum. The head teacher as the internal supervisor should identify the curriculum needs of the pupils and facilitate the provision of adequate teaching and learning resources for quality education, (Ministry of Education, 1999).

Equally, the Uwezo Report (2011) is a pointer as to why effective internal supervision is crucial at school level. It reveals that learning levels are poorest in arid and semi arid sub-counties and in Emuhaya Sub - County. However the Uwezo report did not give reasons why learning levels and pupil achievement are low in the sub - county and the headteachers' contribution to internal quality assurance, a gap which this study sought to fill.

UNESCO report reveals that co curricular activities enable pupils to fulfill their creative capabilities, to develop school spirit and to supplement or enrich classroom experiences, (UNESCO, 1994).The report however did not establish the contribution of the head teacher to the provision of co curricular support facilities, a gap which this study sought to fill. The Koech Commission proposed a Totally Integrated Quality Education and Training (TIQET) whereby the head teacher should be adequately trained to carry out internal quality assurance and offer curriculum leadership (Republic of Kenya, 1999). It is therefore imperative that all schools should establish internal quality assurance mechanisms with the head teacher at the helm (Okumbe, 1998).

Provincial Quality Standards Assessment carried out in Emuhaya Sub - County in September 2010 indicated that all primary schools in the sub - county had no Internal Quality Control system to ensure quality curriculum content delivery, (Ministry of Education, 2010 c). The

Standard Assessment report however did not give head teachers' contribution to internal Quality Assurance in the sub-county, a gap which this study sought to fill.

The sub county's mean performance in KCPE over the last six years has not been impressive either as shown in Table 1.

Table 1: KCPE results from 2005 to 2010

Year:	2005	2006	2007	2008	2009	2010
Mean Score:	249.67	251.99	258.65	259.35	260.07	261.11

Compared to other sub-counties of Vihiga, Sabatia and Hamisi in Vihiga County, KCPE performance in Emuhaya Sub - County has remained poor. The average KCPE performance of Hamisi, Vihiga and Sabatia Sub-counties was 268.60, 276.13 and 275.42 respectively while that of Emuhaya was 244 over the last six years, which is below average.(Ministry of Education, 2010b).

Table 2: Pupils who joined National Schools from 2008 to 2010

Year	2008			2009			2010		
	Entry	f	%	Entry	f	%	Entry	f	%
	3892	17	0.44	3984	14	0.35	4023	15	0.37

The Sub-County had registered rather stagnating performance in KCPE over the last six years which is not impressive as only 46 out of 11,899 pupils have joined national schools over the last three years.

1.2 Statement of the Problem

There have been complaints from parents, politicians and the public in general that standards of education have gone down and that schools have not received adequate inspection services in Emuhaya Sub-county. A number of primary schools in Emuhaya Sub - County had negative deviation index in the KCPE in the last three years. This has been blamed largely on lack of effective internal quality assurance by school administration, which has contributed to general laxity among the teachers and pupils (APHRC, 2013). Although teachers blame the dismal performance to congested syllabus, stakeholders believe that the teachers have not done much and fingers have also been pointed to inadequate standard assessment of schools. A number of issues have negated effective curriculum delivery and quality teaching. It is believed that teachers intentionally miss lessons and then arrange for remedial lessons during weekends and school holidays which they insist should be paid. It has also been observed that teachers do not manage their time well during lesson delivery hence poor syllabus coverage. This study assessed the stakeholders' perception on headteachers' contribution to internal quality assurance in public primary schools in Emuhaya Sub-County.

The Uwezo Report (2011) revealed that the children were going to school but not learning. Nationally 7 out of 10 children in class 3 cannot do class 2 work. Learning levels were poorest in arid and semi arid districts and in Emuhaya Sub-County. The report indicated that learning levels and pupil achievement in the Sub - County are 28% points lower than in other districts and 12% lower than the national average. One out of 5 children in class 4 could not read a simple paragraph for class 2 and 9 out of 100 children in class 8 cannot do simple arithmetic of division and multiplication. However the Uwezo report did not give

headteachers' contribution to curriculum content delivery, a gap which this study sought to fill.

Performance in National examinations in Emuhaya Sub-county has remained low compared to the other three Sub-counties of Hamisi, Vihiga and Sabatia in Vihiga County which had average of 268.60, 286.13 and 275.42 respectively over the last three years. The KCPE result analysis in the last six years shows that the sub - county has performed slightly above average. It slightly improved by only 1% from a mean score of 259.55 in 2008 to 260.07 in 2009. However, the KCPE results of individual schools in the sub- county are appalling. Some schools in the sub - county performed below average to as low as 197 marks. A few schools in the sub-county especially private ones with low candidature performed better hence raising the overall Sub-County mean performance, giving an impression that the sub-county performs well.

The number of pupils joining national schools has been low. Only 46 out of 11,899 students (0.38 %) have joined national secondary schools over the last six years. This means that the level of pupil achievement and progression is low in the sub-county. However, the head teacher as Internal Quality assurance has the task of providing quality education to enhance pupil achievement and progression. This study assessed the stakeholders' perceptions on headteachers' contribution to internal quality assurance in public primary schools in Emuhaya Sub-County.

Most primary schools in Emuhaya Sub-County, however, do not meet the basic standard of quality and the requirement of efficient schools as stipulated by Ministry of Education. This is further confirmed by the Provincial Standard Assessment carried out in the sub- county in September 2010 which revealed the following in some schools: laxity by teachers, poor syllabus coverage and curriculum delivery, absenteeism and late reporting to duty by teachers, truancy by some pupils, lack of preparation of professional records and documents by teachers, low pupil competency and achievement, some pupils in lower primary had not mastered the basic skills of reading, writing and simple arithmetic, majority of schools lack requisite teaching and learning resources, provision and maintenance of physical infrastructure was wanting, pupil participation in co-curricular activities was rather elusive. From the foregoing, it meant that Internal Quality Assurance was weak in public primary schools in Emuhaya Sub-County and that head teachers did not provide curriculum leadership to enhance performance. This concurs with the finding by the Ministry of Education that at school level, Internal Quality Assurance is still elusive (Ministry of Education, 2010 c). This study therefore examined the stakeholders' perceptions on the head teachers' contribution to Internal Quality Assurance in public primary schools in Emuhaya Sub-County.

1.3 Purpose of the Study

The purpose of this study was to examine stakeholders' perceptions on head teachers' contribution to internal quality assurance in public primary schools in Emuhaya Sub- County.

1.4 Objectives of the Study

Specific objectives of this study relating to stakeholders' perceptions on head teachers' contribution to internal Quality Assurance in public primary schools in Emuhaya Sub-County were to:

- i) Examine the head teachers' contribution to curriculum content delivery by teachers in primary schools;
- ii) Find out the head teachers' contribution to provision and use of physical facilities in promoting quality education in primary schools;
- iii) Find out the contribution of head teachers to provision of teaching/learning resources for effective curriculum content delivery and
- iv) Establish the head teachers' contribution to the provision and use of co-curricular support facilities to enhance formal curriculum in primary schools.

1.5 Research Questions

Based on the objectives of the study, the following research questions were generated to guide the study.

- i) What is the contribution of head teachers to monitoring quality curriculum content delivery by teachers in primary schools?
- ii) What is the contribution of head teachers to the provision and usage of physical facilities in promoting education in primary schools?
- iii) What is the contribution of head teachers to the provision of teaching/learning resources in primary schools?
- iv) What is the contribution of head teachers to the provision and use of co-curricular support facilities in primary schools?

1.6. Conceptual Framework

The internal quality assurance role of the head teacher covers a diversity of the contexts, among them the physical environment of the school, inputs into the school system such as assessment mechanism, provision of materials and human resources and assistance provided to teaching and learning as well as the outputs of the school as measured by quality of performance of pupils who graduate from the school. The head teacher as the internal quality assurance and standards officer has the overall responsibilities of providing as well as converting the inputs into outputs through the process of ensuring quality curriculum content delivery, provision, use and maintenance of requisite physical facilities, teaching and learning resources as well as supporting co curricular activities. This entails among other things, buying books, monitoring teaching, providing advice, and availing infrastructure. His/her responsibility involves interpretation of education policies, maintenance of educational standards and discipline.

As instructional leader, he/she is responsible and expected to have superior knowledge of the curriculum and instruction in order to provide expert leadership in all areas of the school curriculum (Olembo, 1992).

The head teachers' contribution to curriculum content delivery leads to effective syllabus coverage, his/her contribution to provision of co-curriculum support facilities influence pupils participation in games and sports. The contribution to provision of physical facilities influences availability and prudent use of the same. His /her contribution to teaching /learning resources influences availability of the same for quality education. However, there are other factors (intervening variables) that influence the contribution of headteacher as

internal Quality Assurance and Standards Officer in order to provide quality education. These are: Learners' motivation, teachers' motivation, Parental involvement, teacher professional qualification, school community relationship and availability of finances. The interrelationship between Internal Quality Assurance (dependent variable) and the head teachers' contributions (the independent variables) can be conceptualized as shown in Fig. 1.

The conceptual framework helped in focusing on the variables of the study which included: headteachers' contributions to curriculum content delivery, headteachers' contributions to provision and use of physical facilities, headteachers' contributions to provision and use of teaching and learning resources, headteachers' contributions to provision and maintenance of co curricular support facilities and the Internal Quality Assurance, in terms of effective syllabus coverage, performance in games and sports, availability and effective use of physical facilities, availability and use of teaching and learning resources and punctuality of staff, which helped in data collection.

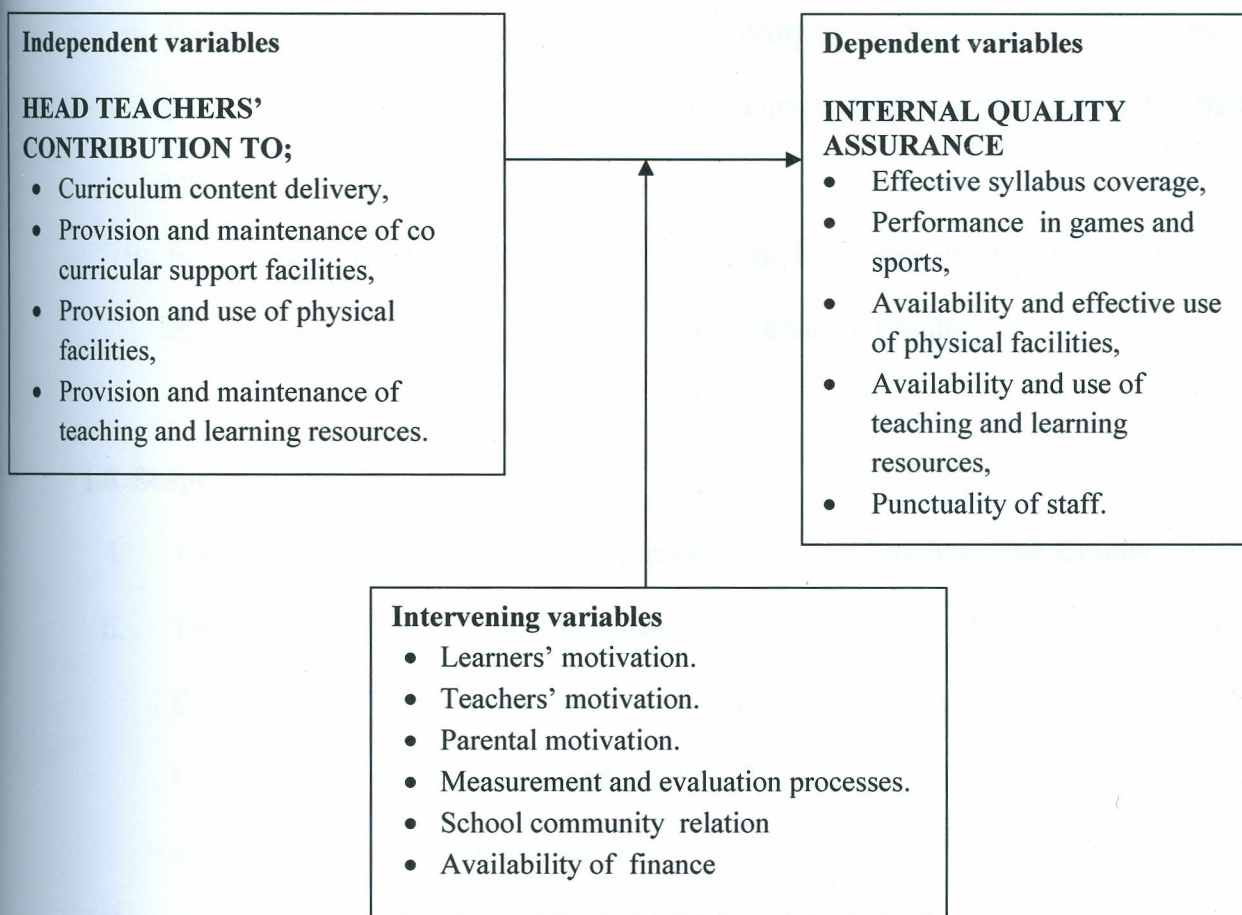


Figure 1: Conceptual Framework showing Headteachers' Contribution to Internal Quality Assurance in Public Primary Schools.

Adapted from Olembo, Wanga and Kagu (1992) p. 90

1.7 Significance of the Study

It is hoped that the study may:

- i. Give insight to the school managers on the need to intensify internal supervision for effective implementation of the curriculum for quality education;
- ii. Enable Quality Assurance and Standards Officers to involve the head teachers in internal supervision of the curriculum;

- iii. Enable the Ministry of Education to train primary school head teachers as internal quality assurance and standards officers to augment the understaffing of field officers; and
- iv. Enlightens curriculum experts on curriculum leadership by the head teachers for improved academic performance in primary schools in Emuhaya Sub-County.

1.8 Scope of the Study

- i. The study was confined to public primary schools in Emuhaya Sub-County.
- ii. The research was confined to head teachers, deputy head teachers, senior teachers, the Sub-County Quality Assurance and Standards Officer, School Management Committee (SMC) chairmen and pupils who are pertinent stakeholders in primary schools in Emuhaya Sub-County.
- iii. The study was delimited to Emuhaya Sub - County in Kenya for more conclusive results. However, it was not possible to study all the districts in the country due to vastness of the area, limited funds and time.

1.9 Limitations of the Study

The following were limitations of the study:

- i. Poor record keeping in some schools made it hard to get adequate information for data analysis.
- ii. Due to poor roads in some parts of the sub county, access to some schools was challenging and inhibitive during rainy season.

1.10 Assumptions of the Study

The following were key assumptions of the study:

- i. All head teachers have had pre-service teacher training and can perform duties of internal quality assurance and standards officers.
- ii. All primary schools have internal quality assurance system that enhances academic performance.
- iii. The head teachers have requisite resources to perform their supervisory duties.
- iv. There are adequate teachers in schools to implement curriculum content.

1.11. Definition of Key Operational Terms

The following are definitions of Key Operational Terms:

Co-curricular facilities: Facilities used to complement the curriculum by enhancing mental and physical development of pupils. These include balls, play fields, nets, goal posts, reports, uniforms and related equipment.

Deputy Headteacher: A senior member of school staff, second in status to the headteacher and assists the head teacher in day to day administration of the school.

Efficient schools: Schools performing tasks in an organized way and capable of achieving the desired results with minimum use of resources, time and efforts.

Education Administrators: Heads of Primary Schools also known as head teachers.

External Quality Assurance: An activity carried out by a team of Quality Assurance and Standards Officers from the Ministry of Education with the mandate to gather evidence and give appropriate advice on provision of quality education.

Head teacher: A lead educator or administrator in a primary school level or educational institution appointed by the Teachers Service Commission and as such responsible for the implementation of educational policy guidelines and professional practices.

Internal Quality Assurance: The identification, building on good practice and the assessment of inputs in the school system for the purpose of enhancing and setting out minimum standard in such a way that guarantees service provision that will always meet the Ministry of Education prescribed standards.

Quality Education: A high degree of intellectual, moral training and accepted standards of education system that is good and worth for holistic growth and development signified by a mean score of 300 and above in KCPE.

Standards: Minimum educational commitment that teachers should always plan to maintain.

Stakeholders: People with direct interest and involvement in the provision of quality education to the learners. They include: Headteachers, pupils, School Management Committees, Senior teachers and Deputy head teachers.

School Management Committee: Group of people appointed by the Ministry of Education to advice the Ministry and the Head teacher on matters relating to management of primary schools.

Senior Teacher: A senior member of school staff appointed by school Board of Management to assist the head teacher especially with management of the curriculum.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter covers four sub sections. These include: The head teachers' contribution to the quality of curriculum content delivery by teachers, the head teachers' contribution to the provision of quality physical facilities, the head teachers' contribution to the provision and use of teaching/ learning resources, as well as their contribution to the provision and use of quality co curricular support facilities.

2.2. Head Teachers' Contribution to the Quality of Curriculum Content Delivery by Teachers

In order to understand the concept of modern supervisory techniques better, it is appropriate to trace supervisory trends from the earlier American education system in which supervision was handled by laymen who included the clergy, school wardens and trustees who mainly concentrated on such matters as appraising the general achievement of pupil in the subject matter, evaluating methods used by teachers, observing the general arrangement of schools and conduct of pupils and teachers. Today supervision is concerned with improving instructional effectiveness. Quality Assurance and Standards is a threatening activity for many teachers since it exposes their deficiencies. This is why many teachers shy away from quality assurance and standards officers. It is thus important that the head teacher as internal quality assurance officer should employ collegial approach to promote trust and sharing with teachers (Wango, 2010).

In curriculum implementation, various personnel are involved, but perhaps the one whose role is important in seeing to it that the programmes are successfully implemented is the teacher, who organizes learning experiences and manages the learning environment for the benefit of the pupils who must experience the curriculum (Nzomo & Mukwa, 2006). Teachers give instruction, which involves the creation, use and modification of instructional strategies and tactics in the classroom to help the pupils learn. Teachers need to have good communication skills, which involve good voice projection for effective delivery of the curriculum. They need to interact with pupils, have the curriculum knowledge and interpretation, appreciate pupils' learning styles and possess the ability to respond to gender and special needs. The teacher as the curriculum implementer is supervised by the head teachers (Shiundu & Omulando, 1992). Olembo, (1992) identifies areas in which teachers should play their roles. These are: Curriculum planning and adaptation, classroom management, arrangement of institutional programmes, general school organization and out of school activities.

Also of significance to the quality of curriculum content delivery is the internal school examination. Examinations play a critical role in maintaining the quality of education in form quizzes, Continuous Assessment Tests and End Term exams. The lack of attention to examinations in African education systems has been a barrier to improving quality, (World Bank, 2003). The World Bank research reveals that formal (public) examinations are few and have high stakes. Most often, the end of- primary-cycle exam is the first public exam to be administered and scored at national level, and those who do not pass often terminate their education.

A study carried out in Zambia (World Bank, 2003) showed that high-stakes exams drive teaching and learning. Exam agencies improve the learning process when exams are coordinated with the curriculum and classroom teaching. Contributing to the disjuncture between classroom activities and formal exams is the general failure of teachers to assess pupil progress continuously and accurately. The procedures used to monitor pupil progress from one grade to the next vary from country to country, but they usually afford pupils little feedback on their progress or awareness of what the standards are and how well they are being met. These conditions result in high repetition and drop-out rates, since teachers are not able to establish learners' Value Added Progress with the view of arresting under achievement on time (World Bank, 2003).

The Zambian study (World Bank, 2003) showed that lack of feedback on pupil progress, lack of awareness that low standards are being met by pupils, high repetition and dropout rates, teachers' inability to establish learners value added progress, brings the inadequacy of curriculum content delivery and the need for Internal Quality Assurance in schools, of which the head teacher should take the leading role. However, the Zambian study did not examine the contribution of headteachers to quality curriculum content delivery, a gap which this study sought to fill. SACMEQ (2011), recommends that in-service of teachers is crucial for effective curriculum content delivery. Such programmes helps to identify gaps in teachers' knowledge and skills, which in turn can help to point to areas that can be addressed in order to improve teaching techniques. According to CEPRI (2003), the most important factor affecting the quality of education is the quality of the individual teacher in the classroom regardless of the resources provided, rules adapted and a curriculum that is revised. However

SACMEQ and CEPRI reports did not examine the contribution of headteachers to quality curriculum content delivery, a gap which this study sought to fill.

Since the mid 1980, extensive reports have been made to professionalise teaching through training and capacity building and to redesign teachers' jobs. There are a number of reasons to justify professionalization of teaching of which the head teacher plays a key role by enhancing capacity building of the teacher. By early 1980s a paradigm shift had occurred from equity to excellence in the goals of public education. A swing from political goals for example equity, equality to market goals for example excellence, vocational training and individual competencies, characterizes the American scene. Such structural changes had strong effect on teaching and learning (UNESCO, 2011). The basic assumption underpinning capacity building of teachers is that the teachers will gain the new insight and knowledge about themselves and will undergo alterations in their motivation patterns and quite possibly their personalities (Hoy & Miskel, 2008).

Rebore (1991) further explains that training and capacity building provides teachers with opportunity to maintain a favorable outlook on teaching and to improve their effectiveness in the classroom. It is necessary for head teachers to recommend certain staff development programmes to teachers who are not performing at the level established by the board of education. Therefore, performance appraisal and staff development are complementary aspects of effective internal supervision. The head teacher as Internal Quality Assurance and Standards Officer, should ensure that teachers in his/her school are of quality and are performing effectively with regard to curriculum implementation. This can be done by

periodically enlisting teachers for in-service education and training to build their capacity. This study therefore focused on the contribution of the head teachers to quality curriculum content delivery by teachers.

Recent research carried out by Uwezo, (Uwezo Report, 2010) which sampled sub-counties among them Busia, Teso and Suba, revealed a number of factors that militate against education quality. These include: high number of unmotivated teachers who are unaware of child centered activity based learning approaches and curricular that are not relevant to the needs, contexts and lives of the target children. Consequently, a significant proportion of children complete primary school cycle without gaining basic reading and writing skills (ICS, 2008). The Uwezo report however did not examine the contribution of headteachers to quality curriculum content delivery, a gap which this study sought to fill.

The Sessional Paper No. 6, (Ministry of Education, 1988), underscores the importance of Quality Assurance in education, which enhances teacher's service delivery and recommends that the head teacher be trained as first line Quality Assurance and Standards Officer. It is therefore important to note that quality assurance forms the backbone of any education system. Perhaps the most strategic way of dealing with quality issues in schools is to establish a strong school based quality assurance programmes for effective delivery of the curriculum, which is why this study examined stakeholders' perceptions on headteachers' contribution to internal quality assurance in public primary schools.

The Directorate of Quality Assurance and Standards of the Ministry of Education clarifies that the educational standards being achieved by the school is determined by teacher

competence, which enhances effective delivery of the curriculum. Thus, the teacher with a good curriculum knowledge and interpretation needs to plan his/her lesson development, be able to develop interesting and learner centred teaching styles and make learning enjoyable (Ministry of Education, 2010 c). The teacher who is a role model should foster good understanding and relationship with the pupils. Equal attention should be given to all the learners and use of stereotype language during the lesson should be avoided.

The teacher should provide special individual attention to pupils with difficulties, care for the slow learners and encourage them to learn in order to master basic skills. Teachers are expected to use varied methods to facilitate learning. These methods may involve encouraging students to perform various tasks and activities. The other role of the teacher is that of preparing and maintaining professional records and documents. These include lesson plans/outlines, schemes of work, pupils progress records, records of work, examination result analysis and interpretation, lesson notes and guides, which should be updated. The lesson plans, schemes of work, records of work should tally. (Ministry of Education, 2010 d). However the Directorate of Quality Assurance and Standards did not examine the contribution of headteachers to quality curriculum content delivery, a gap which this study sought to fill.

Hoy and Miskel (2008) point out that the head teacher should acknowledge the fact that different schools achieve different levels of success even with similar student population. As Okumbe (2001) suggest, the head teachers as internal quality assurance and standards persons, should demonstrate that their schools are effective and by implication that they are personally performing effectively, by supervising the teachers who are in charge of

curriculum content delivery. This study therefore focused on the contribution of the head teachers to quality curriculum content delivery.

Effectiveness must be conceived in terms of equality and appropriateness of instructional methods, positive classroom climates and relationship with and among students. It is the duty of the head teacher to demonstrate that their schools are performing at high levels, by setting direction, articulate a vision, generating high performance expectations, monitoring school performance and providing feedback about performance to others (Hoy & Miskel, 2008).

Ministry of Education (2010 c) report revealed that most teachers in Emuhaya Sub - County do not prepare professional records, which negate the delivery of quality curriculum content. Most schools have inadequate teaching staff and unmotivated teachers, some of whom report to work late and drunk. These affected quality education of the sub-county. A large number of lower primary pupils graduate to upper classes without gaining basic competencies. This is reaffirmed by the Uwezo Report (2011) which reveals that children are going to school but are not learning. The report indicates that learner achievement in Emuhaya Sub - County are 28% lower than other districts and 12% lower than the national average. One out of 5 children in class 4 cannot read a simple paragraph for class 2 and 9 out of 100 children in class 8 cannot do simple arithmetic of division and multiplication. The scenario reveals that there is ineffective internal quality assurance and ineffective curriculum content delivery in public primary schools. This showed that the head teachers had failed in their cardinal responsibility as first line internal quality assurance and standards officers in running, consulting, organizing, directing and actualizing education goals and functions in the schools

for the provision of quality education. It is an indication that schools are not performing effectively. Ministry of Education (2010 c) and the Uwezo Report (2011), however did not examine the contribution of headteachers to quality curriculum content delivery, a gap which this study sought to fill.

2.3 Head teachers' Contribution to Provision of Quality Physical Facilities

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements. Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The qualities of school facilities seem to have effect on learning (UNESCO, 2008).

A recent study in India by UNESCO, sampled 59 schools and found that of these, only 49 had buildings, 25 had a toilet, 20 had electricity, 10 had a school library and four had a television. In this case, the quality of the learning environment was strongly correlated with pupils' achievement in Hindi and Mathematics. In Latin America, a study that included 50,000 students in grades three and four found out that children whose schools lacked classroom materials and had inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped (UNESCO, 2008). In this way it shows that availability of physical facilities in schools greatly influence pupil achievement. The Indian study however did not examine the contribution of headteachers to provision of quality physical facilities for promotion of quality education, a gap which this study sought to fill.

Such factors as on-site availability of lavatories and clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task. When pupils have to leave school and walk significant distances to fetch clean drinking water, for example, they may not always return to class in time. Even when schools do have adequate infrastructure, parents may be reluctant to allow their children especially girls to attend if they are located too far away from their homes. In general, parents often consider the location and condition of learning environments when assessing school quality and this can influence school participation (UNESCO, 2008). The UNESCO (2008) study however did not examine the contribution of headteachers to provision of quality physical facilities for promotion of quality education, a gap which this study sought to fill.

Recent research carried out by Uwezo (Uwezo Report, 2010) which sampled sub-counties, among them Busia, Teso and Suba Sub-Counties of Kenya, revealed certain factors that militate against education quality, which include poor and often nonexistent school infrastructure. The Uwezo (2010) study however did not examine the contribution of headteachers to provision of quality physical facilities for promotion of quality education, a gap which this study sought to fill. Kenya has significantly expanded access to primary education since the year 2003, but the building of new schools has often not kept pace with the increase in the pupil population. Schools have often had to expand class sizes, as well as the ratio of pupils to teachers, to accommodate large numbers of new pupils. Poor primary school infrastructure has been one major barrier to improved access to primary education (Ministry of Education, 2005 a).

Physical facilities are an important factor in both school attendance and achievement. Overtime, communities and parents have been responsible for and made substantial investments in school infrastructure. Through such efforts, Kenya has over 18000 public primary schools and a large number of non-formal schools offering primary school curriculum. However, overtime there has been a major backlog of infrastructure provision and a shortage of permanent classrooms particularly in poor communities. Existing infrastructure are generally in poor conditions due to lack of investment capital, poor construction standards and inadequate maintenance (Ministry of Education, 2005 a).

To overcome this challenge, the government disburses funds to every primary school in the country for development of infrastructure. The head teacher in his/her role as internal supervisor constitutes the School Infrastructure Management Committee (SIMC) to plan, supervise and implement the development of infrastructure in the school.

Recent standard assessment carried out in Emuhaya Sub -County (Ministry of Education, 2010 b) revealed that permanent and semi permanent structures in most primary schools were inadequate and classrooms were often congested. High numbers of orphans and Most Vulnerable Children (MVCs) were reported in the district. There is poor sanitation and pupil-toilet ratio is low in some schools which affects access and retention, especially of the girl child. Accessibility to some schools is poor which makes teachers and pupils report to school late (Ministry of Education, 2010 c). It is the responsibility of the head teacher as internal supervisor to initiate and manage the development of physical infrastructure for quality education. However, the Ministry of Education (2005a) document and Ministry of Education (2005 c) report did not examine the contribution of headteachers to provision of

quality physical facilities for promotion of quality education, a gap which this study sought to fill.

2.4. Head Teachers' Contribution to the Provision and Use of Teaching/ Learning Resources

Teaching and learning resources enhances quality delivery of the curriculum. The head teacher as the internal supervisor should identify the curriculum needs of the pupils and facilitate the provision of adequate teaching and learning resources for quality education. It is critical that the head teacher should have the capacity to manage and utilize these resources (Ministry of Education, 1999). However, the Ministry did not examine the contribution of headteachers to provision of adequate teaching and learning resources for promotion of quality education, a gap which this study sought to fill.

According to Ministry of Education (2005b) document, the provision of teaching and learning resources reduces the burden on parents and improves Equity of Access. This in effect propagates the EFA goals as articulated in the Jomtien World conference of 1990 and reaffirmed at the World Education Conference in Dakar, Senegal (Ministry of Education, 2005a). Studies by UNESCO (2008) carried out in Botswana, Nigeria and Papua New Guinea suggest that the presence of adequate instructional materials and textbooks, working conditions for pupils and teachers, and the ability of teachers to undertake certain instructional approaches contributes to quality education. However, the above Studies did not examine the contribution of headteachers to provision of adequate teaching and learning resources for promotion of quality education, a gap which this study sought to fill.

The Kenya government has embarked on a number of initiatives with regard to teaching and learning resources. These includes; provision of science kits to every primary school in order to improve the teaching of sciences, training of primary school head teachers on procurement and text book management to enable them follow the laid down procedures in buying and sustainability of the text books in schools. The government has provided funds to primary schools to purchase text books for both teachers and pupils as key tool for attainment of quality education. It envisaged that the rationale for investment in instructional materials and text books by the government is; to enable teachers deliver the curriculum using the appropriate reference books for preparation of their lessons, to enable pupils study on their own and do their home work using text books, to enable pupils spend more time in school since they will not be sent home to buy text books (Ministry of Education, 2005 a).

In Emuhaya Sub-County, the government provides in account 1, Ksh. 650 per year for purchase of teaching and learning resources. This has enabled the Sub County achieve pupil-text book ratio of 1:2. The head teacher should portray prudent management of such resources. It has been observed that the provision, use and maintenance of teaching and learning resources in the sub - county has improved pupils' access to education, performance and retention (Ministry of Education, 2005 a). It is the responsibility of the head teachers to effectively manage teaching /learning resources in schools. This study examined the contribution of head teachers to provision and use of teaching/learning resources in primary schools in Emuhaya Sub-County.

2.5. Head Teachers' Contribution in the Provision and Use of Co-Curricular Support Facilities

Learning experiences that take place outside of classrooms, contribute to a dynamic complete student who can integrate functionally with peers. Active participation in games and sports by pupils contributes to their cognitive development. It is a means to break from the monotony of classroom work, by refreshing the mind which prepares the learner to continue with learning in the classroom. The head teacher should influence the provision of co-curricula facilities to aid learning and provide quality education in schools, by procuring such facilities like balls, uniforms and other equipment and maintaining play fields (UNESCO, 1994). This study therefore examined head teacher contribution to the provision and maintenance of co-curricula support facilities.

Participation in co-curricula activities offer learners with opportunities for social interaction with pupils from other schools. This enable them share experiences for effective learning. Much attention has been given to co-curricula programs in all schools in the Federal states of America. Township schools offer extensive and diverse co-curricular activities programme to provide additional learning opportunities to pupils who wish to develop their special interests, skills and talents at higher level. Discipline is maintained by students who participate in co-curricular activities and the head teachers are authorized to suspend pupils from co-curricular activities programme for violation of the co-curricular code.

In Singapore, co-curricular activities, previously known as extra curricula activities were mandatory non-academic activities that all Singaporean pupils and students must participate in. The Ministry of Education uses co-curricular activities as means to enhance social

interaction; leadership, health, recreation, self-discipline and self-confidence. Through co-curricular activities, students in their teen years are often given actual public responsibilities. Red Cross members for example are often required to render first aid at public events. Most uniformed groups require precision, management and organizational skills, providing training to prepare students for the world outside school. In polytechnics and universities, employers consider co-curricular activity records of a student (UNICEF, 2000). However, the Singaporean study did not examine the contribution of headteachers to provision of co-curricular support facilities for promotion of quality education, a gap which this study sought to fill.

Co-curricular activities though not addressed in the classroom setting, form an integral part of the school's educational programme and the head teacher should provide the facilities. Extended to include drama, music, subject related clubs as well as social-political hobbies and service organization, co-curricular programmes provide pupils with opportunities to pursue established interest and develop new interests. No pupil should be excluded from participation in co-curricular programmes because of social or ethnic background. (UNICEF, 2000). Report of the Committee of Experts (UNESCO, 1994), shows that all schools in Nigeria participate in co-curricular activities. Through such participation pupils are encouraged to form productive and certifying relationship with peers based on respect, trust and caring. Experiences that foster leadership, cooperation and a sense of community, educate young people for citizenship in a democratic society. Co-curricular activities enable pupils to fulfill their creative capabilities, to develop school spirit and to supplement or enrich classroom experiences. In addition, pupils learn through achievements, the respect of peers, school personnel, parents and the larger community (UNESCO, 1994). The Report of

the Committee of Experts however did not examine the contribution of headteachers to provision of co curricular support facilities for promotion of quality education, a gap which this study sought to fill.

In Kenya, the government through, the Ministry of Education, disburses funds to every primary school for pupils to participate in co curricular activities. It is the responsibility of the head teacher to use the money to provide co curricular facilities and to support subject based clubs. Such funds are used by schools to participate in activities like ball games, drama, and music from zonal to national levels. This study therefore examined the head teacher contribution to the provision and use of curricular support facilities for provision of quality education. UNICEF in conjunction with the government has opened up a talent academy in every province in the country where talented pupils and students joins such academies to sharpen their talents in various co curricular activities (Ministry of Education, 2005 a).

All schools in Emuhaya Sub-county participate in co curricular activities in which the government provides funding. The fund is based on total enrolment of the school, (Ministry of Education, 2005 a). The head teacher is required to utilize such funds to facilitate the school's participation in co-curricula activities at Base level (inter school competition involving neighboring schools). He/she is also required to use such funds to buy balls, nets, games uniforms and other sports equipment. This study therefore examined the head teachers' contribution to the provision and use of co curricular support facilities in order to enhance quality curriculum content delivery in public primary schools in Emuhaya Sub-County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter covers research design, description of the area of study, population and sample size, sampling procedures, instruments of data collection, reliability and validity of the instruments, data collection procedures and data analysis method.

3.2. Research Design

Descriptive survey design was used in this study. The design which uses instruments such as questionnaire and interviews to gather data from groups of subjects is advantageous because it permitted the researcher to summarize the characteristics of various groups and to measure their attitudes and opinions toward some issue (Koul, 1984). The study design not only enabled the researcher to secure evidence of the existing situation regarding internal quality assurance by head teachers but also helped in identifying practices that prevail, ongoing processes, trends that are developing, and standards required to ensure quality education in Emuhaya Sub-County. This design led to maximum information on contribution of primary school head teachers to internal quality assurance.

3.3. Area of Study

Emuhaya Sub - County which forms one of the 31 sub-counties in the former Western Province was carved off from Vihiga Sub-County in 2007. The sub - county borders Kisumu West Sub-County to the south, Sabatia Sub-County to the east, Gem Sub-County to the West, and Khwisero Sub-County to the north. The Sub-County is located at $34^{\circ}33' E$ and longitude $0^{\circ} 3' N$ and covers an area of 273 km^2 (Survey of Kenya, 1970). According to the

2009 population census, the Sub-County has a population of 213,754 with growth rate of 2.5%. The population density is 1,236 people per km².

The Sub-County experiences modified equatorial climate from the lake basin. The vegetation in the Sub-County is mainly planted tall trees in the wetter areas. Thickets and shrubs cover the drier parts that boarder Kisumu West region. The economic activities in the Sub-County include subsistence dairy farming, brick making, crop farming (maize, cassava and millet) and quarrying, (Ministry of Planning & Regional Development, 2000). The topography of the Sub-County is rugged, gently sloping and undulating in some parts, traversed by Nandi escapement and the Precambrian Nyanzian rock system (Appendix 8). Literacy level is low in the sub-County, standing at 47%. The Sub-County has realized stagnating performance in KCPE over the last six years. (Ministry of Education, 2010 b).

3.4. Study Population

The target population of the study was the 92 head teachers, 92 deputy head teachers, 92 senior teachers, 92 School Management Committee chairpersons, 1 sub - county Quality Assurance and Standards Officers (DQASO) and class 7 and 8 pupils of public primary schools in Emuhaya Sub-County. The pupil population was 51,466 with 26,155 girls and 25,351 boys. Class 7 and 8 pupils were 12,867 (Ministry of Education, 2010 a). Table 1 shows number and category of respondents. The class 7 and 8 pupils were chosen for the study because they were mature, had stayed longer enough in the schools and would give accurate and objective opinion on the head teachers contribution to Internal Quality Assurance in Public Primary schools in Emuhaya –Sub County.

The head teachers were involved in the study because they are the first line supervisors of quality education in the school and their views on their own contribution to internal quality assurance in public primary schools in Emuhaya Sub - County was pertinent to this study. The senior teachers and Deputy head teachers were used in the study because they are the best placed stakeholders in the study with direct interest and involvement in provision of quality education to the learners. They are senior members of school staff who understand best the school system. Their views represent that of the teachers. The responses they gave either confirmed or disapproved that of the head teachers which helped in avoiding biasness. This led to accurate and adequate information on the head teachers' contribution to internal quality assurance since they are under the supervision of the head teacher.

Table 3.1: Study Population

Category of Respondents	Population
Head teachers	92
Deputy head teachers	92
Senior teachers	92
SMC persons	92
Pupils (Class 7 and 8)	12,867
DQASO	1
Total	13,236

3.5. Sample Size and Sampling Techniques

The study employed simple random sampling to select the schools. The researcher used table of random numbers to select the schools from where the head teachers, deputy head teachers,

senior teachers, SMC chairpersons and pupils were drawn. A list of schools was made and given numbers in reference to the table of random number that is 01, 02, sequentially up to the last school which was given reference number 92. The schools were then selected horizontally by picking the last two digits from the table of random numbers. In this way, all the schools had equal chance of being selected. This type of sampling was advantageous in that all members of the population had equal and independent chance of being included in the sample. It was a representative of the target population (Ary, et. Al., 2006).

The DQASO was selected through saturated sampling procedure. The researcher used 39% (36 schools) of the total public primary schools in the sub-county so as to have a sample that was representative. The study comprised of 36 public primary schools selected from all the four zones. DQASO, head teachers, deputy head teachers, SMC chairmen, class 7 and 8 pupils from the 36 schools were targeted as shown in Table 3.2.

Table 3.2: Sample Frame

Category of Respondent	Target Population	Sample size	
		f	%
Head teachers	92	36	39
Deputy head teachers	92	36	39
Senior Teachers	92	36	39
SMC Chairmen	92	36	39
Pupils (Class 7 and 8)	12,867	360	2.79
DQASO	1	1	100

The head teachers, deputy headteachers, senior teachers and the DQASO are directly involved in curriculum implementation/ supervision. The SMC chairpersons are involved in school operations and monitoring of headteachers performance of duty. The pupils are stakeholders who experience the curriculum.

3.6 Instruments of Data Collection

The instruments the researcher employed for data collection were: (i) questionnaire (ii) interview schedules (iii) Focus Group Discussion Guide and (iv) observation guide and (v) Document Analysis Guide. Questionnaires were administered to head teachers, deputy teachers and senior teachers while the school observation and document analysis guides were administered by the researcher to establish the state of teaching and learning resources, physical resources and other facilities available in the school. Interview schedules were used to gather information from school management committee chairpersons and the DQASO. Focus Group discussion guide was used to gather information from pupils of class 7 and 8. The selections of the tools were guided by the nature of the data to be collected as well as the objectives of the study. The instruments were used to gather information on the contribution of head teachers to internal quality assurance in public primary schools in Emuhaya Sub-County.

3.6.1. Head Teachers', Deputy Head teachers' and Senior Teachers' Questionnaire

The Head teachers', Deputy headteachers' and Senior teachers' questionnaire consisted of two sections, A and B. Section A dealt with head teachers' personal information and how the same impacts on his/her competencies as an administrator. Section B comprised of both open and closed ended questions about the contribution of the Head teachers to the quality of the

curriculum content delivery, provision and use of physical facilities, teaching and learning resources and co-curricular support facilities in enhancing quality education in Emuhaya Sub-County. The closed ended questions are easy to respond to while open ended questions are important for clarification and added information not previously captured. (Ary, 2006).

3.6.2. Interview Schedule for District Quality Assurance and Standards Officer (DQASO)

The interview schedule was structured in such a way that a few guiding questions were prepared which helped the researcher to probe the DQASO for more explanation. The response from the DQASO provided explicit and valuable information on the head teachers' contribution to curriculum content delivery, provision and use of teaching/ learning resources, physical facilities and co-curricular support facilities with regard to his /her role as internal supervisor.

3.6.3. Focus Group Discussion Guide for Pupils

The focus group discussion with pupils helped the researcher to get information on the contribution of head teachers to curriculum content delivery, provision and use of teaching/learning resources, physical facilities and use of quality co-curricular support facilities in Emuhaya Sub - County.

3.6.4. Interview Schedule For SMC Chairpersons

The researcher made appointment with SMC chairpersons of the sampled schools. The interview was structured in which a few guiding questions were prepared which helped the researcher to probe the SMC chairpersons for more explanation (Appendix 3). The interview schedule for the SMC chairpersons provided explicit and valuable information on the head

teacher contribute to curriculum content delivery, provision and use of teaching/learning resources, physical facilities and use of quality co-curricular support facilities in his /her role as internal supervisor.

3.6.5 School Observation Guide

A constructed school observation guide to investigate the availability and condition of school facilities was used. The researcher made a list of facilities to be checked. This allowed the researcher to see for himself the situation as it was and gain first hand information. It was also a tool for triangulation of data responses so as to enhance their validity.

3.6.6 Document Analysis Guide

The study used a constructed Document Analysis guide to investigate the availability, adequacy, usage and condition of facilities and documents in the school. The researcher made a list of facilities and documents to be checked. This helped in triangulation of data responses so as to enhance their validity

3.6.7 Validity of the Instruments

Face and content validity of the questionnaire, interview schedules, Focus Group Discussion Guide, observation checklist and document analysis guide were determined by research experts at the Department of Educational Management and Foundations at Maseno University. The comments and suggestions they gave were used for modification and revision of the instruments.

3.6.8. Reliability of the Instrument

The questionnaire was piloted in nine (10%) of the schools that did not form part of the sample to ensure their reliability. The nine schools were selected through simple random sampling procedure. Test re-test method was used to determine the reliability of the questionnaires whereby Pearson r was calculated for each question. The instruments were 0.74. This enabled the researcher to identify and correct ambiguities so as to make the instruments clear and reliable.

3.7. Data Collection Procedures

A letter of introduction was obtained from Maseno University and Emuhaya Sub - County Education Officer was visited to seek authority to carry out research in the selected schools. The 108 questionnaire were administered to the head teachers, Deputy headteachers and senior teachers. The 108 questionnaires were left in the schools for a period of one week after which they were collected. The researcher received all the questionnaires. Interview responses were audio taped with the 36 School Management Committee chairpersons while Focus Group Discussion was conducted with 360 pupils of class 7 and 8 in all the sampled schools (Appendix 4). Interview schedule was then administered to the District Quality Assurance and Standards Officer (DQASO). A few guiding questions were prepared, (Appendix 2). Interview data were collected by tape recording and oral interaction with the respondents. Each interview session took one hour. The focus group discussions were conducted by zoning the pupils into five zones based on proximity of the schools. Each zone had 7 schools with 72 pupils of class 7 and 8. The researcher made an appointment with the DQASO for an appropriate date to carry out the interview. Data were also collected

through school observation guide by actual visitation and establishing the availability and conditions of the facilities. Document analysis guide was used to collect data relating to availability, adequacy, condition and utility of school facilities. This was done through perusal of registers, inventories, ledgers, files, documents, reports and records available in the schools.

3.8. Methods of Data Analysis

The questionnaires were collected after being administered. Quantitative data from closed ended parts of the questionnaires were analyzed using descriptive statistics in form of frequency counts and percentages. The response in the questionnaires were coded and expressed as percentages of the survey sample. The questions were presented in five point rating scale which the respondents were to respond to as either very high, high, low, very low and extremely low which showed how the headteachers practiced a particular aspect as internal quality assurance and standards officer. This was used to determine stakeholders' perceptions on the contribution of head teachers to internal quality assurance in public primary schools in Emuhaya Sub-County.

Very high was signified by a rating of 5, high was signified by a rating of 4.0, low was signified by a rating of 3.0, very low was signified by a rating of 2 and extremely low signified by a rating of 1. Each question responded to was given frequency count which was divided by the total number of respondents to give a percentage.

Qualitative data from interview schedules, open-ended sections of the questionnaire and focus group discussions were analyzed on an on-going process through content analysis of the data obtained from emergent themes.

The percentages for each category of response were summed up for all the respondents to give the overall percentage which was used to determine stakeholders' perceptions on the contribution of head teachers to internal quality assurance in public primary schools in Emuhaya Sub-County.

Interquartile range was calculated to give stakeholders' perceptions on headteachers' contribution to internal quality assurance in public primary schools in Emuhaya Sub-County.

In addition, data collected via Observation Checklist and Document Analysis Guide were analyzed through in-depth evaluation of the availability, adequacy, condition and utility of the resources, themes and sub themes were clearly identified.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. Introduction

This section provides background information of the school heads that were respondents in the study. They are the first line internal quality assurance and standards officers at school level. The background information is mostly demographic and majorly includes the head teachers' professional qualification, experience in headship, and teaching load.

The return rate of the questionnaire was: Principals' questionnaire; 36(100%), Deputy headteachers' questionnaire; 36(100%) and Senior teachers' questionnaire' 36(100%).

4.1.1 Demographic Information of the Head teacher

This section gives background information of the school head teachers that were respondents in the study. The background information is mostly demographic and majorly includes the head teachers professional qualification, experience in headship and teaching load.

4.1.2 Professional Qualification of Head teachers

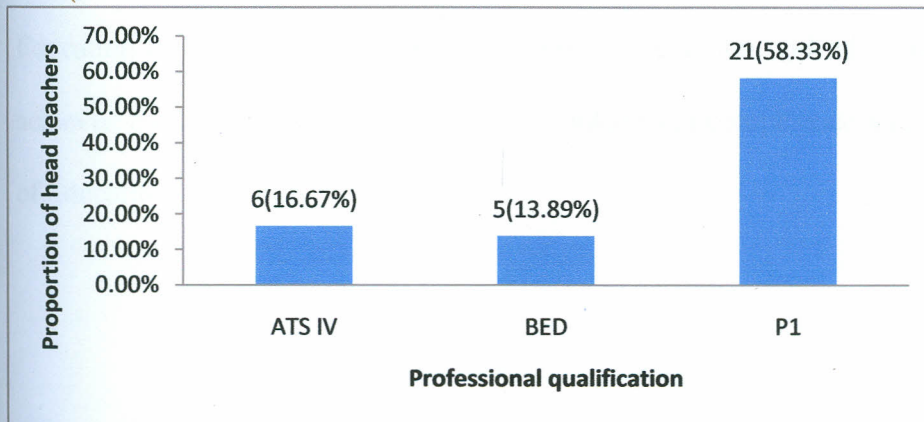


Figure 4.1: Professional Qualifications of Headteachers

It was found that all head teachers in public primary schools were professionally qualified.

Most schools were headed by P1 certificate holders since 21 (58.33%) of the head teachers were P1

certificate holders. Six (16.66%) were ATS 1V certificate holders while 5 (13.89%) had Bachelors degree. Figure 4.1 above breaks down this information. The head teachers were professionally qualified to discharge the teaching responsibilities.

4.1.3 Experience in Headship

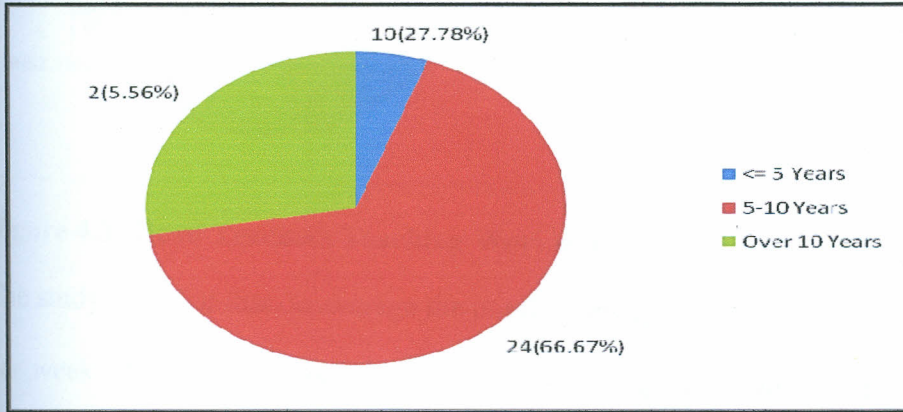


Figure 4.2: Experience in Headship

The research revealed that a remarkable percentage of headteachers in public primary schools had adequate experience in headship. Figure 4.2 above shows that 24 (66.67%) of the headteachers had between 5-10 years while 10 (27.78%) had over 10 years and only 2 (5.56%) had less than 5 years experience in headship. This is in compliance to Ministry of Education expectations that effective internal supervision and educational standards being achieved by the school is determined by headteachers competence and experience (Ministry of Education, 2010 c).

4.1.4 Headteachers Teaching Load

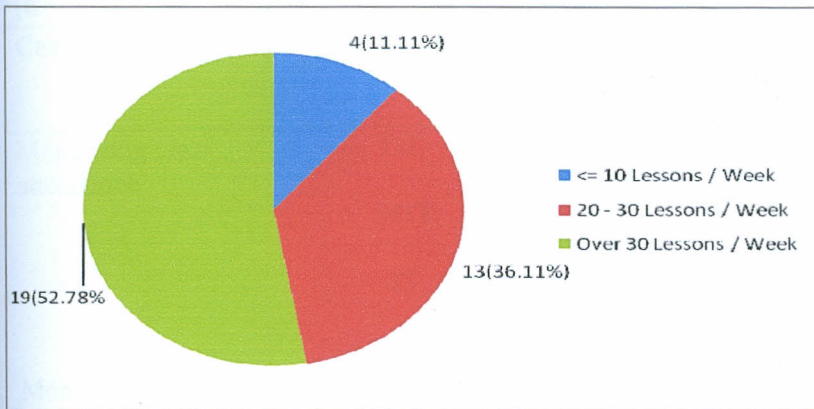


Figure 4.3: Head Teachers Teaching Workload

The study revealed that on average the public primary school head teachers taught 30 lessons per week as shown in Figure 4.3 above, indicating that headteachers had the capacity of providing instructional leadership. This finding was in congruence with earlier findings in Kenya that revealed that headteachers had extensive pedagogical responsibilities in addition to their administrative duties hence hampering effective supervision (Sang, 2008).

4.2 Head teachers' Contribution to Quality Curriculum Content Delivery by Teachers

The research question responded to was: What is the contribution of head teachers to monitoring quality curriculum content delivery by teachers in public primary schools in Emuhaya Sub - County? Head teachers, deputy head teachers and the senior teachers were asked to give their views on headteachers' contribution to quality curriculum content delivery by teachers in public primary schools in Emuhaya Sub-County. Their responses were as shown in Table 4.1.

Table 4.1

Head teachers Contribution to Quality Curriculum Content Delivery
(n= 36, n= 36, n= 36)

Curriculum Delivery	Res		Ratings				
			5(VH)	4 (H)	3(L)	2(VL)	1(EL)
Monitoring class attendance	HT	Freq.	1	1	7	15	12
		%	2.78	2.78	19.44	41.67	33.33
	DHT	Freq.	1	4	21	6	4
		%	2.78	11.11	58.33	16.67	11.11
	ST	Freq.	4	5	6	20	1
		%	11.11	13.89	16.67	55.56	2.78
Monitoring teacher preparation	HT	Freq.	0	5	6	10	15
		%	0	13.89	16.67	27.78	41.67
	DHT	Freq.	1	3	2	13	17
		%	2.77	8.33	5.55	36.11	47.22
	ST	Freq.	5	6	8	15	2
		%	13.89	16.67	22.22	41.67	5.56
Departmental supervision	HT	Freq.	0	0	8	19	9
		%	0	0	22.22	52.78	25
	DHT	Freq.	0	5	7	13	11
		%	0	13.89	19.44	36.11	30.56
	ST	Freq.	2	3	3	21	7
		%	5.56	8.33	8.33	58.33	19.44
Lesson observation	HT	Freq.	0	0	2	8	26
		%	0	0	5.56	22.22	72.22
	DHT	Freq.	1	1	1	3	30
		%	2.78	2.78	2.78	8.33	83.33
	ST	Freq.	0	0	0	3	33
		%	0	0	0	8.33	91.67
Management by walking around	HT	Freq.	3	5	17	10	1
		%	8.33	13.89	47.22	27.78	2.78
	DHT	Freq.	3	10	10	11	2
		%	8.33	27.78	27.78	30.56	5.56
	ST	Freq.	4	5	6	15	6
		%	11.11	13.89	16.67	41.67	16.67
Feedback from pupils	HT	Freq.	5	5	22	4	0
		%	13.89	13.89	61.11	11.11	0
	DHT	Freq.	4	14	10	5	3
		%	11.11	38.89	27.78	13.89	8.33
	ST	Freq.	8	8	15	2	3
		%	22.22	22.22	41.67	5.56	8.33

Checking syllabus coverage	HT	Freq.	6	4	12	13	1
		%	16.67	11.11	33.33	36.11	2.78
	DHT	Freq.	7	8	15	3	3
		%	19.44	22.22	41.67	8.33	8.33
	ST	Freq.	2	10	15	8	1
		%	5.56	27.78	41.67	22.22	2.78
Teaching some classes	HT	Freq.	13	10	7	2	4
		%	36.11	27.78	19.44	5.56	11.11
	DHT	Freq.	9	17	3	2	5
		%	25	47.22	8.33	5.56	13.89
	ST	Freq.	10	20	2	2	2
		%	27.78	55.56	5.56	5.56	5.56
Dealing with indiscipline firmly	HT	Freq.	8	14	4	2	8
		%	22.22	38.89	11.11	5.56	22.22
	DHT	Freq.	7	14	4	2	9
		%	19.44	38.88	11.11	5.56	25
	ST	Freq.	10	15	10	1	0
		%	27.78	41.67	27.78	2.78	0
Total	Freq.	114	192	193	228	215	
	%	11.00	18.53	18.62	22.22	20.75	

KEY: HT -Head Teacher, DHT- Deputy Head Teacher, ST- Senior teacher

VH -Very high, H -High, L -Low, VL-Very low, EL -Extremely low

Res- Respondents

From Table 4.1, it can be observed that 15 (41.67%) of head teachers, 20 (55.56%) of senior teachers and 21(58.33%) of the deputy head teachers were of the view that headteachers rarely monitor class attendance by teachers. The headteachers' monitoring of class attendance by the teachers was poor. Perusal of school documents by the researcher revealed that 91.66% of the schools did not have teachers' attendance register. The DQASO was interviewed and he responded: "Most schools lack teachers' attendance register. This has left room for some teachers to report to work late or do not come to school at all hence missing lessons. Some teachers are latent absentees."

One pupil alluded to the fact that some teachers miss to attend to lessons because they often come to work late. The study established that the head teachers in the sub - county contributed very little in monitoring class attendance by the teachers and syllabus coverage was affected and provision of quality education in majority of the schools in the sub - county was poor.

The unavailability of teachers attendance register in most schools confirmed the Provincial Standard Assessment report carried out in Emuhaya Sub-County in September 2010 (Ministry of Education, 2010 c) which revealed that most teachers report to work late; hence do not manage their time well during lesson delivery which results to poor syllabus coverage. This reveals that head teachers in the sub - county had have failed in their responsibility as internal supervisors. The headteachers were asked whether they monitored teacher preparations. It emerged that 15 (41.67%) of the head teachers, 17 (47.22%) and 15 (41.67%) of the senior teachers were of the view that headteachers contributed very little in monitoring teacher preparation. Most of the headteachers' monitoring of teacher preparation and effective usage professional records was wanting.

The headteachers were asked whether teachers prepared for the lessons. Availability of professional records in the schools were checked. It emerged that 26 (72.22%) of the schools did not have schemes of work, 28 (77.78%) did not have lesson plans while 27 (75.00%) did not have KIE syllabus book. Actual observation by the researcher also revealed that 24 (66.67%) of the schools did not have records of work covered by teachers while 25 (69.44%) did not have pupils' progress record book. In schools where such documents were available

the utility was poor. Utilization of the schemes of work and lesson plans was poor in 27(75%) and 32 (88.88%) of the schools respectively. The DQASO was interviewed and he said:

Majority of the teachers do not prepare the vital professional records and teaching is not guided. In schools where schemes of work and lesson plans are available, they are incomplete, undated, untimed, unstructured and incomprehensive. The keeping of pupils progress record is inadequate and most teachers fail to keep records they have covered in class.

The headteachers had failed to carry out internal quality assurance work in their respective institutions and as a result quality curriculum delivery process was affected. In a situation where teachers cannot produce the mandatory professional documents and records, it is obvious that the expected teaching and learning outcomes will not be realized (Ministry of Education, 2009). The poor usage of professional records and documents by teachers confirms the Koech Commission Report which indicated that although teaching and learning resources are available in most schools, especially text books, their usage was wanting (Ministry of Education, 1999).

The headteachers were asked whether they supervised departments. Nineteen (52.78%) of the head teachers, 13(36.11%) of the deputy head teachers and 21 (58.33%) of senior teachers indicated that head teachers contributed very little in supervision of departments in the schools. Head teachers' departmental supervision was inadequate. Interview of the DQASO revealed that there was little departmental supervision in most schools. The internal supervision by head teachers to enhance quality of curriculum content delivery was weak in most public primary schools in the Sub - county hence academic performance was affected.

The Sessional Paper No. 6 of 1988 (Ministry of Education, 1988) underscores the importance of Quality Assurance in education, which enhances teacher's service delivery and recommends that the head teacher be trained as first line Quality Assurance and Standards Officer.

Concerning lesson observation in the classroom by the head teachers, 26 (72.22%) of the head teachers, 30(83.33%) of the deputy head teachers and 33(91.67%) of the senior teachers admitted that head teachers do not observe live lessons by teachers at all. The head the teachers' supervision of actual teaching was not taking place in schools. Interview of the DQASO also revealed that headteachers in the Sub-County do not observe teachers as they teach in class. One pupil in the focus group discussion said: "Our headteacher do not come to class to observe teachers as they teach". There was no document from school records to indicate that head teachers observed lessons. The head teachers in public primary schools in Emuhaya Sub-County were unaware of what actually transpires in the classroom.

When the head teachers were asked the frequency by which they walked around the school doing routine monitoring, 17(47.22%) of the head teachers, 11(30.56%) of the deputy headteachers and 15(41.67%) of the senior teachers indicated that headteachers rarely do management by walking round in order to have first hand information of what transpires in the school. One pupil in the focus group discussion said: "We rarely see our headteacher monitoring what was going on in the school." The head teachers' strategy of management by walking around the school was poor which showed that a number of things happen unnoticed in the school, for example teacher and pupil absenteeism, pupil indiscipline which negatively affect quality of education.

Concerning the frequency to which headteachers received feedback from pupils, 21 (61.11%), 10(27.78%) of the deputy head teachers and 15(41.67%) of the senior teachers were of the view that head teachers sometimes receive feedback from pupils. The head teachers in Emuhaya Sub -County receiving of feedback from pupils on quality of curriculum content delivery was average. Interview with the DQASO revealed that teachers sometimes ask pupils questions as they teach as a way of receiving feedback. One pupil in the focus group discussion said; “Teachers sometimes ask us questions in class during the lesson. They also give assignments especially in Math, Kiswahili and English which we do and give back for marking but we do not get back our books in time.”

This finding shows that, although head teachers had made some attempts to get feedback from pupils as a way of evaluating the curriculum, the process was insufficient. Headteachers did not adequately evaluate the achievement of key competencies by pupils. Concerning the frequency to which the headteachers checked syllabus coverage by teachers, the study established that monitoring of syllabus coverage was inadequate in public primary schools in Emuhaya Sub-County. This was shown by 12(33.33%) of head teachers, 15(41.67%) of the Deputy head teachers and 15(41.67%) of the senior teachers indicating that the frequency in which headteachers check the level of syllabus was low.

Concerning the frequency to which the head teachers teach some classes, 13(36.11%) of the head teachers, 17(47.22%) of the Deputy head teachers and 20(55.56%) of the senior teacher indicated that headteachers frequently teach. The headteachers’ contribution to pedagogy was high. Interview of the DQASO revealed that most headteachers on average teach between 25 to 30 lessons per week. This agrees with what Sang, (2008) says that the head teachers had

extensive pedagogical responsibilities. This means that head teachers are left with little time for effective internal supervision. The response from the DQASO and pupils were in agreement with findings from the questionnaires.

The interquartile range was calculated to establish the overall stakeholder's perception on the contribution of head teachers to quality curriculum content delivery as Internal Quality Assurance and Standards Officers (Figure 4.4).

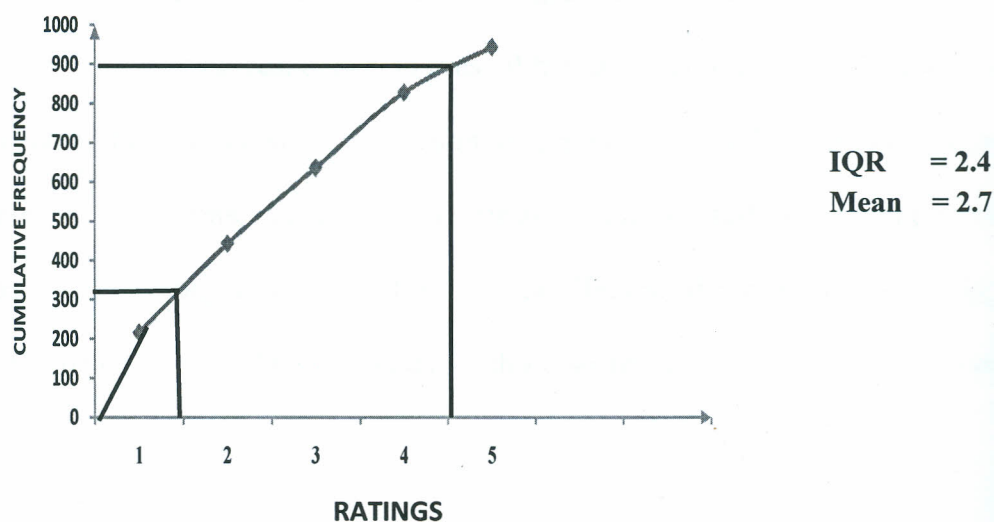


Figure 4.4: Interquartile range for stakeholders' perceptions on headteachers' contribution quality curriculum content delivery

To achieve this, the interquartile range was calculated by getting the difference between the 75th (Q_3) and 25th (Q_1) percentiles. As such the interquartile range ($Q_3 - Q_1$) was 2.4, calculated as 3.4 minus 1.0. The mean of the data set was 2.7. The interquartile range was smaller than the mean. This means that the head teachers, deputy headteachers and senior teachers were of the view that head teachers did not contribute much to quality curriculum content delivery through monitoring class attendants, monitoring teacher preparation, departmental supervision, lesson observation, management by walking round, getting feedback on pupils, checking syllabus coverage, teaching some classes and dealing with

indiscipline firmly (Table 4.1). This finding concurs with a report by the Ministry of Education (1999) which indicated that monitoring of and enhancement of quality teaching is lacking in 80% of the schools in the country, hence the reason for poor performance in national examinations by most schools.

4.3 Headteachers' Contribution to Provision and Use of Physical Facilities in Promoting Quality Education in Public Primary Schools in Emuhaya Sub - County

The research question responded to was. What is the contribution of head teachers to the provision and use of physical facilities in the schools? The following physical facilities were examined: classrooms, latrines, administrations offices/staffrooms, supply of water and electricity. The study also focused on the contribution of the head teachers in maintaining such physical facilities. The responses for this research question are shown in Table 4.2.

Table 4.2

Head teachers Contribution to Provision and Use of Physical facilities

(n =36, n= 36, n=36)

Contribution	Res		Ratings				
			5(VH)	4(H)	3(L)	2(VL)	1(EL)
Providing adequate class rooms	HT	Freq.	7	16	2	5	6
		%	19.44	44.44	5.56	13.89	16.67
	DHT	Freq.	3	7	18	5	3
		%	8.33	19.44	50	13.89	8.33
	ST	Freq.	1	5	26	2	2
		%	2.78	13.89	72.22	5.56	5.56
Providing adequate latrines	HT	Freq.	7	3	10	8	8
		%	19.44	8.33	27.78	22.22	22.22
	DHT	Freq.	7	10	8	3	8
		%	19.44	27.78	22.22	8.33	22.22
	ST	Freq.	1	4	3	23	5
		%	2.78	11.11	8.33	63.89	13.89
Providing administration offices / staffrooms	HT	Freq.	6	16	1	8	5
		%	16.67	44.44	2.78	22.22	13.89
	DHT	Freq.	7	12	8	4	5
		%	19.44	33.33	22.22	11.11	13.89
	ST	Freq.	6	27	0	2	1
		%	16.67	75	0	5.56	2.78
Providing adequate supply of electricity	HT	Freq.	1	2	9	14	10
		%	2.78	5.56	25	38.89	27.78
	DHT	Freq.	1	2	9	16	8
		%	2.78	5.56	25	44.44	22.22
	ST	Freq.	2	2	0	28	4
		%	5.56	5.56	0	77.78	11.11
Providing adequate supply of water	HT	Freq.	8	12	4	5	7
		%	22.22	33.33	11.11	13.89	19.44
	DHT	Freq.	8	14	4	6	3
		%	22.86	40	11.43	17.14	8.57
	ST	Freq.	6	20	2	4	4
		%	16.67	55.56	5.56	11.11	11.11

Maintenance of physical facilities	HT	Freq.	6	16	1	12	1
		%	16.67	44.44	2.78	33.33	2.78
	DHT	Freq.	3	17	8	5	3
		%	8.33	47.22	22.22	13.89	8.33
	ST	Freq.	0	0	0	32	4
		%	0	0	0	88.89	11.11
Total	Freq.	80	185	113	182	87	
	%	12.36	28.59	17.47	28.13	13.45	

Key: HT - Head Teacher, DHT- Deputy Head Teacher, ST- Senior teacher

VH- Very high, **H-** High, **VL-**Very low, **EL -**Extremely low, **Res** – Respondents

Head teachers contributed very little in the provision of adequate classrooms. Although 16 (44.44%) of the headteachers indicated that they provided adequate classrooms, 18(50%) of the deputy head teachers and 26(72.22%) of the senior teacher indicated that the contribution of head teachers to the provision of adequate classrooms in the schools was low. Classrooms were inadequate in schools. Actual observation by the researcher also revealed that classrooms were not adequate and their condition was poor in most schools. The DQASO made the following comment: “Majority of schools in the Sub-County have inadequate classrooms, desk and chairs. Classes are often congested and about five pupils share one desk especially in lower primary. The pupil-classroom ratio is 1:60”. The SMC chairperson also said: “Although the government and the Constituency Bursary Fund have constructed classrooms in our school, they are still not sufficient”

When pupils in the focus group discussion were interviewed, one pupil said; “Our classrooms are not adequate and we are always congested in the classes. Five of us share one desk”. The school environment was less qualitative and the quality of education provided was low hence reducing access and retention in the schools. This finding reveal that although the government provided funding through KESSP programme to improve infrastructure

(Ministry of Education, 2005 a) the problem of inadequacy still persisted in the schools. Lack of desks and chairs in most schools confirms earlier fears by Ministry of Education of poor classroom condition that were not conducive for learning (Ministry of Education, 2010c). The finding is in relation to a study in Latin America which found that children whose schools lacked classroom material and had inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped. (Carron & Chau, 1996).

It was established that the head teachers' contribution to the provision of adequate latrines was low. A total of 26 (72.22%) of the headteachers, 19(52.77%) of the deputy headteachers and 31(85.81%) of the senior teachers alluded to the fact. Sanitation in schools were inadequate. Actual observation and document analysis of the toilet facilities by the researcher revealed that 26 (72.22%) of the schools had inadequate latrines; the condition of the latrines was poor in 66.66% of the schools. When the DQASO, SMC chairperson and pupils were interviewed, they all said that latrines were inadequate in the schools. Pupil- toilet ratio was high and that latrines were over utilized which meant that the school environment was less qualitative. This inhibited access and retention since some pupils found the school environment unfriendly. This also concurs with findings in India that the quality of learning environment was strongly correlated with pupil achievement (UNESCO, 2005).

Head teachers provided administration offices. Sixteen (44.44%) of the headteachers, 12(33.33%) of the deputy head teachers and 27(75%) of the senior teachers indicated that head teachers provided administration offices/ staffrooms in schools. On average, most schools had administration offices/staffroom and that the head teachers contribution to the

provision of the same was good. However, the responses from the SMC chairperson and the DQASO differed with the findings from the questionnaires. While the head teachers were contented that they had administration offices, the SMC chairpersons and the DQASO felt that schools should have administration blocks rather than turning classrooms into administration offices.

When the SMC Chairpersons were interviewed, majority said, "In our school, there is no administration block and part of the tuition area is used as administration offices".

The DQASO had similar sentiments. He said; "majority of the schools lacked administration blocks. Quite often, part of the tuition block is used as administration offices which lead to a lot of interference". In some schools, head teachers lacked favourable working environment and adequate office space to discharge their duties as Internal Quality Assurance and Standards Officers hence negating effective administration and internal monitoring.

It emerged that head teachers contribution to the provision of electricity in the schools was low. A total of 24(66.67%) of the head teacher, 24(66.67%) of the deputy headteachers and 28(77.78%) of the senior teachers alluded to the fact. Many public primary schools had no electricity in Emuhaya Sub- County. Observation by the researcher revealed that most schools do not have electricity. Most of the SMC chairpersons and pupils interviewed alluded to the fact that their schools do not have electricity. The DQASO also said: "most public primary schools in the Sub-County do not have electricity". Most pupils do not get the opportunity for personal preparations in the evenings and early morning hours which may affect their academic performance.

The head teachers' contribution to the provision of adequate water in their schools was examined. Twelve (33.33%) of the head teachers, 14(40%) of the deputy head teachers and 20(55.56%) of the senior teachers indicated that head teachers provided adequate water supply in the schools. Schools had adequate water supply for pupils. However, physical observation revealed that most schools do not have running water. When the SMC chairperson and pupils were interviewed, they also said that they do not have adequate water supply in their schools and pupils draw water from nearby streams, which was contrary to the findings from the questionnaires.

It was established that the head teachers' maintenance of physical facilities in public primary was poor. Although total of 22(61.11%) of the head teachers and 20(55.55%) of the deputy head teachers indicated that head teachers maintain physical facilities in the schools, the senior teachers gave contrary opinion. Thirty two (88.89%) of them indicated that head teachers contribution to maintenance of physical facilities in the schools was low which was in agreement with actual observation of the physical facilities by the researcher, responses from the DQASO, pupils and SMC chairpersons. Actual observation of the physical facilities in the sampled schools revealed that 24(66.66%) of sanitation facilities were in poor condition. Tuition facilities were poorly maintained.

When the DQASO was interviewed, he said; "Most schools in the sub - county have poorly maintained physical facilities especially sanitation facilities. Classrooms are not painted, have broken floors and some do not have lockable doors. The windows have no windowpane. One of the SMC chairpersons interviewed said, "We do not have enough funds for repairs

and maintenance of physical facilities in the school” The response from the pupils, the DQASO, SMC chairpersons was in agreement with the findings from the questionnaires.

The interquartile range was calculated to establish the overall stakeholder’s perception on the contribution of head teachers to provision and use of physical facilities (Figure 4.9).

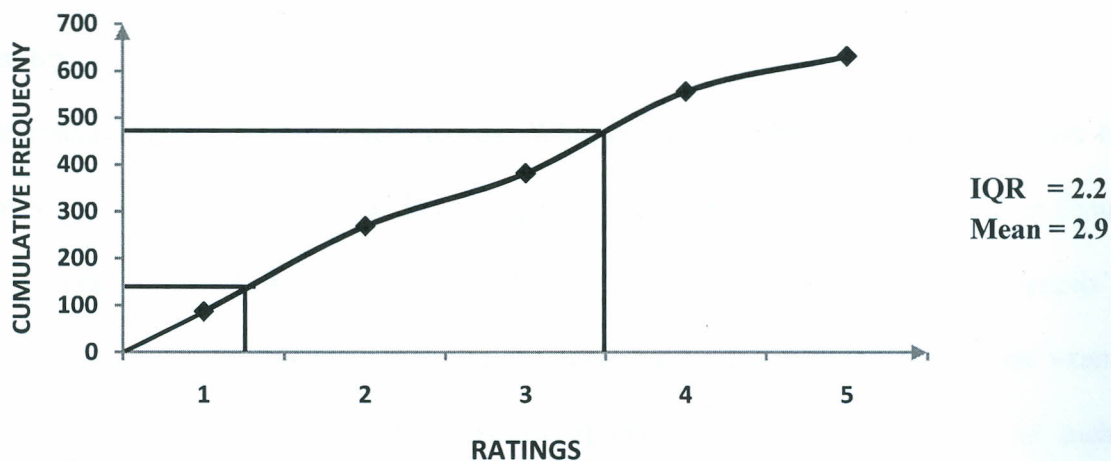


Figure 4.5: Interquartile range for stakeholder’s perception on the contribution of head teachers to provision and use of physical facilities

To achieve this, the interquartile range was calculated by getting the difference between the 75th (Q_3) and 25th (Q_1) percentiles. As such, the interquartile range (Q_3-Q_1) was 2.2, calculated as 3.4 minus 1.2. The mean of the data set was 2.9. This means that head teachers, deputy head teachers and senior teachers were of the view that head teachers did not contribute much to the provision and use of physical facilities through provision of adequate classrooms, latrines, administration officers, staffroom, electricity supply, water and maintenance of such physical facilities.

The schools lacked adequate physical facilities and that the environment was not attractive to the learners for promotion of quality teaching and learning which affected learner attendance

and achievement. This is in congruence with UNESCO report which indicate that since physical facilities are an important factor in both attendance and achievement such schools which lack them are less likely to achieve positive learning outcomes.(UNESCO, 2005).

4.4 Head teachers' Contribution to the Provision and Use of Teaching/ Learning Resources

The research question responded to was: What is the contribution of head teachers to the provision and use of teaching and learning resources in public primary schools in Emuhaya Sub-County. The following teaching and learning resources were examined: pupils' text books, chat, teaching models and realia and teachers guides. The researcher also examined the contribution of the head teachers toward replenishing text books, sourcing for such text books and maintenance of pupils to text book ratio. The responses for this research question are shown in Table 4.3.

Table 4.3

**Headteachers' Contribution to the Provision and Use of Teaching/ Learning Resources
(n =36, n= 36, n= 36)**

Contribution	Res	Ratings					
		5(VH)	4(H)	3(L)	2(VL)	1(EL)	
Provision of recommended pupil's with text books	HT	Freq.	9	17	3	5	2
		%	25	47.22	8.33	13.89	5.56
	DHT	Freq.	5	25	2	2	2
		%	13.89	69.44	5.56	5.56	5.56
	ST	Freq.	10	20	2	2	2
		%	27.78	55.56	5.56	5.56	5.56
Provision of charts, teaching models, realia	HT	Freq.	1	2	5	15	13
		%	2.78	5.56	13.89	41.67	36.11
	DHT	Freq.	2	3	1	29	1
		%	5.56	8.33	2.78	80.56	2.78
	ST	Freq.	1	1	3	20	11
		%	2.78	2.78	8.33	55.56	30.56
Provision of teachers' guides	HT	Freq.	1	3	0	20	12
		%	2.78	8.33	0	55.56	33.33
	DHT	Freq.	1	3	5	25	2
		%	2.78	8.33	13.89	69.44	5.56
	ST	Freq.	1	5	5	18	7
		%	2.78	13.89	13.89	50	19.44
Replenishing text books	HT	Freq.	5	20	2	7	2
		%	13.89	55.56	5.56	19.44	5.56
	DHT	Freq.	2	3	1	14	16
		%	5.56	8.33	2.78	38.89	44.44
	ST	Freq.	1	4	0	15	16
		%	2.78	11.11	0	41.67	44.44
Sourcing	HT	Freq.	3	2	1	22	8
		%	8.33	5.56	2.78	61.11	22.22
	DHT	Freq.	1	2	5	4	24
		%	2.78	5.56	13.89	11.11	66.67
	ST	Freq.	2	3	2	19	10
		%	5.56	8.33	5.56	52.78	27.78
Maintaining pupil text book ratio	HT	Freq.	4	2	2	26	2
		%	11.11	5.56	5.56	72.22	5.56
	DHT	Freq.	1	2	7	9	17
		%	2.78	5.56	19.44	25	47.22
	ST	Freq.	2	2	2	18	12
		%	5.56	5.56	5.56	50	33.33
Total	Freq.	52	119	46	270	159	
	%	8.40	19.22	3.06	46.61	26.68	

Key: HT - Head Teacher DHT - Deputy Head Teacher ST-Senior teacher

VH- Very high, **H-** High, **VL-**Very low, **EL -**Extremely low, **Res-** Respondents

It emerged that headteachers provided pupils with recommended text books. Seventeen (47.22%) of the head teachers, 25(69.44%) of the deputy headteachers and 20(55.56%) of the senior teachers were of the opinion that the head teachers provided recommended pupils text-books. Most schools had recommended pupils text books and that the headteachers contribution to provision of recommended pupils' textbooks was good. Actual observation of course books and perusal of school documents revealed that 27(75%) of the schools have recommended pupils' text books.

When the DQASO was interviewed, he said; "majority of schools have recommended text books for learners". The pupils and the SMC chair persons also agreed that the schools have recommended text books. The schools had requisite textbooks because of Government of Kenya's initiative to provide text books to the learners in all public primary schools. (Ministry of Education, 2005a). Although schools had requisite textbooks, academic performance was still poor as the study revealed.

It was observed that head teachers contributed little to the provision and use of charts, teaching models and realia to aid teaching and learning. Fifteen (41.67%) of the head teachers, 29(80.56%) of the deputy head teachers and 20(55.56%) of the senior teachers alluded to the fact that head teachers provided little of such teaching aids. The headteachers did not provide adequate teaching and learning aids in their schools. Actual observation and perusal of school documents revealed that 24 (66.67%) of the schools lacked teaching and learning aids (Appendix 7) while such resources were not adequate in 27 (75%) of the schools.

The DQASO made the following comment; “Schools in the sub - county lacked teaching and learning aids. Teachers mainly rely on text books to teach and teaching is mainly teacher centered”. When one pupil in the focus group discussion was interviewed, she said; “We do not use learning aids. We rely on notes given to us by our teachers”. The study therefore established that most public primary school in Emuhaya Sub - County did not have the provision of chart, teaching models, realia, etc. There was no stimulus variation in teaching and learning and learning was teacher centered. This confirms the earlier findings by UNICEF that public school denied learners the necessary classroom materials/ teaching and learning aids to foster quality learning (UNICEF, 2000).

The study also examined whether the head teachers replenished the text books. Twenty (55.56%) of the head teachers indicated that they replenished textbooks. A total of 30(83.33%) of the deputy head teachers and 31(86.11%) of the senior teachers indicated that the head teachers hardly replenished text books. Textbooks in primary schools in Emuhaya Sub - County were poorly maintained and the lost ones were rarely replaced. Observation of the condition of the text books by the researcher showed that text book condition was fair in 27(75%) of the schools. One pupil in the group discussion said; “We are asked to cover text books that we have been given but not all pupils do this. Some books are torn and the pages missing”. The SMC chairperson interviewed said: “The pupils that tear books or lose them are told to buy new ones. Most parents cannot afford this hence most lost book and teaching/learning resources are not replaced”.

When the DQASO was interviewed, he said; “Many schools in the Sub Counties have poorly maintained text books. Books are poorly kept as some schools do not have lockable cupboards and storage facilities for safe storage of books. It is common to find books lying

on floors and no proper inventory maintained". Most schools (75%) had poor text book policy. Lost text books were not accounted for which made the government incur unnecessary expenses. Most of the head teachers did not have the capacity to manage these resources and the recommended text books did not reach the learners.

The study examined whether the head teachers ever sourced for learning and teaching resources. It emerged that head teachers did not source for text books since 22(61.11%) of the headteachers, total of 24(66.67%) of the deputy head teachers and 19(52.78%) of the seniors indicated that headteachers hardly sourced for teaching and learning resources in their schools. That the head teachers as the internal quality assurance and standards officers did not facilitate the provision of teaching and learning resources through other external sourcing apart from what that government provided.

It emerged that pupil –text book ratio was high in public primary schools in Emuhaya Sub - County since 26(72.22%) of the headteacher, 17(47.22%) of the deputy head teachers and 18(50%) of the senior teachers indicated that head teachers hardly maintained pupil-textbook ratio. Actual observation revealed that head teachers did not maintain the pupils-text book ratio in their schools. When the DQASO was interviewed, it was established that pupil-textbook ratio was high at 3:1 in upper primary and 4:1 in lower primary in the district. The text books were not adequate and not all pupils were able to do their homework which would affect the achievement of positive learning outcomes. Despite government funding, the head teachers failed to achieve the governments' pupil to text book ratio target of 2:1 in lower primary school and 1:1 in upper primary (Ministry of Education, 2010 c).

The interquartile range was calculated to establish the overall stakeholder's perception on head teachers contribution to provision and use of teaching and learning resources as internal Quality and Assurance Standards Officer (Figure 4.6.

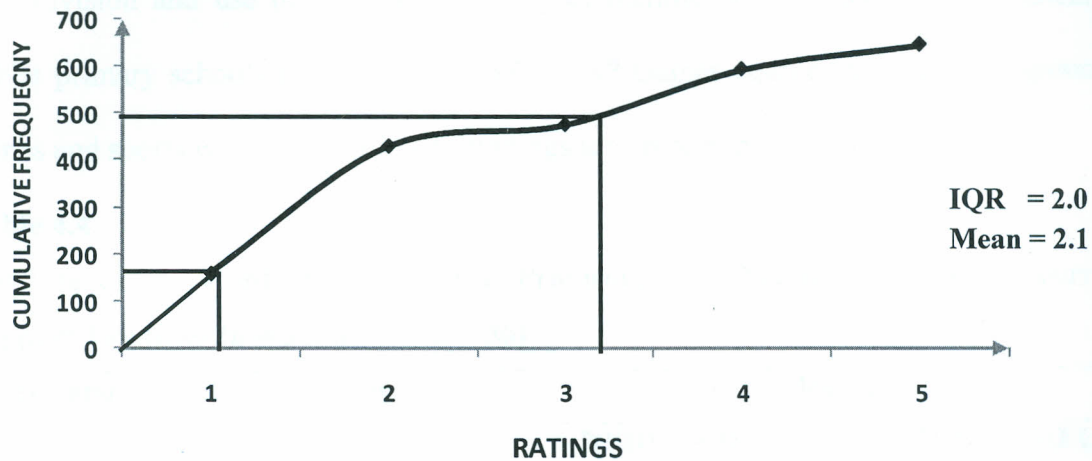


Figure 4.6: Interquartile range for stakeholder's perception on head teachers contribution to provision and use of teaching and learning resources

To achieve this, the interquartile range was calculated by getting the difference between the 75th (Q_3) and 25th (Q_1) percentiles. As such, the interquartile range ($Q_3 - Q_1$) was 2.0, calculated as 3.1 minus 1.1. The mean of the data set was 2.1. This means that head teachers, deputy head teachers and senior teachers were of the view that head teachers did not contribute much to the provision of teaching and learning resources in schools through provision of recommended textbooks, charts, models, realia, teachers guide, replenishing textbooks, external sourcing of textbooks and maintaining pupil-text book ratio.

Even though the headteachers received annual capitation from the government to purchase teaching and learning resources, they do not buy enough.

4.5 Head teachers' Contribution to the Provision and Use of Co-curricular Support Facilities

The fourth research question responded to was. What is the contribution of head teachers to the provision and use of co-curricular support facilities to enhance formal curriculum in public primary schools in Emuhaya Sub-County? Games equipments and play grounds for games and sports were examined. The findings are presented in Table 4.4.

Table 4.4
Head teachers' Contribution to the Provision and Maintenance of Co-curricular Support Facilities (n = 36, n = 36, n = 36)

Contribution	Res		Ratings				
			5(VH)	4(H)	3(L)	2(VL)	1(EL)
Providing adequate and quality games equipment for example Hockey sticks, balls, Piano, Keyboards etc.	HT	Freq.	6	20	4	2	4
		%	16.67	55.56	11.11	5.56	11.11
Providing playground for football, netball, volleyball, hockey etc.	DHT	Freq.	8	12	8	6	2
		%	22.22	33.33	22.22	16.67	5.56
	ST	Freq.	15	10	0	1	10
		%	41.67	27.78	0	2.78	27.78
HT	Freq.	1	2	3	14	16	
	%	2.78	5.56	8.33	38.89	44.44	
DHT	Freq.	2	3	3	12	16	
	%	5.56	8.33	8.33	33.33	44.44	
ST	Freq.	1	4	3	20	8	
	%	2.78	11.11	8.33	55.56	22.22	
Total	Freq.	33	51	21	55	56	
	%	15.28	23.61	9.72	25.46	25.93	

Key: HT - Head Teacher, DHT- Deputy Head Teacher, ST- Senior teacher

VH- Very high, **H-** High, **VL-**Very low, **EL** -Extremely low, **Res-** Respondents

Head teachers were asked to report on whether they provided adequate and quality games equipment like hockey sticks, balls, piano, keyboards e.t.c. Twenty (55.55%) of the head teachers, 12(33.33%) of the deputy head teachers and 15(41.67%) of the senior teachers strongly indicated that head teachers provided adequate games equipment. Schools had adequate games equipment and that the head teachers contributed to the provision of the same. However actual observation on games equipment and perusal of records in the games department showed that majority of the schools had inadequate games equipment which was contrary to the findings from the questionnaires. One pupil said that, “we have few balls in the school.” The DQASO indicated that many schools had inadequate games equipment like balls which confirms the findings of the actual observation of games facilities.

Majority of the schools did not provide all round education and mainly relied on formal curriculum. This contradicted the governments support in which capitation is given to public primary school to buy games equipment to enhance pupils’ involvement in co-curricular activities (Ministry of Education, 2005 a). It emerged that public primary schools in Emuhaya Sub - County had inadequate play grounds since 16 (44.44%) of the head teachers, 16(44.44%) of the deputy head teachers and 20(55.56%) of the senior teachers indicated that headteachers’ contribution to the provision of play grounds was. Physical observation revealed that many schools did not have adequate play grounds which confirms the results obtained from the questionnaire. One pupil in the focus group discussion said: “Our school has only one play field for all the games”

The interquartile range was calculated to establish the overall stakeholder's perception on the contribution of head teachers to provision and maintenance of co-curricular support facilities (Figure 4.7).

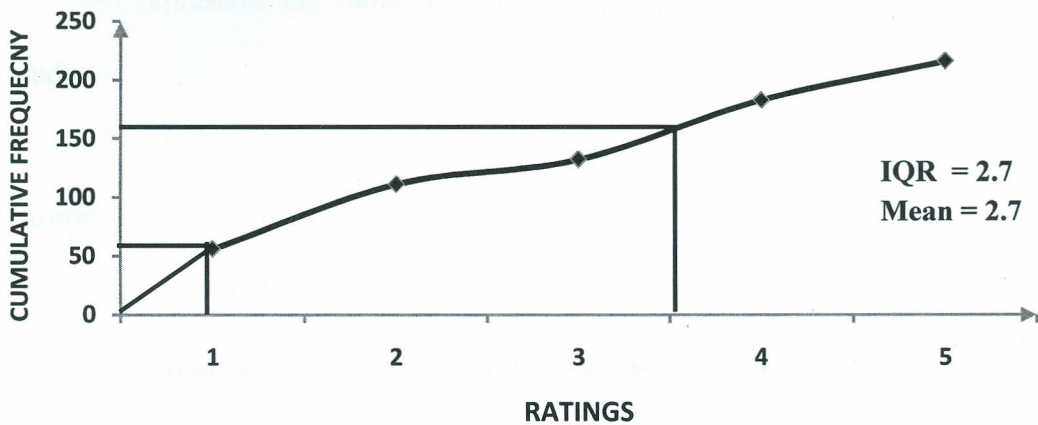


Figure 4.7: Interquartile range for stakeholder's perception on the contribution of head teachers to provision and maintenance of co-curricular support facilities

To achieve this, the interquartile range was calculated by getting the difference between the 75th (Q_3) and 25th (Q_1) percentiles. As such, the interquartile range (Q_3-Q_1) was 2.7, calculated as 3.6 minus 0.9. The mean of the data set was 2.7. This means that head teachers, deputy head teachers and senior teachers were of the view that head teachers did not contribute much to the provision and maintenance of co-curricular support facilities through providing adequate and quality games equipment and playgrounds.

The headteachers do not adequately support co-curricular activities in their schools. This implies that even though the government provides funds to schools to purchase co curricula support facilities, most schools deprived the pupils of the opportunity to participate in games and sports. This is contrary to with Ajayi (1988) suggests, that the head teachers should facilitate the provision of co curricular facilities to aid learning and quality education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter represents the summary, conclusions and recommendations of the findings of the study.

5.2 Summary of the Study

The findings of the study were summarized as follows:

5.2.1 Head teachers' contribution to Curriculum Content Delivery by Teachers in Primary Schools in Emuhaya Sub - County

Eleven percent of the stakeholders indicated that head teachers contribution to quality curriculum content delivery was very high, 18.53% indicated that the contribution was high, 18.62% indicated low contribution, 22% indicated very low contribution while 20.75% indicated that the contribution was extremely low. Interview findings indicated that headteachers rarely monitor teachers' class attendance, teachers' preparation for lessons and supervise teaching and learning process. Focus group discussion revealed that some teachers miss to attend to lessons as they report to work late, that headteachers rarely supervised teaching and learning process, pupils were rarely given a chance to participate in class and feedback not given on time. Observation and document analysis of professional records in schools also revealed that headteachers' contribution to curriculum content delivery was low as many schools lacked schemes of work, lesson plans, records of work covered by teachers and pupils' progress records. Overallly, interquartile range was 2.4 which indicated that the contribution was low.

5.2.2 Headteachers' Contribution to Provision and Use of Physical Facilities in Promoting Quality Education in Primary Schools in Emuhaya Sub - County

Twelve percent of the stakeholders were of the view that head teachers contribution to provision and use of physical facilities in promoting quality education was very high, 28.59% were of the view that the contribution was high, 17.47% indicated that the contribution was low, 28.13% indicated that the contribution was very low while 13.45% were of the view that the contribution was extremely low. Interview findings revealed that majority of the schools in the sub - county lacked electricity supply, had inadequate classrooms, water supply, desks, chairs and administration offices. Focus group discussion also revealed that classrooms were inadequate and congested. Observation and analysis guide of school resources also revealed that head teachers' contribution to provision and use of physical facilities in schools was low as majority of the schools had inadequate and poor condition of desks, chairs and sanitation facilities. Overallly interquartile range was 2.2 which indicated that the contribution was low.

5.2.3 Head teachers' Contribution to the provision and use of Teaching and Learning Resources for Effective Curriculum Delivery

Eight percent of the stakeholders were of the view that head teachers contribution to the provision and use of teaching and learning resources was very high, 19.22% were of the view that the contribution was high, 3.06% were of the view that the contribution was low, 46.6% were of the view that the contribution was very low while 26.68% indicated that the contribution was extremely low. Interview findings revealed that majority of the schools lacked teaching and learning aids and text books poorly maintained. Focus group discussion also revealed majority of the schools lacked teaching and learning aids. Observation of teaching and learning aids in schools also revealed that head teachers' contribution was low

as such resources were inadequate in majority of the schools. Overallly interquartile range was 2.0 which indicated that the contribution was low.

5.2.4 Head teachers' Contribution to Provision and Use of Co-Curricular Facilities

Fifteen percent were of the view that head teacher's contribution to provision of co-curricular support facilities was very high, 23.61% indicated that the contribution was high, 9.72% indicated that the contribution was low, 25.46% indicated that the contribution was very low while 25.93% were of the view that the contribution was extremely low. Interview findings revealed that majority of the headteachers do not encourage pupils to participate in co curricular activities as they complain of lack of funds. Focus group discussion also revealed pupils hardly participate in co curricular activities beyond base level, document analysis of games equipment indicated that most schools lacked games equipment and playgrounds. Overallly interquartile range was 2.7 which indicated that the contribution was low.

From the above findings it emerged that internal supervision and quality control was poor in most public primary schools in Emuhaya Sub-County. The schools fell short of quality expectations.

5.3 Conclusions

Based on the findings and objectives of the study, the following conclusions were made;

- i. Stakeholders were of the view that headteachers' contribution to curriculum content delivery in terms of monitoring class attendance, teachers' preparation, departmental supervision, lesson observation, management by walking round, getting feedback from pupils, checking syllabus coverage, teaching some classes and dealing with indiscipline firmly was low at interquartile range of 2.4.

- ii. Stakeholders were of the view that headteachers' contribution to provision and use of physical facilities in terms of provision of adequate classrooms, sanitation, administration offices, electricity, water and maintenance of the physical facilities was low at interquartile range of 2.2.
- iii. Stakeholders were of the view that head teachers contribution to the provision and use of teaching and learning resources for effective curriculum content delivery in terms of provision of recommended text books, teaching models and realia, teachers' guides, replenishing and sourcing for text books and maintaining pupil-text book ratio was low at interquartile range of 2.0.
- iv. Stakeholders were of the view that head teachers' contribution to provision and use of co-curricular facilities in terms of provision of adequate games equipment and play grounds was low at interquartile range of 2.7.

Overall, the study revealed that, while the headteachers themselves thought that they were doing their best with regard to contribution to internal quality assurance in public primary schools in Emuhaya Sub-County, all the other stakeholders involved in the study rated their contribution to be low. Therefore there was need for headteachers to re-examine themselves as Internal Quality Assurance Officers in provision of quality education.

5.4 Recommendations

- i. The Head teachers should ensure that there is effective internal supervision, that is; they should monitor class attendance, supervise departments, ensure that teachers prepare professional records and use varied techniques to teach. They should monitor

teachers' lesson attendance and actual teaching, check syllabus coverage and obtain feedback from pupils on regular basis, ensure that teachers involve their colleagues and embrace team work in order to enhance quality curriculum content delivery in public primary schools. This will step up the headteachers' professional responsibilities as internal quality assurance and standards officers.

- ii. The Headteachers should ensure that public schools have adequate and properly utilized schools' physical facilities such as classrooms, electricity, water and sanitation facilities. This will facilitate the enhancement of safe and friendly learning environment for quality education.
- iii. The study revealed that the provision of teaching models and realia was low and that head teachers rarely replenished text books. The headteacher should use Free Primary Education funds (FPE) to replenish teaching/ learning materials. This will facilitate easy conceptualization of the content, hence enhances education quality.
- iv. Participation in co-curricular activities should be enhanced by head teachers in all schools. This will make learning more participatory and interesting, providing an opportunity to break boredom and classroom monotony.

5.5 Suggestions for Further Research

- i. Research should be done on factors that affect performance in public primary schools so as to enhance quality teaching and learning in Emuhaya Sub- County.
- ii. The study found out that most teachers do not prepare professional records and documents. Further research on the relationship between teacher preparation and learner achievement should be done to enhance quality education in Emuhaya Sub- County.
- iii. Influence of physical facilities on learning outcome should be researched on to enhance quality education.
- iv. Further research should be done on the influence of sports as an out of class activity which enhances pupils' talent.

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