

Teachers' Perceptions on the Influence of Quality Assurance and Standards Officers' Supervisory Role on Pupils' Academic Improvement in Public Primary Schools in Kiambu County, Kenya

Teresia Wangui Ruga

Abstract

The quality of education provided to children has been a great concern for a long time since it plays pivotal roles for development of the nations. Quality Assurance and Standards as a formal activity exercised by administrators within a school system, did not begin until the formation of common school in 1880s following population growth in major cities in America. This study investigated the perceptions of teachers on the influence of the supervisory roles of Quality Assurance and Standards Officers in public primary schools' academic improvements in Kiambu County of Kenya. The study provided insights on the relevance of quality assurance and standards services on schools' academic improvements in the county. The objectives of this study were: to investigate teachers' perceptions on the influence of QASOs' supervisory roles in public primary schools' academic improvements in Kiambu County; to investigate teachers' perceptions of the effectiveness of the QASOs supervisory roles in public primary schools' academic improvement in Kiambu County; and to determine whether teachers' perceptions of quality assurance and standards officers' supervisory roles influence academic improvements in public primary schools in Kiambu County. The study adopted descriptive survey research design. The target population was 6,083 public primary school teachers and 515 head teachers. Stratified random sampling procedure was used to get an adequate sample from the population. The study sample size was 341 teachers and 154 head teachers. A pilot study was carried out in three public primary schools whereby, 20 teachers and 3 head teachers selected at random participated. After the pilot study, the researcher modified and corrected the ambiguities in the research instruments appropriately to suit the main study. The reliability of questionnaires was 0.8 and was established using split-half correlation technique. Two types of questionnaires were used to collect data; head teachers' questionnaire and teachers' questionnaire. After fieldwork, data were verified, coded and later analyzed using descriptive statistics. Statistical Packages for Social Sciences computer programme Version 21.0 was used for data entry and analysis. Analyzed data were presented in tabular and figural form. Based on the study, it was established that the perceptions held by teachers on QASOs supervisory roles in public primary schools' academic improvements were positive. Teachers were appreciative of the supervisory roles played by the QASOs towards academic improvements in their schools. The work relations of QASOs and teachers was noted to have improved significantly.