

Quality Assurance Standards in the Management of School Curriculum: Case of Schools for the Deaf in Coast Counties, Kenya

Gongera Enock George, Wanjiru Jane and Muigai Simion Nyakwara

Abstract

It has been the concern of the Ministry of Education, parents and other stakeholders over the poor academic performance in the schools for the deaf in the country in general and in the Coast counties in particular. Deaf learners have continued lagging behind their peers in academic achievement. The prudent management of the curriculum can enhance academic performance and this largely depends on the managers of the curriculum. Quality Assurance and Standards Officers as managers of the curriculum have a key stake in its implementation and the results thereby. The study sought to find out the role of Quality Assurance and Standards in the management of curriculum in schools for the deaf. The study was conducted in four counties of the Coast of Kenya which have schools for the deaf. The target population was the QASOs, Head teachers and teachers in the districts and counties which have schools for the deaf in the Coast. The sample size was forty-three teachers, seven head teachers and twelve QASOs. Simple random sampling was used to get the required number of teachers and purposive sampling for the head teachers and Quality Assurance and Standards Officers. Descriptive analysis design was used to establish the roles of quality assurance and standard management on performance. The data was analyzed using the statistical package for social sciences (SPSS). The study revealed that there are numerous challenges faced by quality assurance and standards officers in the management of curriculum in schools for the deaf. Respondents indicated that there is non-supervision of curriculum implementation by the QASOs. There is also lack of communication skills, lack of manpower, lack of funds and lack of knowledge in special needs education. These challenges impede the prudent management of the curriculum and external supervision by the QASOs in the schools for the deaf. This in turn leads to poor academic performance. Thus effective management of the curriculum by the Quality Assurance and Standards team may enhance performance if diligently carried out.

Key Words: Quality Assurance Standards, Management of school curriculum

Full text: <https://www.iiste.org/Journals/index.php/DCS/article/view/4671/4750>