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## Influence of Internal Quality Assurance Practices on Students' Academic Performance in Secondary Schools in Kieni Constituency, Kenya

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### **Abstract:**

*Quality Assurance ensures that teaching and learning processes are effective and that progressive academic outcomes are achieved. This study evaluated the influence of internal quality assurance practices carried out by principals on students' academic performance in secondary schools in Nyeri County. The study was guided by Supervisory-Matrix centered Theory by Frawley-O'Dea and Sarnat. The study employed the descriptive survey research design and it targeted 1004 respondents comprising 56 principals, 944 teachers and four Sub County Quality Assurance Officers (SQASOs) from which a sample of 18 principals, 290 teachers and two SQASOs was drawn. Purposive sampling was used to select principals and SQASOs while stratified simple random sampling was used to sample teachers according to their administrative duties. Data was collected by use of questionnaire and interview schedule. Validity of the research instruments was done by seeking expert view from supervisors and academicians. A pilot study was conducted in two schools outside Kieni constituency produced a Cronbach Alpha Coefficient of 0.82 which implied that their reliability was adequate to permit usage in the study. Quantitative data was analyzed by use of both descriptive statistics and inferential statistics. Qualitative data was subjected to content analysis where responses were categorized into common themes related to the objectives of the study. The study found out that the practice of examining professional documents such as schemes of work, lesson plans, and records of work, lesson notes and lesson attendance registers was related to the academic performance of the students. The more frequently the practice is carried out, the better the academic outcomes of the learners. Prudent management of teaching/ learning resources such as libraries, ICT equipment, science laboratories as well as sporting equipment by the school administrators to ensure adequate supply and maximal utilization was found to be closely related to the academic performance of the students. The frequency at which the principals gave feedback to the teachers on the internal quality assurance activities was found to correlate to the academic performance of the students. The frequency at which the principals reviewed and monitored the coverage of the syllabus was found to be linked to the academic performance of the students. Principals who closely monitor the extent and depth of coverage of the syllabus were found to post better academic performance in their schools.*

**Keywords:** Internal quality assurance, academic performance, professional documents, teaching and learning resources, feedback, syllabus coverage

### **1. Introduction**

Across the world, quality assurance is an important system that ensures quality education is offered in schools. It involves instituting checks and balances to make certain that teachers and schools are teaching the prescribed curriculum appropriately and learners' progressive outcomes are appealing (Allais, 2009). It is believed that the overall education system should be supported by educational quality assurance in order to improve the teaching-learning process in general and learners' achievement in particular (UNESCO, 2012). Internal quality assurance plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education (World Bank, 2013).

In many countries around the globe, school inspection has been used as a mechanism of improving and monitoring the educational standards and quality of schools. (Klerks, 2013) assumes that most inspectorates take inspection as an external process that leads to school improvement. They also expect the improvement activities to be related to the inspection framework and ultimately lead to an effective teaching and learning in schools (De Wolf & Janssene, 2007). England considers school inspection as an Act to monitor school improvement initiatives and offer

guidance (Ofsted, 2013) and school inspection was created as an independent, non-ministerial government department and its main task was setting up a new school inspection system and maintaining a good number of qualified inspectors to fulfill the obligations of each inspection cycle (Ferguson, 2001).

In United Kingdom, through OFSTED (Office for Standards in Education) school inspections are done with alignment of the general philosophy of the agency's (OFSTED) approach through its motto: "Improvement through Inspection" (Rosenthal, 2003). OFSTED aims to attain four objectives: raising standards of achievement by students (in exams), enhancing the quality of educational experience enjoyed by pupils, increasing the efficiency of the financial and general management of the school, and developing the ethos of the school and raising pupil self-esteem (Rosenthal, 2003). He further states on its website that 'we aim to improve current provision and outcomes, to raise aspirations and to contribute to a longer-term vision for achieving ambitious standards (Ehren & Visscher, 2008). To be more specific, majority (70%) of teachers in UK perceive that the main aim of OFSTED is to make schools accountable for their actions, 58% of teachers thought that OFSTED is a useful tool for school improvement. Many teachers clearly believed that OFSTED was important for school improvement (Chapman, 2001).

In Hong Kong the new education quality assurance mechanism which was introduced in 2000 has the dual purpose of enforcing accountability and school improvement. Before 2000 the educational quality assurance completely relied on external school visits [school inspections] which were conducted by government inspectors without the input of schools (Wong and Li, 2010). In the Netherlands school inspectorate has gone through different reforms to meet the current needs to ensure education quality is at its optimal level as much as possible. This is because there have been different changes in education sector and that schools in the Netherlands have been more autonomous in running their education programs (Ehren and Visscher, 2008). In the Dutch Supervision Act of 2002 through inspection the government aims to guarantee that schools will deliver a satisfactory level of educational quality for all citizens, and that 'through inspection, the government stimulates schools to develop their own quality assurance systems, which will lead to improvement in the quality of education' (Ehren and Visscher, 2008, 2006). The second one is to stimulate schools to offer more added values in terms of student achievement (Ehren et al., 2005). Accountability is considered to serve improvement, as being accountable implies that some improving action will follow, in cases of underperformance (Ehren and Visscher, 2006). The compliance purpose was due to the reason that schools comply with legal requirements to ensure the legitimacy of the received state funding. The inspectorate had therefore to combine a compliance approach based on legal requirements with an approach rooted in stimulating and challenging schools to improve (Ehren & Honingh, 2012).

Education quality assurance is practiced differently in different countries. In South East Asian countries, but to a much lesser extent than in other developing countries, principals, like their counterparts in the West, were found to attach great value to internal quality assurance. In Singapore principals are expected to carry out internal quality assurance (Zhang, 2004). Chinese principals perceived excellent quality assurance as a key to student success and school prestige (Liggett et al., 2007). Hallinger et al. (2004) portends that Thai principals perceive themselves as exercising more active quality assurance than is perceived by their teachers, while principals in Hong Kong assume relatively low levels of direct involvement in quality assurance and higher levels of indirect involvement (Chi-Kin Lee & Dimmock, 2009). In Kuwait, for instance, the view is that the curriculum is not directly related to the job of the principal (Al-Jaber, 2006). Survey studies in Thailand and Papua New Guinea show that principals in these countries are ranked lower in items consisting of internal quality assurance inventories than their western counterparts (Hallinger et al., 2004).

In some African countries such as Nigeria, Ghana and Botswana, principals are not even appointed on criteria of quality regarding their own performance in teaching. Many of them have never been in a classroom, since political connections may be a dominant factor in their appointment (Chapman, 2001). In this situation, it seems less plausible that principals would help teachers improve their teaching or be able to judge their abilities. No wonder Oplatka (2004) sees them as bursars who deal with administrative rather than instruction-oriented role; conservative people due to lack of change initiation and as Kings in their own realm. Yet Fullan (2001) found in his research that schools operated by principals who were perceived by their teachers to be strong in quality assurance exhibited significantly greater gain scores in achievement in reading and mathematics than did schools operated by those that are average and weak quality assurance. Ghana seems to be the exception among African countries, for its principals perceived their quality assurance role as including efforts in helping teachers to use new instructional techniques and implementing the new curricula (Chapman, 2001). Nevertheless quality assurance functions are relatively rare in schools in developing countries.

In Kenya, the Educational Standards and Quality Assurance Council (ESQAC) is empowered to carry out supervision and ensure that quality education is being offered in schools (Ojiambo, 2009). According to Ajuoga, Indoshi & Agak (2010), a QASO is an education officer responsible for supervision of curriculum implementation in schools and enhancing teachers' effectiveness. In other words, QASOs are required to provide external scrutiny on how the curricula are being implemented at the school level (Gongera, Muigai & Nyakwara, 2013). QASOs are therefore mandated to enter any basic education and training institution with or without notice to ensure compliance with education standards and regulation. Some of the duties of QASO are carried out by the principals and other institutional administrators at the school level.

A study done by Musungu & Nasongo (2008) found out that in Kenya the principal carries out quality assurance tasks which include checking teachers' lesson note books, schemes of work, records of work covered, attendance, class attendance records and clock in clock out books. Further, Waweru (2013) noted that roles played by the principal included supervising the implementation of the approved curriculum, staff personnel, students, teachers and supervision of physical and material resource. According to the Republic of Kenya (2010), the school principal is responsible for all

matters pertaining to the smooth running of the school. The effectiveness of the principal in discharging their roles in instructional supervision may have a bearing on the standard of academic performance of the students.

Despite the strategies put in place by the government to ensure adequate quality assurance in schools, various challenges have been documented. For instance, according to World Bank (2013), teachers' absenteeism in Kenya is one of the problems facing the improvement of education sector. The report stated that on average the absence rate in the country is 16%. The report further stated that for every 100 public school teachers, 55 were in class teaching while 45 were at the school but not teaching. The teachers' absence, poor utilization of learning resources and poor time management has been found to adversely affect the academic performance of learners.

The academic performance in secondary schools in Kieni Constituency compared to other constituencies in Nyeri County is poorest as tabulated in Table 1.

Constituency	KCSE Mean Score		DEV
	2016	2015	
Nyeri Central	5.168	6.024	-0.856
Othaya	5.102	5.865	-0.763
Tetu	4.956	5.769	-0.813
Mukurweini	4.865	5.657	-0.792
Kieni	3.697	5.204	-1.507
TOTAL	4.769	5.679	-0.744

Table 1: KCSE 2016 performance in Nyeri County

Source: CDE's Office, Nyeri

## 2. Grounding Theory

The study was guided by the Supervisory-Matrix-Centered Theory postulated by Frawley-O'Dea and Sarnat (2001). The supervisory-matrix-centered approach attends to not only the material of the client and the supervisee but also introduces examination of the relationship between supervisor and supervisee. The supervisor's role is no longer one of uninvolved expert. Supervision within this approach is relational and the supervisor's role is to "participate in, reflect upon and process enactments and to interpret relational themes that arise within either the therapeutic or supervisory dyads" (Frawley-O'Dea & Sarnat, 2001, p. 41). This includes an examination of parallel process, which is defined as "the supervisee's interaction with the supervisor that parallels the client's behavior with the supervisee as the therapist" (Haynes, Corey, & Moulton, 2003).

This means that school inspectors need to develop a feeling of satisfaction among teachers by creating interest in them as important persons and encourage intrinsic motivation so that teachers can have a feeling of personal enjoyment, interest and pleasure at work. Deci et al (1999), states that intrinsic motivation energizes and sustains activities through spontaneous satisfaction. Therefore a satisfied teacher will work harder and will be easier to work with. Teachers know better about their strengths and weaknesses so the school inspector is just there as a facilitator for supporting them for better performance. For this reason, teachers need to participate in school inspection methods and its objectives should make teachers realize their importance and usefulness to a particular school (Sergiovann & Starrat, 2007). Inspectors need to have the skills of psychological application so that teachers are able to teach effectively and deal with problems in their schools. Deming (1993) states that administrators need to encourage good relationship so as to cultivate intellectual and professional stimulations among staff. If well supported, staffs will effectively fulfill the demands of students to follow the curriculum.

## 3. Internal Quality Assurance Practices: A Review of Literature

Record keeping is an important aspect in the running of an organization. In a school set up, the teacher is required to make and maintain records such as the schemes of work, lesson plans, records of work covered; mark books, progress records as well as attendance register for students. The principal must also maintain a teachers' attendance register. Ngunjiri (2012) indicates that teachers' absenteeism would be the order of the day if supervision was minimized, as they coupled teaching with other businesses leading to poor performance. This implies that if quality education is to be realized in schools, then stringent supervision must be enhanced.

A study by Gachoya (2008), that revealed that 70% of instructional supervisors in Nyeri District assessed and advised teachers on proper preparations and keeping of professional records and this translated to good performance in the district. Other essential professional documents in instruction include schemes of work, lesson plan, records of work, progress records and class attendance register.

According to (Republic of Kenya, 2000) a scheme of work is an action plan made by a teacher as part of preparation to teach. It is a breakdown of the topic in the syllabus into teachable units. It shows in summary what is to be taught in a day, week, a month, a term, a year and the relevant learning activities for each lesson. The supervisor should ensure that teachers adhere to the syllabus in terms of scope, depth and the learner's intellectual level and also the appropriateness of learning resources.

Republic of Kenya (2000) states that a record of work is an accurate record of what has been taught and when it was covered. It assists the teacher when referring to what was taught, the teaching and learning strategies that were applied and their effectiveness. According to Nyamwamu (2010), the principal should supervise the maintenance and updating of records of work on a regular basis because this promotes academic achievement in a school.

The lesson plan is an indication of the level of teacher's preparedness and his or her effort in gathering information relevant to the lesson. This implies that a poorly written lesson plan indicates the quality of the teacher, and his/her level of commitment to teaching. Chapman (2001) found that teachers prepare and structure their lessons better when instruction in the school is regularly supervised and this had direct implication on the student's academic performance. According to Afolabi&Loto (2008), the principal should critically examine the following items of the lesson plan; the clarity and appropriateness of the learner behavior objectives, the relevance and adequacy of the lesson notes, selection of appropriate teaching aids, evaluation techniques to determine the extent of realizing the objectives effectively.

According to Ngunjiri (2012), teachers need to keep records to monitor students' participation, performance and progress, a register of marks obtained by students in all tests and written works, their duties and responsibilities, their health and their family circumstances. Gachoya (2008) concurs with this when he says progress records should show individual student progress on a weekly, monthly, yearly basis in all tasks given in a subject. This is necessary because it shows a teacher how the learner is progressing.

The Republic of Kenya (2000) indicates that an attendance register is an official list of students and acts as a legal evidence of students' presence or absence. The principal should ensure that attendance register is kept in all classes. Nderitu (1999) in a study conducted in Nairobi and Central Provinces noted that absenteeism led to loss of study time and consequently failure in examinations. According to Ngunjiri (2012), registration should not be confined to students' attendance only. Principals should mark the staff attendance register to ensure regular attendance to duty. The supervisor should ensure that the attendance register is marked as per MoE regulations; at the beginning of each session, in the morning and in the afternoon. The present study sought to establish the influence of examining professional documents on the enhancement of quality assurance function in secondary schools.

A scheme of work is a guideline that defines the structure and content of an academic course (Ngunjiri, 2012). It maps out clearly how resources (e.g. books, equipment, time) and class activities (e.g. teacher-talk, group work, practical, discussions) and assessment strategies (e.g. tests, quizzes, Q&A, homework) will be used to ensure that the learning aims and objectives of the course are met successfully. It will normally include times and dates. The scheme of work is usually an interpretation of a specification or syllabus and can be used as a guide throughout the course to monitor progress against the original plan. Schemes of work can be shared with students so that they have an overview of their studies.

Nwangwu (1997) posits that for efficient educational management, facilities help the school to determine the number of pupils to be accommodated, number of teachers and non-teaching personnel to be employed and the cost determination for the efficient management of the system. Olutola (2000) contends that the school environment affects academic achievement of students. Facilities such as school buildings, desks, seats, chalkboard, teaching aids, and cupboard are ingredients for effective teaching and learning. Onyango (2001) portends that facilities should be regularly and frequently inspected or checked for any possible hazards. Any hazards to the students' health or safety should be eliminated immediately.

Resources especially buildings and facilities are of considerable investment of public funds and maintenance is essential to protect this investment. Renovation, painting and repair of older school buildings should be done to bring them up to prolong the life span of equipment (Bakhada, 2004). Stakeholders should be keenly aware of fire and other safety issues. They should work to make the school environment as safe as possible and should be aware of procedures in the event of an emergency for example, a staff member should be designated to supervise and manage fire protection at the school, emergency exits should be clearly marked, doors correctly hung and alternative escape routes should be available (Ayaga, 2010). School principals in their quality assurance role must therefore ensure that school library is well equipped and are capable of meeting students learning needs in and outside set up.

Principals have a great role to play in the supervision of teaching and learning resources. Their main focus should be to develop and maintain effective educational Programs within their school and to promote the improvement of teaching and learning with their school. The Principal should strive to create an organization and or climate which foster student and teacher growth (Mattos, 2013). With this in mind, the principal gives the go ahead for what is to be procured in the school and the amounts that they deems necessary for their school. Therefore, the principal should provide teachers with the learning materials that they require.

Principals can examine the teachers and establish the most basic resources that they need to improve their teaching. The principals should also follow up on the teacher's activities and progress. This will help the teachers to be more accountable and use the teaching resources more efficiently. Principals also need to follow up the performance of each teacher on their subjects. This will help determine whether the resource provided is essential and effective in its purpose. If even with the resources, the students' performance doesn't improve, then the principal should re-evaluate to establish the reason why the resources are not effective.

A study conducted by Mudulia (2012) found that availability of textbooks, revision books, lab chemicals and equipment was higher in the high performing schools than in the low performing schools. The findings show that 2 out of the 7 low performing schools did not have a laboratory. All the 5 low performing schools that had a laboratory lacked laboratory technicians and only one of them was fully equipped.

Moreover, none of the low performing schools had a library, and all the high performing schools had more than one laboratory. As such, there were differences in availability of teaching/learning resources between the high performing schools and low performing schools. The study recommended that the Ministry of Education should initiate more training programmes on provision, improvisation and utilization of teaching/learning resources. It should also help enhance the ongoing programmes. This study focused on the availability of learning resources without exploring what role the school leadership played in managing the resources.

Momoh (1980) carried out a research on the effects of instructional resources on students' performances in WASC examination in Kwara State, Nigeria. He correlated material resources with academic achievements of students in ten subjects. Information was collected from the subject teachers in relation to the resources employed in teaching in five schools. The achievements of students in examinations for the past five years were related to the resources available for teaching each of the subjects whereby he concluded that material resources have a significant effect on students' achievement in each of the subjects.

In the same manner, Moronlola (1982) carried out a research in Ilorin local government of Kwara State, Nigeria. She also used questionnaires to tap information on the material resources available for the teaching of ten subjects in ten secondary schools. She collected WASC examination results for the past five years and related these to students' achievements in each of the ten subjects and to the amount of resources available for the teaching of the subjects. A strong correlation between the resources available and academic results was found.

Popoola (1990) investigated the effect of instructional resources on the academic achievements of students in Ogun State. Five secondary schools in Abeokuta were used for his study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected final examination results for five years and compared achievements of students in schools with adequate material resources and achievements of students in schools with inadequate material resources where he found a significant difference in the achievements of the two sets of students.

A study done by Shiundu (2005) in Kenya on the effect of availability and use of teaching resources on student performance in biology reveals that there has been a lot of emphasis on the teaching of science so as to satisfy the country's demand for technologically skilled manpower. The findings of this study indicated that teaching resources such as textbooks, laboratory and its related facilities, audio visuals and printed media were generally inadequate in various schools. The teachers rated availability of resources as a major cause of poor performance. The findings also indicated that not only does adequacy of resources relate to performance, but that their use affects performance.

Method of teaching is more often than not dictated by the resources available and the methods teachers were found to use do not expose the students to instances where they can develop higher abilities. The study however did not look into the role of the principal in terms of providing and managing the teaching and learning resources. The current study sought to establish how the nature of management of instructional resources practices influence the enhancement of quality assurance in secondary schools.

According to Osterman (1999) a collaborative process in which feedback is given in an objective manner and effective way of addressing the observations from instructional supervision exercise. Recommendations and conclusions should be carefully done after careful considerations of the observation. This is in line with Okumbe (1998) who asserts that instructional supervision process is interactive by nature. The parties plan the process collaboratively. This way it creates rapport and hence both supervisor and the teacher have ownership of the entire process. Ngunjiri (2012) asserts that the process is non-evaluative in nature and is aimed at strengthening professional relationship between the teacher and the supervisor. Feedback got through interactive analysis helps both the supervisor and the teacher in terms of shared information in that incorporation of the supervised teacher's suggestions helps build his confidence hence enhancing learning process. According to Muriithi (2012), it is necessary for Principals to organize round table conferences throughout the year as a means to communicate observation of the teacher performance because if Principals do not carry out clinical supervision they cannot give feedback.

Fischer (2011) observes that the deliberation of the conference is based upon the data collected by the supervisor through observations and review of documents that relate to the supervision of the teacher. The conference offers the teacher the opportunity to expand their knowledge and a means to change unsatisfactory options for enhancement of performance. Okumbe (1998) asserts that a good conference should last 30 to 40 minutes. Longer sessions become an ordeal for both the supervisor and the supervisee.

Adikinyi (2007), states that the supervisor should incorporate teachers' suggestions as this builds the teacher's confidence hence enhancing the learning process. He or she should recognize and provide alternative approaches and application of a variety of skill as this will strengthen the teacher's pedagogical skills. According to Okumbe (1998), the supervisor should provide an immediate feedback after observation which should be objective and concluded with a well thought out summary to enable the teacher to remember the key issues discussed.

Pupils' exercise books and lesson notes reflect the work load covered in class by teachers. It is the head teacher's role to regularly inspect on the pupil's exercise book/lesson notes to ensure that the school syllabus is covered appropriately and assignments are marked. In a study conducted by Alimi (2012) on the impact of instructional supervision on students' academic performance in senior secondary schools in Ondo State, Nigeria, it was found out that there is significant impact on checking pupils' notes on academic performance in English language. The findings agreed with Hallinger and Heck (1998), findings that there is a significant impact in checking of student's notes on academic performance in English language in United States elementary schools.

Williams (2003) asserts that there is a significant impact of checking of students notes on student's academic performance in English language in secondary schools in New York City. Firestone and Rienl (2008) had a different view that checking of students' notes does not produce a direct effect on students' performance. They argued that checking of students' record of work is a mediating influence on teachers, instructional community and school organization that lead to high academic performance.

## 4. Methodology

### 4.1. Sample Size and Instrumentation

In the study, schools were stratified into Extra County, county and Sub County categories. The target population was subdivided into different strata consisting of subjects with similar demographic characteristics; that is; principals, teachers and the SQASOs forming different strata and then the specific subjects included in the sample were picked at random from each stratum in order to ensure that all subjects in the population had equal probability of being included in the sample. In the schools, the teachers were also sampled again using stratified random sampling that is deputies, senior masters and class teachers.

According to Mugenda and Mugenda (2003), 30% of a large population is adequately representative. Due to the large number of the subjects in the target population, 30% of the population in each stratum was picked to constitute a representative sample size. Purposive sampling was used on the SQASOs being only four; all participated in the study. Purposive sampling was used to select 18 principals from the 56 secondary school obtained from the Sub County Director of Education's offices and the SQASOs. The stratified sampling was used sample teachers according to their administrative duties which comprised of deputy principals, senior masters, subject heads and class teachers. The schools from which the teachers were selected were stratified into four categories namely: four streamed, three streamed, two streamed and single streamed and then teachers were picked proportionately from each of the sampled schools. In four streamed school, one deputy, three senior masters, three class teachers and three subject heads. In three streamed school, one deputy, two senior masters, three class teachers and two subject heads. In two streamed school, one deputy, one senior master, two class teachers and one subject head. In single streamed schools, one deputy, one senior master and one class teacher were picked. Table 4 summarizes the composition of teachers' sample.

Two types of instruments were used to collect data. These were separate questionnaires for teachers and principals and interview guides for SQASOs.

### 4.2. Validity and Reliability of the Instruments

According to Mugenda and Mugenda (2003), validity determines whether the research truly measures that which it was intended to or how truthful the research results are. In the current study, the researcher sought the assistance of the research supervisors, who, as experts in research helped to ensure that the instruments covered adequately, addressed all the aspects being studied and that the way the constructs were presented elicited the desired meaning to the respondents. This helped in enhancing the content and construct validity of the research instruments.

Instrument reliability is a measure of the degree to which an instrument yields consistent results or data after repeated trials (Kothari, 2004). In the present study, the researcher carried out a pilot study in the neighboring Nyeri Central Constituency and used test- retest method of determining reliability of the research instruments whereby the questionnaires were administered twice to the same respondents within duration of two weeks. The responses of two sets of instruments were correlated to determine the Cronbach Alpha Coefficient ( $\alpha$ ). Smith (2003) declares that an alpha ( $\alpha > 0.7$ ) is normally deemed to be satisfactory. The instruments produced a Cronbach Alpha Coefficient of 0.82 which implied that their reliability was adequate to permit usage in the study.

### 4.3. Data Analysis

Data analysis employed both qualitative and quantitative techniques. Descriptive and inferential statistics was employed in analyzing the data. Quantitative data was analyzed using the descriptive statistics such as percentage and inferential statistics such as Pearson correlation coefficient with assistance of SPSS version 23. The findings were then discussed and presented using frequency and contingency tables to enhance clarity. The percentages of the responses indicated the frequencies while the standard deviation indicated the level of unanimity in the opinion of the respondents. The correlations obtained were interpreted to indicate the degree and the direction of the relationship between the independent variables and the dependent variables. Qualitative data obtained using interview schedules and open ended questions in the questionnaire were subjected to content analysis and common themes related to the objectives identified.

### 4.4. Ethical Consideration

The research sought to develop results of high integrity and therefore desisted from plagiarism and fraud. Throughout the study, the researcher observed confidentiality and privacy of the respondents. No information concerning the respondents was disclosed without their full consent. Where anonymity was required, the researcher observed it to the letter. Pseudo names of schools, principals, teachers and SQASO were used where necessary to protect their identity.

## 5. Findings

The first objective of the study was to establish the influence of frequency of examining teachers' professional documents by the principals on academic performance of students in public secondary schools in Kieni constituency, Kenya.

Document	Respondent	Frequency of Examining (%)					Mean ( $\bar{x}$ )	Std Deviation
		(O)5	(S)4	(R)3	(VR)2	(N)1		
Schemes of Work	Principals	11	33	22	17	17	2.94	1.305
	Teachers	11	34	22	16	17	2.95	1.265
Lesson Plans	Principals	11	44	17	11	17	2.78	1.309
	Teachers	11	44	16	12	17	2.80	1.272
Students' Progress Records	Principals	28	22	28	17	6	2.72	1.179
	Teachers	11	44	17	23	5	2.68	1.098
Records of Work	Principals	17	28	28	22	6	2.72	1.179
	Teachers	17	27	27	23	5	2.71	1.148
Students Attendance Registers	Principals	11	44	17	17	11	2.50	1.249
	Teachers	28	22	29	16	5	2.49	1.201

Table 2

The second objective of the study sought to assess the influence of effective monitoring of use of teaching/ learning resources by the principals on academic performance of students in public secondary schools in Kieni Constituency, Kenya.

Document	Respondent	Frequency of Inspecting (%)					Mean ( $\bar{x}$ )	Std Deviation
		(O)5	(S)4	(R)3	(VR)2	(N)1		
C1 Library	Principals	22	11	22	28	17	2.94	1.434
	Teachers	11	17	28	34	11	2.83	1.162
C2 Textbooks	Principals	11	33	22	23	11	3.11	1.231
	Teachers	9	25	23	33	11	2.79	1.030
C3 ICT equipment	Principals	22	11	22	39	6	3.13	1.305
	Teachers	17	11	34	29	9	3.06	1.079
C4 Sports equipment	Principals	17	22	17	33	11	3.00	1.328
	Teachers	6	17	23	39	16	2.63	1.265
C5 Science laboratories	Principals	28	11	17	39	7	3.17	1.383
	Teachers	18	12	16	34	21	2.97	1.233

Table 3

The third objective of the study sought to assess the influence of effective feedback on internal quality assurance reports by the principals on academic performance of students in public secondary schools in Kieni constituency, Kenya.

Strategy	Respondent	Frequency of Use (%)					Mean ( $\bar{x}$ )	Std Deviation
		(O)5	(S)4	(R)3	(VR)2	(N)1		
Summons	Principals	22	11	28	31	8	3.17	1.200
	Teachers	17	17	22	21	22	3.07	1.132
Memos	Principals	22	28	28	11	11	3.39	1.290
	Teachers	17	11	45	17	11	3.13	1.297
Reprimands	Principals	22	11	33	21	12	3.22	1.166
	Teachers	11	11	40	28	19	2.94	0.966
Review Meetings	Principals	22	42	22	12	11	3.58	1.353
	Teachers	21	37	19	12	11	3.55	1.124

Table 4

The fourth objective of the study sought to establish the influence of monitoring syllabus coverage by principals on the academic performance of students in secondary schools in Kieni constituency, Kenya.

Strategy	Respondent	Frequency of Inspecting (%)					Mean ( $\bar{x}$ )	Std Deviation
		(O)5	(S)4	(R)3	(VR)2	(N)1		
E1 Checking students' exercise books	Principals	17	17	22	39	6	3.00	1.237
	Teachers	11	11	34	39	6	2.84	1.065
E2 Checking Lesson notes	Principals	17	17	28	17	22	2.89	1.410
	Teachers	17	16	18	27	22	2.79	1.396
E3 Checking teachers lesson attendance register	Principals	22	11	22	33	11	3.00	1.372
	Teachers	8	20	49	21	3	2.71	1.041
E4 Checking records of work against syllabi	Principals	22	22	17	17	22	3.06	1.514
	Teachers	12	34	11	22	22	2.91	1.378

Table 5

## 6. Discussions, Conclusions and Recommendation

The findings indicate that although the schemes of work are prepared in all the schools, they are rarely scrutinized and regularly checked to ensure they are up to the standard and that they are adhered to. The findings indicated that the lesson plans prepared and used by the teachers were rarely checked by the principals. In addition, it was found out that students' progress records prepared by the teachers were not given adequate attention by the principals which negatively affect the effectiveness of quality assurance in the schools. Also, the findings indicate that although the records of work are maintained in most of the schools, they are rarely scrutinized and regularly checked which was further evidenced by the fact that in most schools the record of work books were not signed by the principals regularly. For the findings indicate that although the class attendance registers were in place in all the schools, they were rarely regularly checked to follow up on the cases of class and lesson absenteeism among the students. Further analysis using Pearson Product Moment, it was found out that the frequency of examining the documents considered was significantly related to the academic performance of the students measured by the performance at KCSE.

The study findings indicated that the principals rarely visit the library to ascertain the whether it is adequately stocked and that the resources are well maintained. Secondly, the results obtained indicated that the principals rarely inspected the ICT equipment where they were available. In addition, it was found out that the principals rarely inspect the sports equipment. It was further found out that most principals did not frequently inspect the science laboratories. Pearson Correlation tool indicated that the frequency of inspecting instructional resources considered was significantly related to the academic performance of the students measured by the performance at KCSE.

The study found out that the use of summons is not very popular with majority of the principals and therefore it was rarely used. Secondly, the results obtained indicated that memos were rarely used by the principals to provide feedback to the teachers. Thirdly, the results obtained indicated that reprimands were rarely used as a strategy of providing feedback to the teachers. Further, it was found out that review meetings were sometimes used and that they were preferred strategy of providing feedback to teachers. Pearson Correlation tool used indicated that the frequency of using any of the communication strategies was significantly related to the academic performance of the students measured by the performance at KCSE.

The study found out that principals rarely checked the students' exercise books. Further, it was found out that the principals rarely checked the lesson notes. It was also found out that, principals rarely inspected the teachers' lesson attendance registers. In addition, checking the records of work against the syllabi was found to be rarely done by the principals. Pearson Correlation tool conducted indicated that the frequency of using the various strategies of monitoring coverage of the syllabus considered were significantly related to the academic performance of the students measured by the performance at KCSE.

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