

QUALITY ASSURANCE AND STANDARDS OFFICER'S SCHOOL CURRICULUM ASSESSMENT AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TRANS-NZOIA WEST SUB-COUNTY, KENYA

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Abstract

The purpose of the study was to establish the relationship between QASO's school curriculum Assessment and students' academic performance in public secondary schools in Trans-Nzoia West Sub-County. The study employed descriptive research design with a target population of 1439 persons. A sample size of 313 was determined using Yamane formula for determining sample sizes. The researcher collected data using questionnaires and interviews guides. The instruments were validated by the supervisors. Reliability of the instruments was determined through a pilot study where Cronbach alpha coefficients of 0.741, 0.771 and 0.736 were obtained for the instruments on teacher trainings organized by QASO's, QASO's school curriculum assessment and QASO's school physical facilities assessments respectively. This indicated that the instruments were reliable. Quantitative data was analyzed using descriptive statistics and inferential statistics and presented in graphs and tables, while qualitative data from interviews was organized into themes and sub-themes. The study established that teacher training organized by QASO's, QASO's school curriculum assessments and QASO's school physical facilities assessments had a significant relationship with students' academic performance. It was therefore recommended that to enhance students' academic performance, there should be more teacher training organized by QASO's, regular QASO's school curriculum assessments and adequate school physical facilities assessments by QASO's.

Keywords: Academic performance, Assesment, Quality assurance, School curriculum

INTRODUCTION

Students' academic performance is an aspect of education that has been and still is of great concern to parents, school managers, educational researchers, and policy makers in both developing and developed nations (Principe, 2005). Besides, educational researchers are under pressure by policy makers to isolate factors that underpin improvement of academic achievements, thus suggesting quality assurance practices as the remedy (An et al., 2008). According to Republic of Kenya (RoK) (2005), for effective curriculum delivery, a Quality Assurance and Standards officer is expected to provide advisory services to schools on how best to improve on pedagogical and andrological skills. Therefore, quality assurance in education is the efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce quality outputs (students) that meet set standards and expectations of the society (Raouf, 2008).

Often, quality performance in schools is majorly determined by pupils' examination outcome, teachers' effectiveness, staffing issues, physical and material resources, and QASOs' supervisory practices among others (Broh, 2002). According to Temponi (2005), good performance in school calls for constant assessment/evaluation of curriculum delivery. Therefore, Quality Assurance and Standards Officers are charged with advising the government on trends obtained in learning institutions particularly in areas of access, quality gender, enrolment, wastage, curriculum evaluation and in-service training of teachers among others, (T.P.C, 2006). It is also of great concern across all levels of education in several countries, thus, necessitated various countries like Finland to come up with mechanisms like Finnish system of evaluation and quality assurance that has remained decentralized based on voluntary participation by the institutions and focused on quality enhancement rather than control fitness for purpose (Bergen, 2005).

The notion of school assessment started in England in 1839 (Grubb, 1999) and the British took it with them to their colonies. It is widely recognized as the instructional improvement function within any school organization (Harris, 1985). MacBeath and McGlynn (2004) record that for as long as we have had schools, we have evaluated them. The Ominde Commission (1964, paragraph 121) saw the role of the inspectorate as that of maintaining educational standards, among others. Assessment has dual roles as a process of school improvement (supervisory and advisory) and a mechanism of accountability (auditory). On the one hand it is intended to help schools improve their performance (it is part of the school) and on the other hand it is intended to control teachers and their operations (external auditor). One role is that of a colleague while the other is that of a boss. These roles were part of assessment from the beginning. Periodic observations were intended to determine both whether public money was well spent, and whether the central office of education could help the school to improve (Grubb, 1999).

Maranga (1987) observes that the inspector subjects the teachers to the position of passive recipients expected to receive orders and instructions without questioning them. This behavior naturally stifles the creative spirit of those teachers dedicated to self-improvement in their teaching and learning process. Different from this notion, the directorate of quality assurance and standards is mandated to work on curriculum development, implementation and evaluation, Quality assurance and standards Assessment functions through the following areas (Oyaya, 2007): Advising the government on the current trends obtained in learning institutions in areas of access, quality, leadership, staffing, governance, health care, career guidance, curriculum evaluation, pre-service training of teachers, teacher proficiency and institutional plans and performance; Reviewing the teaching and learning materials in collaboration with Kenya institute of curriculum development and publishers (both formative and summative); Liaising with Kenya institute of education in quality development service with the design of in-service training programs whenever the curriculum is revised and; Advising stakeholders on education matters pertaining to curriculum delivery, assessment and provision of resources.

According to a study carried out by Abisaki, Mutsotso and Poipoi (2013), the education system in Kenya places high expectation on academic performance aimed at getting white collar jobs. Schools are evaluated by the public on how many students qualify from secondary schools to public universities while primary schools are judged on how many pupils are eligible into the highly valued government funded secondary schools. They say that teachers and learners are pressurized to attain high grades and those that perform below parental and government expectations are judged harshly. The problem of over-emphasis on the formal curriculum alone as it is a means of getting formal employment, jeopardizes the promotion of the non-formal dimension of the curriculum.

Quality Assurance and Standard Officer (QASO) is a recent term which refers to an educational officer responsible for supervision of the curriculum implementation in schools. This new term replaced the traditional term "inspector". The term inspector portrayed the QASO as a person who comes from above to see that policies developed at the central education office were being implemented in schools. This idea created a rift between inspectors and teachers. Teachers tended to shy away from interacting freely with the inspectors for fear of fault finding and victimization. The new term of QASO is intended to remove the stigma associated with the inspector and to portray the officers as people concerned with improving quality and standard of education by working as partners with teachers. QASO's are persons appointed by the Department of Quality Assurance and Standards (DQAS) which is a department in the Ministry of Education to supervise curriculum implementation in schools. (Wanzare, 2006).

Chetalam (2010), investigated the factors affecting performance in Kenya Certificate of primary education in Kabarnet Division of Baringo district. Several factors were identified, and a lack of enough supervision was also mentioned. The study acknowledged that supervision had a positive effect on performance. However, it was noted that in Baringo district the supervision was inadequate. Kipkoech and Kyalo (2010), observed the management challenges facing implementation of free primary education in Keiyo district, Kenya. One of the major challenges was the supervision of schools by education officers. The study revealed that the schools were visited by the officers occasionally, mostly once

a term. This was even though they were charged with the responsibility of supervising education programs to ensure efficiency and effective implementation of the curriculum.

Ondicho (2004) studied inspection challenges in Thika Municipality, Thika Sub County. Observed that inspectors face inadequate money, lack of transit and communication, bad attitudes from teachers, inadequate professional training, and delayed implementation of their recommendations. In addition to ensuring that the school environment is suitable to teaching and learning, the QASOs play a vital role in ensuring that educational standards are maintained by ensuring that schools are adequately equipped in terms of both physical and human resources. However, the ongoing reduction in the quality of education, particularly at the secondary level, has placed its role in proper perspective. Wanjiru (2014) evaluated the function of Quality Assurance and Standards Officers in promoting education in private secondary schools in Limuru District, Kiambu County and reported that the primary responsibilities of QASOs during curriculum supervision included visiting teachers in the classroom to observe their teaching methods, checking lesson preparation, examining records and work plans, and ensuring that teachers have adequate teaching and learning materials.

With the changes in the education system, there are concerns about the Standards of curriculum and assessment made to award qualification in the system. What has been gained and lost in the country has come to think about knowledge, its transmission by educators and acquisition by learners? How valid and workable are the instruments used to enable individuals to assemble their own qualifications and their own building block of knowledge. Quality of knowledge is about enhancement of cognitive skills through schooling experience. In other words, good schooling should be about the development of the highest levels of cognitive skills. In 2005 EFA Global monitoring report demonstrated a strong link between the development of cognitive skills as measured by cognitive tests scores and educational quality (UNESCO, 2004). In the UNESCO report, little doubt is cast over the use of cognitive skills as a key measure for measuring quality in education, rather than the functionality of schooling.

Ajuoga (2009), investigated the perception of quality assurance and standards officers and their competence in Kisumu, Kenya. The study revealed that the QASOs' competence was average in areas such as human relations, knowledge of subjects, supervisory approach, report writing and action research. The study recommended that the QASO needed to be trained. The study did not, however, explore the views of the teachers on their interaction with the officers. Ornstein and Hunkins (2004), observe that the supervisor provides direction and guidance and makes sure that teachers have the skills to carry out the change. Those charged with supervising curriculum development and implementation are responsible for overseeing or directing the work of others. They further comment that effective supervisors realize that they must alter their tactics depending on the situation and the participants. They might need to schedule more supervisor- teacher conferences and more in-service training for such staff members to deliver new curriculum. They continue to post that if supervisors are effective, it is likely that the teachers within the system will feel committed and comfortable with any program being implemented.

According to Oyaya (2007) Monitoring and advising on standards in education and training is based on all round standard performance indicators in both curricular and co-curricular activities. The core values of the directorate of quality assurance and standards are derived from the ministry of education charter, which underscores the following as important segments for quality assurance officers: Impartial judgment where by an officer is required to demonstrate secure judgment which are reliable, valid, comprehensive, prognostic and corporate; Respect for value added progress by examining entry behavior and assessing the value added and progress made on individual learner and institutions; Integrity through upholding transparency and accountability through objective assurance and standard assessment and reporting; Professionalism through subject mastery and skill upgrading of teachers through in-servicing and conducting teacher proficiency courses; Quality assurance by establishing, developing and monitoring educational and training standards through quality audit and control and giving feedback to stakeholders and; Good rapport by using collegial approach and respect of individual differences, available resources and regional disparities.

The mission of the department of Quality Assurance and standards is to establish, maintain and improve educational standards in the country (Wasanga, 2004). This department is mandated to co-ordinate, follow-up, and advise on curriculum delivery in schools. Wasanga (2004) maintains that Quality assurance officers should have good academic qualifications, specialized skills, and well-established staff development programs. He contends that the department of Quality Assurance is hampered due to inadequacies in skills. This is mainly caused by the lack of a specific policy on recruitment and deployment of Quality assurance and standards officers. Such a policy should consider an officer's academic background and experience in the education sector.

The criterion used for the selection of inspectors previously was based on the identification of successful head teachers who excelled in their administration as well as in their subject area. Currently, the recruitment of QASOS is a prerogative of the public service commission. Those who go through the interviews are appointed and deployed as QASOS of various calibres. This is devoid of their passed records. Maranga (1987) sees quality Assurance and standards officers as playing a leading role both nationally and locally in curriculum innovation. He goes on to say that QASO acts as a source of information and development and advice to the ministry of education on formulation of national education policies and objectives (Oyaya 2007).

A study on contribution of QAS to curriculum implementation in primary schools of Baringo district Kenya, established that QASOs contributed to effective curriculum implementation. This was evidenced through organized workshops on best methodologies for curriculum delivery and provision of advisory guidance on curriculum implementation. In their QAS activities in schools, QASOs were updated on teachers contemporary curriculum changes and preparation of professional records. In conclusion, while QASOs performed their roles, there was reasonable association with improvement on teachers' level of professional record keeping, preparation, and maintenance of quality instructional

materials. The recommendation directed to the Ministry of Education specified staff shortage and suggested hiring more QASOs to advance the level of visits and monitoring (Chepkuto, Njuguna & Bunyi, 2012).

Wanjoli (2005) observed that most Standards Officers are accused of being autocratic and authoritarian always insisting on maintenance and observance of departmental rules and that whenever they visit secondary schools, they focus on fault-finding instead of advising and encouraging teachers. When quality Assurance and Standards Officers visited a school, the atmosphere between the school members of staff and them was usually so tense that the latter was not encouraged to improve their work. Thus, the problem all along has been officially with the standards officer showing that they went about with their duties, putting teachers on the defensive. Orodho and Kombo (2006) observed that, Quality Assurance and Standards Officers ought to build trust by creating a rapport with the teachers so that they realize that it was important to be monitored for the betterment of the pupil and perceive as fair, honest, and forth right. The supervision, regardless of their experience, the teachers would accept to be supervised or to be monitored to improve the standards in school. Therefore, questions and answers on honesty would give room for further investigation; such approaches might change the whole activity of supervision perception.

Odufowokan (2011) conducted a study that examined the relationship between school plant planning and students' academic performance in south west Nigeria secondary schools. The study revealed that the levels of school plant planning and students' academic performance were relatively close, and as such students' academic performance was significantly related to instructional space planning, administrative space planning, circulation space planning, planning for accessories and space for convenience planning. Nyaboga (2012) has also noted that regular meetings and having school strategic plans has a positive impact on academic performance. Kimayia (2010) also researched on secondary school teachers' perceptions towards supervision by Quality Assurance and Standard Officers in schools. It was revealed that the teachers had a positive perception towards supervision.

Kimall (1967) and Macharia (2008) concur that, to enhance quality assessment and supervision, both the quality assurance and standards officer and the head teacher are expected to have a very good grasp of all curricular subjects, how best these should be delivered to the students and the optimum use of resources that can achieve effective teaching and learning. They document that the method of appointing quality assurance officers in education was weak, Training of quality assurance and standards officers in relevant knowledge, skills, ideas, and attitudes is necessary for the adequate performance of their duties. Macharia (2008) contends that quality assurance and standards officers should possess a repository of pedagogical skills, which could enable him, organize upgrading workshops for trainees and have capability and exposure to new approaches in Education. The whole aim is to improve performance and organization standards.

It is worth noting that supervision can have a potentially positive impact on student learning owing to reduction of teacher absences, increased student attendance, improvements in teaching and better flow of information to central authorities thus leading to improved educational achievements. One of the major indicators of quality education in schools is the performance of pupils normally in National Examinations such as KCPE and KCSE. Over the years in Kenya, stakeholders such as parents, the community and ministry of education offic have tended to associate poor performance to lack of educational quality. The function of quality assurance is a continuous process and should not be periodic. In cognizance, the Ministry of Education recognizes two types of supervision namely external supervision that is performed by the QUASOs from the ministry and Internal Supervision that takes place in the school on a regular basis under the auspices of the head teacher or principal and is popularly known as school-based supervision (Abebe, 2014).

To determine a school's academic performance in Kenya, the QASO'S visiting a school for assessments analyses examination results over the previous four years globally and subject by subject to see the trend, if any, and the number joining public universities each year (MoEST, 2000). They also determine value added progress for a sample of the students by comparing the Kenya Certificate of Primary Education (KCPE) entry qualifications of the pupils against the Kenya Certificate of Secondary Education (KCSE) graduation qualifications. For instance, if a pupil joined Form I with a grade B of 60 points at KCPE level and graduated in Form IV with a grade B+ of 70 points at KCSE level, such a pupil has a value-added score of 10 points. Similarly, if a pupil joined Form I with a grade B of 60 points at KCPE level and graduated in Form IV level with a grade B of 60 points, such a pupil has no added value. Pupils graduating in Form IV with grades lower than their KCPE grades would have negative value added to them by the secondary education.

Trans-Nzoia West Sub-County Kenya, has been characterized by mean score below 6.0 which is regarded as underperforming (Nakhumicha, 2013). To have a good performance to be realized, there should be adequate QASO's practices which includes teacher training, assessment of school curriculum, and school physical facilities (RoK, 2012). Despite these glaring similarities, quality assurance managers in the education sector have not fully integrated the practice of quality in academic to uplift the performance of the students (Oketch & Ngware, 2012).

Methodology

The study adopted mixed method research methodology and descriptive survey research design. Mixed methods research is a research method that combines and integrates qualitative and quantitative research methods in a single research study (Brook, 2013). The research methodology was adopted because it involved collecting and analyzing qualitative and quantitative data to understand a phenomenon better and answer the research questions. Additionally, the design was considered appropriate for non-experimental studies because it provides a detailed description of existing phenomena, with the intent of employing data to justify the current situation (Orodho, 2012). The target population for this study was 1439 persons comprised of QASO of Trans-Nzoia West Sub-County, 62 head teachers, 1376 teachers in public secondary schools in Trans-Nzoia West Sub-County. Teachers were targeted in this study because they are the

ones that work with students and prepare them for examinations. Yamane (1967) provides a simplified formula to calculate sample sizes. This formula was used to calculate the sample sizes as shown below.

$$n = \frac{N}{1+N(e)^2}$$

Where n was the sample size, N was the targeted population size, e was the level of precision 5% and 1 designated the probability of the event occurring. When this formula was applied to the above targeted population, where N = 1439, e = 0.05, the sample size was as follows:

$$n = \frac{1439}{1+1439(0.05)^2} = 313$$

Therefore, the total sample size consisting of head teachers, teachers and the QASO was 313 persons. Additionally, QASO was purposively selected to participate in the study. The following procedures were then used by the researcher to arrive at the sample distribution. A list of all the 62 secondary schools in the sub-county was obtained from the Sub-County Education Office. To ensure an appropriate representation of secondary schools in each category stratified random sampling technique was therefore adopted. They were then proportionately distributed into the following strata: Mixed boarding schools, single sex boarding schools, mixed day schools, single sex day schools and mixed boarding and day schools. The sample of the head teachers was calculated using proportional allocation, therefore, 13 head teachers participated in the study. The Sub-County Quality Assurance and Standards Officer was purposively used in the study. Purposive sampling was deemed appropriate for selecting officials because it entails identifying individuals who have the required information (Payne & Payne, 2004). QASO was used because he was the one in charge of the practices of his office within the sub-county. Using proportional allocation, the resulting sample of the teachers was determined. This technique was selected since it was the best single way of obtaining a representative sample. According to Gay (1992) it ensures that every individual has a probability of being selected and selection of one individual in no way affects the selection of another individual.

The questionnaires developed were presented in both structured and unstructured questions. The instruments were made effective through the question-sequence hence reducing any misconception and each question made clear in relation to the previous questions so that the meaning is readily apparent to the respondent. Questionnaires were designed to elicit respondents for the purposes of statistical analysis. According to Nachmias (1992), the foundation of all questionnaires is the question. This formed the major source of primary data used in the study. The questionnaires in the study were filled by the sampled teachers. The study used the interview schedule made up of open-ended questions to elicit verbal response from the QASO and head teachers in the Sub-County. Interviews permitted in-depth probing and seeking clarification. They also provide a true picture of opinions and feelings. Data analysis is a body of methods that help to describe facts, detect patterns, develop explanations, and test hypotheses (Joseph and Rosemary, 2003). The data from questionnaires was coded, entered, cleaned, and analyzed using Statistical Package of Social Sciences (SPSS). Based on the data collection instruments, data was analyzed both quantitatively and qualitatively. For analysis of quantitative data, the researcher adopted both inferential and descriptive statistics. Descriptive statistical techniques such as frequencies and percentages were used while Chi square was used for inferential statistics and presented in frequency tables. For qualitative data, the researcher recorded the age and gender of the respondents. Qualitative data was therefore analyzed through reporting themes and quotations that emerged. The themes emerging from qualitative data were identified to augment the primary data.

Results

To analyze the objective of the study, the researcher adopted Chi square as the appropriate statistical technique. The analysis therefore opens with the descriptive statistics (frequency and percentage) for the level of agreement on a five-point Likert scale of the variable QASO’s school curriculum inspections (Table 1).

Table 1: Descriptive statistics for relationship between QASO’s school curriculum inspections and students’ academic performance in public secondary schools

| Statements | | SD | D | U | A | SA |
|---|-----|---------|---------|---------|----------|----------|
| 1 QASO’s advice on the review of the teaching and learning materials, enhance students’ academic achievement | F % | 47 16.9 | 19 6.8 | 15 5.4 | 90 32.4 | 107 38.5 |
| 2 QASO’s advice on curriculum delivery improve students understanding levels | F % | 13 4.7 | 36 12.9 | 12 4.3 | 88 31.7 | 129 46.4 |
| 3 QASO’s liaison with Kenya institute of education whenever the curriculum is revised ensures quality education | F % | 6 2.2 | 5 1.8 | 35 12.6 | 72 25.9 | 160 57.6 |
| 4 QASO’s advice to the government on the current trends obtained in learning institutions ensure improvement in students’ grade | F % | 6 2.2 | 31 11.2 | 7 2.5 | 108 38.8 | 126 45.3 |

Table 1 shows that 107(38.5%) respondents strongly agreed with the statement that QASO’s advice on the review of the teaching and learning materials, enhanced students’ academic achievement, 90(32.4%) respondents agreed, 47(16.9%) respondents strongly agreed, 19(6.8%) disagreed while 15(5.4%) were undecided on the statement. The study findings

suggested that the most 197(70.9%) of the respondents believed that QASO's advice on the review of the teaching and learning materials enhanced students' academic achievement. This finding was supported by one of the interviewees who said:

...QASO guide teachers on how to conduct the teaching and learning processes as professionals. They play an important role in the development of educational programs in the Trans-Nzoia Sub- County, as they provide advice and feedback on how to run the curriculum and indicating that the curriculum has been implemented.... Female Interviewee, 56 years, B1.

This implies that for enhanced academic performance, QASO's in collaboration with Kenya institute of education and publishers should advice on the review of the teaching and learning materials. This concurs with the findings of MoEST (2000) that, to enhance quality inspection and supervision, both the quality assurance and standards officer and the head teacher are expected to have a very good grasp of all curricular subjects and review the teaching and learning materials. Similarly, 129(46.4%) respondents strongly agreed with the statement that QASO's advice on curriculum delivery improved students understanding levels, 88(31.7%) respondents agreed, 36(12.9%) respondents disagreed, 13(4.7%) strongly disagreed while 12(4.3%) were undecided on the statement. It emerged from the study that most 217(78.1%) of the respondents believed that QASO's advice on curriculum delivery improved students understanding levels. This finding was supported by one of the interviewees who said:

...to enhance quality inspection and supervision, both the quality assurance and standards officer and the head teacher are expected to have a very good grasp of all curricular subjects, how best these should be delivered to the students and the optimum use of resources that can achieve effective teaching and learning, hence enhanced students' academic performance.... Male Interviewee, 53 years, B2.

This implies that when teachers and other educational stakeholders are advised on the curriculum delivery, the understanding level of the students is likely to improve, thus, enhanced academic performance. This is in line with the findings of Macharia (2008), to enhance quality inspection and supervision, both the quality assurance and standards officer and the head teacher are expected to have a very good grasp of all curricular subjects, how best these should be delivered to the students and the optimum use of resources that can achieve effective teaching and learning.

In addition, 160(57.6%) respondents strongly agreed with the statement that QASO's liaise with Kenya institute of education whenever the curriculum is revised ensured quality education, 72(25.9%) respondents agreed, 35(12.6%) respondents were undecided, 6(2.2%) of the respondents strongly disagreed while 5(1.8%) disagreed with the statement. The study findings suggested that majority 232(83.5%) of the respondents opined that QASO's liaise with Kenya institute of education whenever the curriculum is revised ensured quality education. This finding was supported by one of the interviewees who said:

...QASOs and Kenya institute of education systematically and logically monitor and evaluate programs and processes in the Secondary schools to ensure they meet specific requirements. They have a series of well-designed indicators that give all those involved with a framework that they can use to identify their potential, build on their strengths, and focus on change and revise curriculum for quality education... Female Interviewee, 49 years, B3.

This implies that when QASO's liaise with Kenya institute of education whenever the curriculum is revised, they can include very important information that is likely to improve students' academic achievement, hence, quality education. This is supported by the findings of MoEST (2000) that QASO's liaise with Kenya institute of education whenever the curriculum is revised ensured quality education.

Lastly, 126(45.3%) respondents strongly agreed with the statement that QASO's advice to the government on the current trends obtained in learning institutions ensured improvement in students' grade, 108(38.8%) respondents agreed, 31(11.2%) of the respondents disagreed, 7(2.5%) of the respondents were undecided while 6(2.2%) strongly disagreed with the statement. The study findings suggested that that majority 234(84.1%) of the respondents believed that QASO's advice to the government on the current trends obtained in learning institutions ensured improvement in students' grade. This finding was supported by one of the interviewees who said:

...QASOs have the necessary training and experience that intensify informed advisory roles geared towards enhancement of teaching and learning outcomes in secondary schools. QASOs' advice to the government helps the teachers to perform their work diligently, the advice makes the schools meet their set educational objectives, and the kind of advice received makes it an eye opener on some issue not earlier known by the teachers... Female Interviewee, 56 years, B4.

This implies that for improved academic performance, QASO's should advise the government on the current trends obtained in learning institutions. This concurs with the findings of Oketch & Ngware, (2012) and Orodho (2014) that QASO's advice to the government on the current trends obtained in learning institutions ensured improves students' grade.

These descriptive statistics of objective two were followed by a Chi-square test to establish the relationship between QASO's school curriculum inspections and students' academic performance in public secondary schools in Trans-Nzoia West Sub-County. This was analyzed under the following sub-section.

The Chi square test at $p \leq 0.05$ significance level illustrating statistically significant relationship between QASO's school curriculum assessment and students' academic performance in public secondary schools are as summarized in Table 2. Accordingly, Table 2 presents the Chi square test that determined whether there is a statistically significant relationship between QASO's school curriculum inspections on students' academic performance in public secondary schools. To achieve this, the hypothesis below was tested;

H₀₂: There is no statistically significant relationship between QASO's school curriculum inspections on students' academic performance in public secondary schools in Trans-Nzoia West Sub County, Kenya

Table 2: Inferential statistics to test the relationship between QASO’s school curriculum inspections and students’ academic performance in public secondary schools.

| Chi-Square Tests | | | |
|------------------------------|----------------------|-----|-----------------------|
| | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 546.588 ^a | 143 | .000 |
| Likelihood Ratio | 301.751 | 143 | .000 |
| Linear-by-Linear Association | 98.731 | 1 | .000 |
| N of Valid Cases | 278 | | |

a. 161 cells (95.8%) have expected count less than 5. The minimum expected count is .01.

Table 2 shows a strong positive relationship ($r = .554$; $p = .000$; $\alpha = 0.05$) between QASO’s school curriculum inspections and students’ academic performance in public secondary schools. Therefore, the null hypothesis, “that there is no statistically significant relationship between QASO’s school curriculum inspections and students’ academic performance in public secondary schools in Trans-Nzoia West Sub County, Kenya”, was rejected ($p < 0.05$). This implies that there is a significant relationship between QASO’s school curriculum inspections on students’ academic performance in public secondary schools.

Conclusion

The study established the relationship between QASO’s school curriculum inspections and students’ academic performance in public secondary schools. Thus, from the findings, most of the respondents believed that QASO’s advice on the review of the teaching and learning materials, enhanced students’ academic achievement. Similarly, it emerged from the study that many of the respondents believed that QASO’s advice on curriculum delivery improved students’ understanding levels. In addition, the study findings suggested that most of the respondents opined that QASO’s liaison with Kenya institute of education whenever the curriculum is revised ensured quality education. Lastly, the study findings suggested that many of the respondents believed that QASO’s advice to the government on the current trends obtained in learning institutions ensured improvement in students’ grades. The Chi-square test of association revealed that there is statistically significant association between QASO’s school curriculum inspections and students’ academic performance in public secondary schools. That is, QASO’s advice on the review of the teaching and learning materials, on curriculum delivery and current trends obtained in learning institutions enhances students’ academic performance.

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