QUALITY ASSURANCE MECHANISMS AND PROFESSIONAL

DEVELOPMENT ACTIVITIES OF TEACHERS IN SELECTED

PRIMARY SCHOOLS IN MBITA URBAN

ZONE, MBITA DISTRICT,

KENYA

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A   Thesis

Presented to the School of

Higher Degrees and Research

Kampala International University

Kampala, Uganda

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In Partial Fulfillment of the Requirements for the Degree

Master of Education Management Administration

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By:

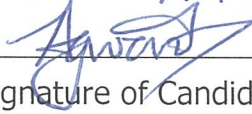Ogwai Walter Agwaro

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April, 2012

DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

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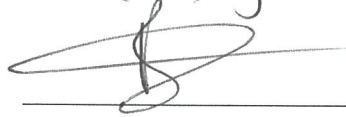
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DEDICATION

This thesis is dedicated to my dear wife, Laurrain Adhiambo for the encouragement she accorded me. It is also dedicated to my father Philemon to whom I owe this degree and still my mum, Grace, who cherished every step I made during the entire research process. Indeed I am particularly thankful to my supervisor, Dr.Tindi who guided me throughout the process, I am equally grateful to all friends who in way or the other participated in the research either through consultation or respondens.

ACKNOWLEDGEMENT

I sincerely present my acknowledgement to the school of Higher Degrees and Research for the opportunity given to me to defend this thesis. I equally recognize my teachers and specifically my supervisor Dr. Tindi for guiding me throughout the whole process.

ABSTRACT

The research determined the correlation between quality assurance mechanisms and teacher professional development activities in Mbita Urban Zone of Mbita district. It was a cross-sectional and descriptive correlation survey design. Purposive sampling procedure was used to sample out the schools.The statistical tool used was an adopted questionnaire based on the liker's scale and analyzed using percentage distribution techniques, mean & standard deviation and Pearson's correlation coefficient. The findings revealed that the head teachers and education officers demonstrated satisfactory effectiveness in their operations as quality assurance officers. The mechanisms were based on performance management practices, evaluation strategies and building of social capital. Professional development activities had a satisfactory impact on the teachers' professionalism. The impacts of the existing programs rated fairly. Teachers demonstrated a high level need to participate in such activities while most teachers find the programs too expensive to afford. The study established that there is a significant relationship between quality assurance mechanisms and levels of professional development activities. The cost of learning poses a major hindrance to professional development. ICT skills in teaching exhibited the highest level of need. There is also need for skills in handling learners with special needs as well as those with behavior problems. Lack of support from the employer too was cited as a major hindrance. The study recommended that to strengthen quality assurance operations in our school open communication and feedback mechanism should be reinforced. Professional development should be a continuous activity and compulsory to all practicing teachers. The cost of professional development activities should be reduced to a level proportionate to teachers' income. Induction, coaching and benchmarking must be included in schools formal programs as well as at the district level. Prerequisites based on qualification should not deter teachers from participating in professional development activities as those with low qualifications seem to have the highest level need.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

The oldest form of professional development of teachers is the observation and emulation of a master. Plato learned to teach by sitting at the feet of Socrates, Aristotle in turn learned from Plato, (Ducharme et al 2011).

In colonial America, teaching was something men did if they did not have anything better to do, (Ducharme 2011), he further notes that in the 1750's there was no training for teachers. The first formal teacher preparation began in the 1820's with the establishment of normal professional development schools in Vermont and Massachusetts.

In the early 20th century, the growth of normal pre-service schools was realized. However, this was later outstripped in the decade of the great depression (1929-1939). During this era the world needed more teachers to match the demand. But the World War II era quickly created new shortages that lasted for some thirty years (1940-1970). Professional development has been reactive than reactive in the American society. The rapid urbanization of the U.S brought about vocational education and other curricular changes that required on the job training even in 'fully prepared' teachers. Rapid industrialization of the American economy alongside changes with legislation against child labor moved schools towards Universal and Compulsory Education. These moves in turn demanded professional development for teachers regardless of their past training or experience, (Silberman 1970).

By the late 1950's teacher professional development had gained sufficient recognition as a distinctive operation in school programs. During which time pioneering studies of continuing education were initiated, at

this time the American government provided funds in an effort to advance professional growth of teachers.

In 1962, America's president Lyndon B. Johnson gave educators an opportunity to begin emphasizing on continuing education. The emphasis at this time was on program change and not on the needs of the teacher learning and growth as professional practitioners. (Hubberman 1995).

Elsewhere in India, Kaurr (1988) found out that in-service training of teachers had significantly contributed to the development of professional competency in Punjab. Professional growth was useful in improving the skills of teachers and had a positive effect and their attitude towards teaching.

In Kenya, the teaching profession had its roots in early missionary efforts to establish the spread of schools in for the education of the masses. Early teacher training colleges and centers were adjuncts to secondary and intermediate schools. These have over the years developed into fully independent colleges at various levels under the administrative management of the Ministry of Education (Shiundu, 1992). Sifuna (1975) reports that the settler dominated government paid little or no attention at all to the problem of development in the in African teacher practice. This was as a result of the attitude that Europeans had towards Africans. Sifuna further reports that in dealing with the African, the white felt that they were dealing with savages and the African was represented as somewhat lower Homo sapiens as compared to the Anglo-Saxons. They therefore felt that the African should receive practical education to teach them skills useful in the farms. They felt that the African had low IQ for literacy curriculum.

The education for the East African protectorate according to , Sifuna (1975) classifies primary school teachers as Pupil teacher to have

passed either class 4 (T4 teacher) or class 7 (T3 teacher) examinations, some Africans who had converted to Christianity were given sketchy teacher training and became teachers which resulted in poor teaching. African education was indeed mediocre.

In Kenya, in the decade proceeding independence, the teaching profession was given better status and recognition. Two formal bodies were formed to see to the training needs and professional growth of the teaching profession. The bodies were popularly known as the Eastern Teacher Training Organizations and Western Teacher Training Organizations (ETTO and WTTO). The two bodies were charged with the responsibility of holding seminars on teacher training, organizing of professional development activities and providing extra-mural lectures for teachers.

Soon after independence the teacher training was inadequate for the demand placed on them. The duration of training was short and the courses were very crowded. Unfortunately most people who were taught by such mediocre teachers are still teachers today.

The current trend has been dominated by most teachers pursuing degrees during school holidays popularly known as the School Based Programs (SBP). A number of teachers have in the SBP's undertaking Diploma, Degree, and post graduate education programs. Such teachers upon completion are awarded pay increment (Shiundu, 1992).

Presently, the teacher professional training has undergone a number of changes, the entry requirements have been raised from D+ to C plain, and the two year course has been also lifted to a three year course. In the first year the trainees take all the nine subjects and five subjects in the remaining two years. Ironically, they teach all the subjects in primary schools. Similar, Universities have initiated primary teacher degree and diploma programs to supplement the teacher training college

P1 certificate programs. In Mbita Urban Zone, there are a total of 14 primary schools with a teacher population of 123.

According to the Chartered quality Institute (2012) the history of quality assurance can be traced to the era of evolution, indeed it has been a practice ever since man began making things. There is even a school of thought that evolution itself is a form of quality control. One favored term is survival for the fittest. Charles Darwin summarized what might be a mantra for the chartered "as natural selection works solely by and for the good of each being, all corporeal and mental endowments will tend to progress toward perfection Charles Darwin (1809-1882)

During the middle ages, The Industrial Revolution led to a system in which large groups of people performing a specialized type of work were grouped together under the supervision of a foreman who was appointed to control the quality of work manufactured. (Wikipenda free encyclopedia)

At the time of the First World War, manufacturing processes typically became more complex with larger numbers of workers being supervised. This period saw the widespread introduction of mass production , which created problems as workmen could now earn more money by the production of extra products, which in turn occasionally led to poor quality workmanship being passed on to the assembly lines. To counter bad workmanship, full time inspectors were introduced to identify quarantine and ideally correct product quality failures. Quality control by inspection in the 1920s and 1930s led to the growth of quality inspection functions separately organized from production and large enough to be headed by superintendents. (Wikipedia free encyclopedia)

The systematic approach to quality started in industrial manufacturing age in the 1930s, mostly in the USA, when some attention was given to the cost of scrap and rework. With the impact of mass production required during the Second World War made it necessary to introduce an improved form of quality control known as Statistical Quality Control, or SQC. Some of the initial work for SQC is credited to Walter A. Shewhart of Bell Labs, starting with his famous one-page memorandum of 1932. Statistical quality control includes concept that every production piece cannot be fully inspected into acceptable and non-acceptable batches. By extending the inspection phase and making inspection organizations more efficient, it provides inspectors with control tools such as sampling and control charts, even where 100 per cent inspection is not practicable. Standard statistical techniques allow the producer to sample and test a certain proportion of the products for quality to achieve the desired level of confidence in the quality of the entire batch or production run.

In the period following World War II, many countries' manufacturing capabilities that had been destroyed during the war were rebuilt. General Douglas MacArthur oversaw the re-building of Japan. During this time, General MacArthur involved two key individuals in the development of modern quality concepts: W. Edwards Deming and Joseph Juran. Both individuals promoted the collaborative concepts of quality to Japanese business and technical groups, and these groups utilized these concepts in the redevelopment of the Japanese economy.

In Africa, (Gichimu 2011) cites that history of standards for quality assurance began by colonial masters in the 1920's. During this time university affiliations to chartered institutes set up national quality assurance agencies that set standards on missionary education.

In Kenya, history of quality assurance dates back to 1927. It existed as a supervisory system during the colonial period on formal schooling system. Soon after independence in 1964, a modern inspectorate was initiated through the recommendation of the Kenyan Education Commission. In 2003, the directorate changed it from formerly inspectorate Division to Quality assurance and standards department .The mandate moved from that of control to the one of quality audit and quality development. Its main aim to provide support services to all education institutions and stakeholders, (Education review, 2011)

Harris (1980) provides a definition of the term professional development as any planned program of learning opportunities accorded staff members of schools, colleges or other educational agencies for the purposes of improving the performances of the individual in already assigned position. Among the widely used terms that are synonymous to with the term professional development is: On–the Job training, continuing education, in-service training, and renewal and staff development. The standard definition of in-service according to Oxford Advance Learners Dictionary is the training carried out while practicing. On the other hand, teacher professional development, according to Musaazi (2006), refers to certain amount of knowledge skills and attitudes acquired by a teacher that enables him to convey the same units to the learners. In reference to this study, professional growth refers to the courses a teacher undertakes while practicing as teacher that improves skills and knowledge relevant to the learning teaching process .The activities could be organized in terms of seminars, workshops, conferences or college or university Diplomas and Degrees. The courses or programs are relevant to the teaching learning process. This study attempts to break down

professional development in terms of teachers' impacts on levels of participation, need for participation and hindrances to teacher willingness to participate.

Teacher professional development is justified because of the explosion in knowledge and the need to have teachers keep abreast of new developments in knowledge. Of recent the government has come up with policies to allow teachers attend school Based Programs or SBP's for both degree and diploma education with full pay. Universities and colleges have also come up with flexible continuing programs that accommodate teachers. Similarly, in partnership with the Japanese government, the Ministry of Education has organized the program geared towards strengthening sciences and mathematics in both primary and secondary education (SMASSE) .This is a cost free program for both primary and post – primary teachers that trains teachers on the modern trends of teaching Sciences and Mathematics using a practical approach. This indicates that the government has realized the poor performance in these disciplines despite the heavy investments, therefore the need to improve on the teacher competence.

Quality assurance (QA) refers to the planned and systematic activities implemented in a quality system so that quality requirements for a product or service will be fulfilled. It is the systematic measurement, comparison with a standard, monitoring of processes and an associated feedback loop that confers error prevention. This can be contrasted with Quality "Control" which is focused on process outputs. (Wikipedia, the free encyclopedia).The Quality Assurance Agency for Higher Education of the United Kingdom defines Quality Assurance as "a way of describing all the systems, resources, and information that universities and higher education colleges use to

maintain and improve standards and quality; this includes teaching, student learning, scholarship, and research. The need for quality assurance is to enhance performance, provide information on standards, and eliminate unsatisfactory provision, to provide a basis for funding or Investment and to give accountability (Grant Harman 2000).

According to this study quality assurance refers to the systematic activities carried out by the education administrator to ensure that standards are met for the purpose of enhancing performance. This study elaborates quality assurance mechanism in the dimensions that include: performance management practices, evaluation and social capital building.

Statement of the Problem

Mbita Urban Zone has considerably reported low teacher participation in professional development activities amongst primary school teachers. The activity has not received much positive response from the stake holders and instead has attracted more negative criticisms. Indicators are clear that teachers do not undertake further training upon entry into the profession. Most teachers have had a belief that the initial teacher training is sufficient. Indicators are clear that teachers who trained as P1 teachers work up to the age of approaching retirement without effective participation in any professional development activities. Similarly, evidence of formal professional development programs in schools or districts is lacking. This has continually produced teachers who are resistant to change surprisingly within a dynamic and ever changing world. Changes that emerge include: our political system, E-learning, HIV/AIDS, early childhood education, and learner behavior problems. Such issues need

to be addressed so much that teachers should keep pace with the new trends through active participation in professional development activities. Consequently, the system will not produce effective and innovative learners if the teachers are not continually developed. As a matter of fact the quality of education is bound to be compromised. The problem is so serious that if a solution is not sought the conservative teacher will produce learners who are resistant to change. Surprisingly, the same learners are the possible future teachers, thus it is a scenario of a mediocre teacher producing a mediocre teacher. Which consequently will slowdown Africa's rate of development. This is matter of concern as education is the linchpin to development in Africa.

Whereas there could be many causes of low professional development activities, this study sought to find out the extent to which quality assurance mechanism could be related to teacher professional development activities.

Purpose of the Study

The purpose of the study was to:

1. Test the null hypothesis of no significant relationship between quality assurance mechanisms and professional growth of primary school teachers in Mbita Urban Zone.

2. Validate Darling Hammond's theory of teacher differential effectiveness (Hammond, 2000).

3. Generate new body of knowledge based on the study findings.

Research Objectives

General objective:

The study determined the extent to which quality assurance mechanism correlates with teacher professional development activities.

Specific Objectives

i) The study determined the profile of the respondent in terms of gender, age, level of education, and teaching experience.

ii) The study examined the extent of quality assurance mechanisms in terms of performance management, evaluation and social capital building.

iii) The study determined the levels of teacher professional development activities in terms of impact on participation levels, need and hindrances.

iv) The study established the significant relationship between quality assurance mechanisms and teacher professional development activities.

Research Questions

i.   What is the profile of the respondents in terms of gender, age, level of education, and teaching experience?

ii.   What are the extents of quality assurance mechanisms in terms of performance management, evaluation and social capital building?

iii.   What are the levels of teacher professional development activities in terms of participation, need and hindrances?

iv.   Is there a significant relationship between quality assurance mechanisms and teacher professional development?

Hypothesis

The research tested the hypothesis that:

H_0 - There is no significant relationship between quality assurance mechanisms and professional development activities of teachers.

Scope

Geographical scope

This study was conducted within Mbita Urban Zone, Mbita District in Homa Bay County, Kenya.

Theoretical Scope

The study was based on Darling Hammond's Theory, 2000 on differentiating teacher effectiveness.

Content scope

This study was limited to examining quality assurance mechanisms in terms of performance management, evaluation and social capital building. Similarly, the study limited the teacher professional development activities in terms of impact on participation, need and hindrances.

Time scope

The study was carried out between January and April 2012.

Significance of the Study

It is hoped that this study will yield data and information that will be useful for decision making for **Teachers, Schools, Researchers** and **Ministry of Education Administrators**; to initiate positive change for the development of efficient teaching. The researcher hopes that the study will form a basis for further research on the need for professional development and improved quality standards procedures. This should lead to the improvement of teacher participation in professional development activities.

Operational Definitions of Key Terms

Profile of the respondents: Characteristics such as gender, age, qualification and experience.

Quality assurance: The specific actions directed towards of ascertaining standards.

Mechanisms: Performed Activities directed towards achieving acceptable standards.

Professional development Activities: The on-going learning opportunities available to teachers and other education personnel through their schools and districts.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Concepts, Ideas, Opinions from Authors/ Experts

Quality assurance:

Quality assurance (QA) refers to the planned and systematic activities implemented in a quality system so that quality requirements for a product or service will be fulfilled, (Wikipedia the free encyclopedia).

Ministry of Education, National Conference on Education Reforms, Kenya, (2012) recommended that a semi-autonomous Education Standards and Quality Commission (ESQAC) be established. This would report to the Cabinet Secretary. It will be a national custodian of standards and quality in education and it will hold to account all service providers across the education sector.

Bimrose et al, 2006, points out that the aims of quality assurance (QA) are to: provide an independent account of the quality of education and training, the standards achieved and the efficiency with which resources are managed; help bring about improvement by identifying strengths and weaknesses and by highlighting good and poor practice; keep the Secretary of State and the funding bodies informed about the quality and standards of education and training. An organization to be inspected is required to complete a self-assessment report on specific aspects of performance. Grades are given for areas of learning, leadership and management and are used to arrive at a judgment about the overall effectiveness of the provider. (Evans, J.R. & Dean, J.W. 2000)

Herselman (2011, proposes that to ensure the efficiency of a quality assurance system, it should be an internally driven process. Such an approach towards quality will obviously be in co-existence with

an external QA. Besides QA is not about complying with the expectations of quality audits and inspectorates, but should be an integrated aspect of work, teaching and general performance of teachers.

Van Damme (2000) highlights that the purpose of quality assurance mechanisms is to: improve teaching and learning practices, public accountability, and resource planning and staff development.

The study sets the mechanisms of QA into performance management practices, staff evaluation strategies and social capital building as important mechanisms directed towards staff development.

Performance Management Practices

Armstrong (1977) cites that learning opportunity occurs all the time and the challenge is to ensure that people make the most out of them. Some will need encouragement. Others will have to be helped. He continues to indicate that a performance management and review is the key to promoting learning. Elsewhere, performance management involves the development and implementation of policies and procedures to ensure that the teachers and staff of schools provide education and services that fully meets the needs of their students (New Zealand Gazette for assessing the performance of teachers, 1997). The same gazette mentions that sound performance management systems provide systematic approach to goal setting and link objectives to the performance of each individual staff member. The report further highlights that timely dialogue and feedback between teachers and principals will help to ensure that schools meet goals and objectives. The report contends that an effective management system should encompass professional development of staff.

Draft National Gridlines for performance management in schools , New Zealand (1995) indicates that the main purpose of performance management is to provide a positive framework for improving quality of teaching (and therefore learning) in New Zealand Schools. In the same draft, boards of schools need to ensure that each teacher is provided with opportunities for appropriate professional growth. The professional development for most teachers is a vital component of effective personal management and directly benefits all students.

Armstrong (1977) views performance management as a flexible process that is devoid of a neither systematic nor bureaucratic approach. As such it involves managers who act as partners, but within a framework that sets out how they can best work together.

The Impact of Performance Management on Teachers according to (OECD 2002) mentions that reliance on target setting and monitoring as a key element of the management of teachers also raises concerns about possible distorting effects of targets on relationship between teachers and managers and on teachers' definitions of their core tasks. Pressure to perform may have positive effects, but it may also reduce trust, inhibit discussion of difficulty and diminish honest self – evaluation at all levels in the systems. The report mentions that pupils may experience unproductive stress that hinders learning. Other negative consequences would be that less time could be devoted to assisting pupils with difficulties. More concentration could be placed on high performing learners so much that slow learners risk being socially excluded, as a result flexible leadership patterns should be practiced.

Lindblad (2001) cites that demands of reporting and recording performance, and managing processes of accountability, had serious

impacts on the teachers' time and energy. OECD report (2002), cites that the demands placed on teachers may make retention ineffective as well as have negative effects on teachers engagement and job satisfaction.

To enhance effective performance procedures, the administrative staff needs to be aware of the requirements and abilities of teachers, to improve their professional development, (Strucchelli 2009). Hart (2003) emphasizes on the need for equitable allocation of resources on part of the administrators.

Quality Assurance and Evaluation

Each professional development effort must be accompanied by a well-designed evaluation plan for determining its effectiveness. To demonstrate its commitment to professional development, the U.S Department for Education has developed a National Awards Program for Model Professional Development to evaluate and reward schools that have effective professional development program.

Armstrong(1977) mentions that managers can consciously promote learning from day to day events when they discuss how a task might be done , when they analyze information on the outcomes of individuals and when they ask to tell them what they have learned from an event and what it tells them about any additional learning required.

To ensure the effectiveness of each professional, the national development council (1995) recommends that evaluation must be seen as an on-going process that is initiated in the earliest stages of program planning and continued beyond completion. Mullino (1995), notes that the evaluation teams can ensure the quality of the professional development program by asking questions that focus on

the value of the programs in achieving school improvement goals. Evaluation to determine the overall effectiveness of a professional development program is called summative evaluation, done at the conclusion of the program. It attempts to assess the changed in the educators, the changes in the school organization and in the learners too. Quality assurance mechanisms tend to evaluate professional development programs in order to identify, modify and improve on the quality and relevancy of the programs. Adjustments are made to ensure optimum result

Nath and Okah (2004) notes that quality assurance is the guarantee of confidence and certainty by a program of learning and teaching by an institution that makes sure that standards and quality are being maintained and enhanced. Fine (1995) cites that evaluation of professional development programs often focus on superficial issues (sometimes called "happiness quotient") rather than the substantive impact on teacher practice and student learning. Although each program should contribute to the broader personal and professional growth of the participants, its main goal should be to increase student achievement.

Hopkins and Antes (1990) defines in service training in terms of action research, action research is in turn defined as a tool of curriculum development consisting of continuous feedback that targets specific problems in a particular school setting, as such it becomes a standard concept in teacher development programs.

Lack of action research is a weakness in national policy affects all areas of the education system. Teacher professional development is no exception. Research and evaluation are critical components of education policy which performs the crucial role of evaluating the effectiveness of current policy but also of shaping future policy.

Meaningful partnerships in education cannot be sustained if access to research data is restricted or simply unavailable. (Uzat 1998).

Quality assurance and building social capital

Social capital by definition refers to the levels of interactions between the staff and the organization, (Musaazi 2002)

Teacher professional development should encourage collaborative learning among teachers by supporting and promoting models for whole-school learning and innovation .Teacher professional development should commence upon entry to the employment through the participation of all newly qualified teachers in a national system of teacher induction as well as commence upon entry to the employment through the participation of all newly qualified teachers in a national system of teacher induction (1991 OECD Review of Irish Education).

Sheal (1994) asserts that induction is a quality assurance practice that involves both organizational and departmental stages, with the main aim of establishing relationship between new people, their colleagues and the organization.

Mentors have a key role in establishing mechanisms that build social capital, Putman (2000) mentions that where there is a high social capital there is also high performance. Mentors play an important role in enhancing the extents of quality standards. They need to have a wide range of skills, knowledge, and experiences including in-depth understanding of the standards of qualified teachers' status.

Armstrong (1977) defines mentorship as a process of using specially selected and trained individuals to provide guidance, pragmatic advice and continuing support, which will help the person or persons allocated to them to learn and o develop. Ferman(2003) further believes that the main functions of a mentor is encouraging ,

counseling , observation and demonstrating lessons. Skills of a mentor include encouraging new teachers upon building their teaching skills, identifying their weaknesses for further improvement and setting out strategies for achieving them.

Mentoring therefore can be viewed as a practice that occurs in the context of quality assurance mechanism that serves to improve standards. Experts have advocated for different mechanisms of quality, Sheal (1994), establishes that induction of new staff to the department reflects the relationship between new people and employees they work within the organization. The objective of social capital building program is to assist new comers to adapt rapidly to their respective work areas and to help them become effective in their jobs and to perform to the required standards.

Richardson (2003) notes that principal's awareness of their teachers progress in professional development programs generate awareness to the needs of the teacher through open communication and adequate, fair and impartial allocation of funds ;are all demonstrated to be important for assisting teacher professional development.

According to Oyo (2010), quality assurance connotes the goals to which all learners, teachers and school leaders must achieve. Amongst the goals; the principals and administrative staff need to be aware of the professional progress of all their teaching staff. Marshall (2003) makes observation that many principals spend little time in classrooms. As a result, they do not know whether the teachers are on track, either with the curriculum or with the level of development they may require. Effective buildup of social capital between teachers and principals is essential to a successful educational institution. Administrators who engage in reflective discourse with experienced

teachers about such issues as curriculum, instruction and classroom management create a learning community and empower all of its members, (Laboard 2002).

Azadeh (2010) states that the impact of mentoring as a quality assurance mechanism can support personal and professional growth for the teacher as well as positive changes in morale and community atmosphere at the school level. Teacher mentoring in particular , has been shown to work best when administrative support is provided to ensure teachers do receive what they need, and are adequately provided with time away from their work to reflect and discuss.

Peer observation has been lauded as an effective way of enhancing quality teaching .As a mechanism of quality assurance; it is a way of addressing many of the internal forces important in motivating adult learners, (Peel 2005). In her research on teacher development program, indicated that peer observation on teaching can improve teachers' professional practice and lead to greater self-confidence. Bell (2001) found out that teachers who had been involved in peer observation in the classroom context changed their teaching practices by, for example, increasing student involvement in the learning process.

Impressive of research indicate that collaborative teaching improves professional growth, (Azedah 2010). An administrator can foster an environment where collaborative teaching is encouraged by providing adequate planning for teachers, training in team teaching and giving some programs high visibility within both the educational and wider communities. Hauserman (1993), claims that teachers learn from one another through transfer of knowledge that occur in the context of these programs.

Professional Development Activities

Harris (1980) provides a definition of the term professional development as any planned program of learning opportunities accorded staff members of schools, colleges or other educational agencies for the purposes of improving the performances of the individual in already assigned position.

Silberman (1970) argues that it is myopic to concentrate on pre-service education that teacher's education does not end with formal college or university degree. He asserts that professional development 'is far more powerful and effective than anything teachers receive in schools of education.' Dewey, two thirds of a century ago admits that schools can facilitate the learning of both students and teachers – that teachers become learners along with students.   Murillo (1999) mentions professional development is a tool to professional teaching improve quality and efficiency of the educational systems and promote the scientific and technological advances and innovations. In-service training is justified because of the explosion of knowledge and the need to have teachers keep abreast of new developments in knowledge. No teacher can claim to be fully equipped in knowledge sufficient to last him through his teaching career (Shiundu 1992). Similarly, Harris (1980) asserts that pre-service training is only the first stage of becoming a teacher, that beginning teachers are provided (hopefully) with survival skills and the public is hopefully protected from gross incompetence. The demonstration of the competence in any complex job assignment is inevitably a matter of in-service training.

Smyth (1991) suggests that professional development ought not to be restricted to examining the technical skills of effective

teaching; it should be equally concerned with the ethical, social and political context within which teaching occurs.

Teacher professional development refers to the wide range of learning activities which teachers engage in, individually or collectively, to improve their professional practice and to enhance student learning. This definition includes In-service Training, Continuing Professional Development and Teacher Learning. Clarification of these concepts is important if a coherent and effective policy is to be developed for the teaching profession. Perron (1991) describes professional development as a variety of activities and practices, in which teachers become involved in order to broaden their knowledge, improve their skills, asses and develop their professional approach. He further mentions that Continuing Professional Development includes the vocational training implicit in In-service Training but the focus is on supporting the personal, professional and social dimensions of the teacher's role as it changes during the lifetime of a teacher's career. Teacher learning is the concept underpinning Continuing Professional Development which emphasizes the teacher as a lifelong learner whose capacity is to engage in critical reflection and to improve their competence is at the centre of teacher professionalism.

Teacher professional development should be supported by ongoing research and evaluation of teachers' participation in professional activities, hindrances and needs.

Participation in Professional development Activities

The workshop model of professional development has in the beginning of 1990 been identified as quite appropriate. This preferred approach holds that for teacher learning to truly matter, it needs to take place in a more active and coherent intellectual environment—one

in which ideas can be exchanged and an explicit connection to the bigger picture of school improvement is made. This vision holds that professional development should be sustained, coherent, take place during the school day and become part of a teacher's professional responsibilities, and focus on student results (Wei, et al, 2009).

One study concluded that students in schools whose learning teams relied on a set of formal teacher professional development activities improved more than those in a comparison group of schools where that structure was lacking, (Gallimore, et al) .Parsing the strengths and weaknesses of the vast array of programs that purport to invest in teachers' knowledge and skills continues to be a challenge. Today, professional development activities include formal teacher induction, the credits or degrees teachers earn as part of recertification or to receive salary boosts, the national-board-certification process, and participation in subject-matter associations or informal networks. (Sawchuk, Nov. 10, 2010).

Variations in professional development models include the Japanese site-based practice of in which a teacher creates and teaches a model lesson. The lesson is observed and sometimes videotaped so that colleagues can analyze the lesson's strengths and weaknesses and determine how to strengthen the lesson (Viadero, 2004).

Several other popular models for site-based staff development matured during the 2000s, including the now-ubiquitous professional learning communities, also known as "inquiry teams" or "learning teams." In this model, teachers in either grade-level or content-area teams meet several times a week to collaborate on teaching strategies and solve problems. In the most sophisticated examples, teachers set common instructional goals, teach lessons in their individual classrooms, administer informal assessments to determine levels of

student mastery, and then regroup as a team to analyze the data together. Then, they pinpoint areas of success, identify areas for improvement, and set goals for futureteaching(Honawar,2008).

The report by the Irish government on the development of a strategic policy framework for professional development is based on number of principles: That all teachers, irrespective of employment status, have an entitlement to continuing professional development and to participate in lifelong learning activities. It further mentions that teacher professional development policy must include participation in, workshops, seminars, in-service training, continuing professional development and teacher learning. Policy must be comprehensive to ensure that it meets the needs of the teacher professional at the different stages of the teaching career and the needs of schools in a time of sustained social change.

Similarly, teacher professional development is a shared responsibility of the education partners , indeed professional development must be adequately funded and teachers should be provided with financial and other supports to facilitate participation and progression in teacher learning .Teacher professional development should promote the development of a comprehensive system of accreditation for teacher learning it should further contribute to the development of a structured teaching career needs and the operation of schools. At all levels in the education system, there is a lack of clarity in definitions and understanding of teacher professional development. This is manifested in current departmental trends which tend to ignore the personal weaknesses and social development needs of teachers and concentrate exclusively on In-service Training in response to curriculum change. The concept of the teacher as "lifelong learner" has yet to impact on Departmental policy. Teaching is a

professional activity and training to support the teacher professional must meet the range of professional and developmental needs of individual teachers. This limited conceptualization of teacher professional development has contributed to other weaknesses such as the lack of financial supports for teacher learning, lack of accreditation system for teacher learning and lack of recognition for changing role of the teacher.

Profound changes are underway in the teaching profession which is rarely addressed but which largely focuses on the delivery of in-service training. Such changes include the changing age profile of the profession; emerging difficulties in the recruitment of teachers in certain subject areas and in teacher retention; the spread of part-time employment in teaching and changes in work patterns through the introduction of family friendly working arrangements and other provisions; the entry into the profession of mature students and workers from other professions; the large number of teachers approaching retirement age and consequent changes in their work lives; the growing diversity in the range of teachers' qualifications and the increase in the employment of non-national teachers in schools. Each of these developments has implications for the quality of the education service and therefore must be addressed by definition for teacher professional development.

Need for Teacher Professional Development

With schools today facing an array of complex challenges—from working with an increasingly diverse population of students, to integrating new technology in the classroom, to meeting rigorous academic standards and goals—observers continue to stress the need for teachers to be able to enhance and build on their instructional knowledge, (spotlight education week 2011).Darling-Hammond (1999)

Indicates that adequate knowledge in the content areas is essential for any teacher to perform competently, and that a competent teacher should display both pedagogic knowledge and mastery of the subject. Hubermann (1995) mentions competency is the potential to make educative process effective, with expertise and thoroughness of content which is fabricated nicely with methodology of teaching.

Musaazi (2006) cites that teacher professional development programs should focus on interpersonal competencies, to give the teachers an opportunity to demonstrate the ability to establish correct interpersonal relationship. The teacher should demonstrate the ability to establish healthy personal and professional relationships with co-workers, pupils and parents. Similarly, Lindbergh School District, teacher evaluation report, indicates that a competent teacher needs to display professional qualities that the teacher needs to practice relationships that are mutually respectful and friendly; they should also cooperate effectively and pleasantly with colleagues, administration and non-professional personnel.

Blasé (1987) highlights that positive politics gives the teacher the ability to empower students , which he mentions can be fostered by creating more active and co-operative group work in classrooms, where students work not merely side–by-side in groups but also collectively as a class. Teachers therefore would require additional skills through professional development programs to enable them organize conferencing skills, outdoor classrooms, managing peer groups and coaching skills. Teachers are trained extensively in how to communicate with children;

As Goodland (1990) puts it, with the collapse of the morals that hold the society together, teachers have a role to play in restoring the

ethical standards within the school environment. This is ultimately achieved through counseling programs. Indeed one of the central challenges in the modern era is the pervasive morals exhibited by the learners. Professional development activities, therefore becomes a pillar of imparting the best knowledge to allow teachers to understand learner behavior problems. Musaazi (2006), highlights that a competent teacher demonstrates the knowledge and ability to cause the learner to behave in acceptable social ways rather than anti-social ways.

(Nairubi, 2007) asserts that self confidence in itself is an assurance and boldness that come from being sure about what one is capable of doing. Professional development programs builds confidence amongst teachers in the way they address issues that concerns curriculum implementation. Self-confidence exhibits itself in the ability of a teacher to present him with poise and presence.

Hindrances

Vladimir (2000), states that in some countries, such as the United Kingdom, private investments in training is encouraged through government backed training loans. This public investment has been found to be more cost-efficient than public expenditure on direct training provision. He further continues to mention that national labor market training agencies have instituted in almost all industrialized countries. The aim is to train young people, mostly school dropouts, retain the unemployed and, sometimes, to offer upgrading programs for workers. The training takes care of people in individual basis and allows them remains flexible. The experience is evident in Japan.

Orlando (2004, cites that teacher professionalism requires the individual teacher to be committed to ongoing education and training and to engage in lifelong learning. Teachers require a range of supports and incentives in order to maintain this commitment. Current facilities for

unpaid study leave are increasingly unsustainable in the context of the high costs of registration for courses and the requirement to pay substitute teachers and meet other requirements under the Protection of Part Time Workers 'Act, 2002. Measures to facilitate teacher participation in ongoing in-career development must include reduced class-contact hours to enable teachers to engage in professional development activities and to integrate learning into their teaching and other professional practice. Similarly, Introduction of "out-of-school" leaves to enable teachers to participate in work placements in industry and other employment sectors for specific periods of time.

2.1 Theoretical Perspectives

The study is based on Darling Hammond's Theory of, 2000, on differential teacher effectiveness, the theory states that teacher preparation and continual growth is proportional to learner achievement. The theory contributes to the study in a manner that it supports the idea that the solution towards transformation and extension of teacher professional development is a cause of effective and innovative learners. It hints that teacher development is a key component to an efficient education system. In as far as education standards is concerned, quality assurance mechanisms is a fundamental practice to achieving quality learners.

2.2 Related Studies

A report by Kanorio F.(2011) Narok University College- School of Education – Kenya on Teacher Quality: Kenya Focus, conducted across Kenya was provoked by the concern that we are likely to have good schools without a continuing supply of excellent teachers. The study was

based on the need to continually develop quality focused enthusiastic, passionate teachers who will provide quality education in interactive child friendly environment. The report indicates that there is a mismatch between skills in training institutions and the skills demanded in their teaching industry. Teachers are inadequately trained and the mechanism for quality assurance is weak and teacher professional development is weak. This report indicates that teacher quality contributes to a child's performance and that the quality of teachers is critical for social, political and economic development. This calls for rethinking as the primary schools the foundation of a child's formal education and given that teacher quality is in jeopardy and development of the country is at stake, it requires urgent corrective action.

Still on the same report, Kanorio (2011) further stated that there should be an inductive training for all teachers in the first three years of employment. It further states that there should be continual learning; there should be sustained teacher in-service training program. Still on that recommendations were made that primary school teachers be trained in universities and that continuous teacher professional development should be strengthened. The report further recommends that emphasis on professional development should be laid on teaching practice and pedagogy.

A study by Stanford Centre 2008, for Opportunity Policy in Education on professional development revealed that teachers spent more time instructing learners and less time in professional development activities. The study revealed that 78% of beginning teachers reported having a mentor though not always in teachers' content area. It cites that training in students discipline increased whereas in content reduced. It also reported above average in participation in professional development activities.(Honowar 2008).

Cunningham (2008) cites in his study on quality assurance mechanisms in English primary schools in U.K. that constant change in Q.A. procedures has proved to be a great burden and cause for complaint by schools. Similarly, inspectors generate data but less overtly affects change by influencing curriculum and teaching methods. On the same research the findings revealed that, as a means of achieving accountability for education expenditure, inspection has been used more or less consciously to control teachers as well as schools. On the other hand inspection conclusions drawn by inspectors have been challenged as they have revealed unintended side effects such as distortion of the curriculum. Finally poor inspection outcomes by local authorities have been demonstrated.

A research study by Herseman M. (2000) cites that, most educators had limited knowledge and were uninformed concerning quality assurance initiative similarly draft documents on quality assurance were not distributed amongst principals. It further pointed out that the department of education need to adopt a more informative approach regarding quality education by providing training sessions to all staff. The findings further revealed that educators agreed strongly on the importance of self-evaluation as a measure of quality assurance. The responds further agreed that teamwork is an essential part of quality assurance process. Similarly, most principals were found out to be aware of quality assurance mechanisms and procedures in teaching, but they need not necessarily apply them.

Still on the same report, Herseman M. (2000) states that the introduction of performance appraisal systems should award excelling teachers and introduce internal self–evaluation systems. It further went on to recommend that in-service training and staff development should be continuous and structured. On the same, self-reflective practices

should be encouraged and opportunities created for staff development. Similarly, more schools should be involved in establishing quality assurance projects and districts should support schools financially in developing such programs. Finally, it recommends that resources should be distributed equally to schools to eliminate the constraints caused by money.

The reports recommended that to improve teaching and learning processes, practical quality assurance mechanisms and a continuous and structured teacher development systems need to be put in place. Therefore, the study I am undertaking will attempt to establish if quality assurance can improve a teacher's professional competency. This study attempts to link both the contextual and content gap. Geographical scope however is limited to Mbita Urban Zone and the contextual scope tends to link extents of quality assurance mechanisms in promoting professional development activities. These activities have proved to be critical in identifying the impacts of the training programs, identifying individual teacher needs and breaking the hindrances on professional development thereby making teaching a wholesome practice that takes care of the skills, knowledge and attitudes required for a wholesome teacher.

CHAPTER THREE

METHODOLOGY

Research Design

This study followed a descriptive survey design. Survey method was suitable as data was collected by administering a questionnaire to individual teachers. It was also descriptive correlation designs because the researcher was interested in examining the extent to which quality assurance mechanisms correlate with teacher professional development. It was also cross-sectional as the researcher gathered the relevant information from the field at once without going back to the respondents.

Research Population

Mbita urban Zone has a total of 14 primary schools. The target population existed of the 123 primary school teachers.

Sample Size

In this study, 81 teachers were selected for the study from 9 schools was to participate in the study. Therefore, there was no need for sampling the respondents since all the teachers were used in the study

Table 1

Distribution of teachers per school

School	No. of teachers	School	No. of teachers
Mbita Primary	9	Kirindo Primary	9
Icipe Primary	9	Kombe Primary	9
Usare Primary	9	M.A. Academy	9
Kisui Primary	9	Milimani Academy	9
Nyamanga primary	9		

Total 81

Sampling Procedure

Purposive sampling was used to identify the specific schools identified for research purposes. It was done on the basis of accessibility.

Research Instrument

An adopted research questionnaire from Allan Walker, The Chinese University of Hong Kong and Education Manpower Bureau, 2003, was used to collect data on quality assurance while teacher professional development was adopted from Talis **Teacher** Questionnaire (MS-12-01). The questionnaire on quality assurance mechanisms had 15 questions; they involved questions on performance management, evaluation, and social capital building. The questionnaire on professional development had 6 questions on participation 6 questions on the need and 6 questions on support and incentives. There were also questions on profile characteristics of respondents.

Validity and Reliability of the Instrument

The researcher used semi-structured questionnaires based on liker's scale. The instruments were adopted subjected to critical scrutiny by the supervisor, and a few adjustments to suit the research purpose. The researcher represented all the areas covered and the variables well such that all the dimensions were subjected to testing.

Data Gathering Procedures

Before

At the initial stage, the researcher accessed information from the District Education Office to provide the necessary data on the

number of schools and teachers available for sampling purposes, from the same office; the researcher ascertained the nature of the problem.

During

During the actual research, the researcher availed the letters of consent from the university to the District Officer who in turn designed a letter requesting the various school heads to allow the researcher conduct the study.

After

Quantitative data was collected by use of questionnaires; the population of respondents was gathered from a population of 81 primary school teachers. The research was conducted during the months of January and April. The data collection instruments were questionnaires and the data was collected by the researcher himself. The researcher distributed the questionnaires to the teachers through the head teachers. The questionnaires were availed to the head teacher's office for collection. After that the researcher recorded the raw data for analysis.

Data Analysis

Frequencies and percentile were used to analyze data on profile of characteristics of respondents. Means and standard deviation was used to determine the levels of quality assurance practices as well as the measure of levels of teacher professional growth. The Pearson's linear correlation co-efficient was used to examine the relationship between quality assurance mechanisms and teacher professional development. Statistical package for social science (SPSS version 14.0 was used in analysis of the data.

The responses were tabulated as below:

3.26-4.00	Strongly agree	Very satisfactory
2.51-3.25	Agree	Satisfactory
1.76-2.50	Disagree	Fair
1.0-1.75	Strongly disagree	Unsatisfactory

Ethical Considerations

To ensure confidentiality of the information provided by the respondents, the researcher made sure that the schools were coded instead of reflection of names, similarly solicited information from the education office to conduct research in the selected schools. On the other hand the researcher dealt with the problem through an informed consent. The researcher quoted the source of the cited information and relevant referencing was done. Finally the findings were recorded in a generalized manner.

Limitations of the Study

The major limitations in this study were the extraneous variables such as dishonesty, personal biasness and the emotional condition of the respondents was a limitation. Similarly, some respondents could likely no bring back the questions. The limitations are likely to lower the validity and reliability of the study. In dealing with the limitations, the researcher took the responsibility of clearly explaining to the respondents the purpose of the research and taking time to go through the questionnaire together with the responds before giving them the opportunity to provide answers. This broke the biasness and psychologically prepared them to respond breaking the unwillingness.

CHAPTER FOUR

4.0 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Respondents' profile

The first objective of the study was to determine the level of personal characteristics in terms of gender, age, qualifications and experience.

Table 2

Profile characteristics of respondents

Percentage	Frequency	Category
		Gender
39.5	32	Male
60.5	49	Female
100.0	81	Total
		Age
40.7	33	20-29years
38.3	31	30-39 years
13.6	11	40-49 years
7.4	6	50 and above
100.0	81	Total
		Experience
44.4	36	0-5 years
23.5	19	6-10 years
9.9	08	11-15 years
13.6	11	16-20 years
8.6	07	20 plus
100.0	81	Total
		Qualification
34.6	28	P1
30.9	25	Diploma
33.3	27	Degree
1.2	01	Masters
100	81	

Source: Primary data, 2012

Table 2 displayed above indicates that 39.5% of the respondents are male teachers .The female contributes to a significant 60.5%. The revelation shows that there were more female teachers than the male teachers involved in the study.

The table further reveals that the respondents within age group 20-29 were a majority an indicator that teachers at the youthful stage participated more in the research. It also indicated that the mature adults were much less, with those of ages 50 years and above contributing to a 7%. The young adults between ages 30-39 represented a 38.3 percent. The practical implications are that the teachers' population reduces with advancement in age. As the larger youth population joins in.

The research findings indicate that P1 teachers contributed to 34.6% and Diploma 30.9%. Degree contributed to 33.3% and Masters 1.2%.The data provides a practical implication that the teachers were distributed evenly based on their qualifications.

The findings reveal that a larger percentage of the respondents had a work experience of between 0-10 years. This contributes to 67.9 percent of the respondents. However an experience of 20 years and beyond recorded the lowest number making up a 7 %.Teachers with a work experience of between 6-10 years contributed to 23.5 % of the sampled population. This indicates that the distribution of the respondents was skewed towards the negative direction. The findings imply that more experienced teachers are fewer in number. Whereas those teachers with work experience of less than 10 years contribute to a higher percent. This can be attributed to the fact a majority of the teachers are within the youthful and early adulthood stages.

Quality assurance mechanisms

The second objective of the study was to determine the level of extent of quality assurance mechanism of head teachers in Mbita Urban Zone .The mechanism were constructed into three levels: performance management, evaluation and social capital building, each had 5 questions. The results of the analysis are presented in table 3 below.

Table 3

Extents of quality assurance mechanisms

	Mean	S.D	
Performance management			
1. Plays an active role in ensuring that the resources of the school are deployed appropriately.	3.2	0.7	Satisfactory
2. Is involved in staff performance management in regard to teacher professional growth.	3.1	0.6	Satisfactory
3. Demonstrates effective and flexible leadership with regards to monitoring teachers lessons plans .	3.1	0.8	Satisfactory
4. Encourages teachers to experiment with new ideas as a way of Promoting professional growth.	3.3	0.8	v. satisfactory
AVERAGE	**3.22**	**0.7**	Satisfactory
Evaluation 6. Is involved in day to day hands –on monitoring of student performance.	2.9	0.9	Satisfactory
7. Provides school systems that encourage impact evaluation of professional development activity.	2.8	0.7	Satisfactory
8. Provides feedback on staff performance.	2.8	0.9	Satisfactory
9. Is effective in setting and maintaining appropriate standards.	3.0	0.9	Satisfactory
10. Provides opportunities that encourage teacher self-evaluation.	2.2	0.7	Fair
AVERAGE	**2.78**	**0.86**	Satisfactory
Building social capital 11. Is willing in defending school and staff from outside pressure.	3.0	1.1	Satisfactory
12. Plays an active role in induction process of newly recruited teachers.	2.7	1.0	Satisfactory
13. Advocates for collaborative teaching and transfer of knowledge amongst teachers.	3.0	1.0	Satisfactory
14. Demonstrates effective leadership as mentor and coach	3.0	0.9	Satisfactory
15.Generates awareness of teacher professional growth through open communication	1.7	0.7	Satisfactory
Average	2.72	0.99	Satisfactory
Overall average	2.74	1.01	Satisfactory

Source: Field data 2012

The mean for performance management rate at 2.74 coded as satisfactory and that the head teachers play a satisfactorily active role in ensuring that performance mechanisms are effective and up to the acceptable standards. The standard deviation is 1.2 indicating that the responses were dispersed. The data on evaluation indicates a mean of 2.78 implying satisfactory results in evaluation practices. The standard deviation is 0.80 indicating fairly consistent responses. The practical implications are that the evaluation practices are satisfactorily effective. The implication is that activities that are directed towards providing feedback are very effective. Data on social capital building presents a mean of 2.72 and a standard deviation of 0.99. The logical interpretation is satisfactory effectiveness in the practice but with diverse responses.

Professional development activities

The fourth objective in the study was to establish the levels of teacher professional development in Mbita Urban Zone, Mbita District. The levels were: Impact of participation in professional development activities, professional development needs and hindrances to participation. The results of the analysis are represented in table 4 below.

Basing on the analysis of table 4 below , the levels indicate a mean of 2.49 and a standard deviation of 1.2 on the impacts of the various activities the teachers are involved in. The table reveals the various activities designed to promote a teachers   professional growth rate as fair and therefore have little impact on the teacher. Indeed the responses are diversely dispersed. On the other hand the need for participation rated a mean   of 3.13 and a standard deviation of 1.7. It rates satisfactorily, the interpretation is that there is moderate need for the respondents to participate in the various programs and that the responses are dispersed indicating that certain areas of learning are more preferred than others.

Table 4

Levels of professional development activities

Professional development activities	Mean	S.D	Interpretation
B1.Course / workshops e.g. SMASSE	2.9	1.2	Satisfactory
B2. Education conferences and seminars	2.8	1.2	Satisfactory
B3.Degree/ Diploma programs	2.6	1.3	Satisfactory
B4.Observation visits to other schools	2.2	1.2	Fair
B5.Participation in conducting or writing a research of interest to you professionally.	2.0	1.2	Fair
B6.Mentoring or coaching as a formal arrangement in school	2.2	1.2	Fair
AVERAGE	2.49	**1.2**	Fair
Need for Participation			
C1. Content in subject areas	2.9	1.2	Satisfactory
C2. Knowledge and understanding of instruction.	2.9	1.0	Satisfactory
C3. ICT skills for teaching	3.8	1.1	V.Satisfactory
C4. Teaching students with special needs.	3.0	1.0	Satisfactory
C5. Student counseling, discipline and behavior problems.	3.0	1.0	Satisfactory
C6. School management and administration	2.9	1.0	Satisfactory
AVERAGE	**3.11**	**1.7**	Satisfactory
Hindrances			
D1. Lack of prerequisites (qualifications)	2.0	1.2	Fair
D2. Professional development was too expensive.	3.0	1.1	Satisfactory
D3. Professional responsibilities.	2.2	1.0	Fair
D4. Lack of suitable professional development offered.	1.7	1.0	Unsatisfactory
D5. There was lack of employer support.	2.6	1.7	Satisfactory
D6. Professional development conflicted with my work schedule	2.2	1.1	Fair Satisfactory
AVERAGE	**2.32**	**1.2**	Fair
Overall average	**2.64**	**1.53**	Satisfactory

Source: Field data,2012.

Much more, the mean for hindrances is 2.32 and a standard deviation of 1.53. This indicates that the factors listed do cause low levels of hindrance; however the responses were not consistent indicating that certain factors were more of a hindrance than others.

Correlation between quality assurance mechanisms and professional development activities.

The fourth objective of the research was to determine if there is a significant relationship between extents of quality assurance mechanisms and the levels of professional of teachers. To achieve this objective, the overall mean, the responses of quality assurance was correlated with that of professional development using Pearson's correlation coefficient. The correlation result was represented in the table below.

Table 5:

Correlation between extent of quality assurance mechanisms (I.V) and levels professional development activities (D.V)

I.V AND D.V	r- value	Sig	Interpretation	Decision
Quality assurance mechanisms & impact on participation on professional development activities.	0.103	0.385	There is a significant relationship	Reject
Quality assurance mechanism & need for participation in professional development activities	0.034	0.468	There is a significant relationship	Reject
Quality assurance mechanisms & Hindrances on Professional development activities.	-0.0609	0.455	There is a significant relationship	Reject

Source: Primary data

From the table above, based on Pearson's coefficient, computed R-value of 0.05; on data presented shows that there is a weak positive

relationship between professional development activities and the impacts on the levels of participation, still it has a significant of 0.385 against a 0.05 significant value, the null hypothesis is therefore, rejected. Similarly, correlation between Quality assurance mechanisms and the need for participation presents the R-value as 0.347 and significance value of 0.468.This equally implies a very weak positive relationship and a significant relationship between the variables. In addition to that the null hypothesis is in turn rejected. However, the values computed against the relationship of quality assurance mechanisms and levels of hindrances indicates an R-value of -0.069 implying a weak negative relationship, similarly , the sig value of o.455 rejects the null hypothesis.

Table: 6

Correlation between quality assurance mechanisms and professional development activities

Variables	Sig	Computed R- value	Decision	Interpretation
Quality assurance Mechanisms Professional Development Activities	0.436	0.05	Rejected	There is a significant relationship

Source: Primary data, 2012.

The above table provides the nature of the relationship between the two variables, the discrepancies between the computed value and the sig. value of 0.436 reveals that there is a significant relationship between quality assurance mechanism and professional development activities. In primary schools in Mbita urban Zone , Mbita Disrtrict.

CHAPTER FIVE
FINDINGS, CONCLUSIONS, RECOMMENDATIONS
Findings

Based on the objectives of the study the findings reveal that: the female were more than the male, 60.5% of the respondents were female and 39.5% were male. In as far as age is concerned, the majority of the responds were the youth and the young adults. The distribution of age was skewed towards the negative. The respondents between ages 20-29 were 40.7%, 30-39 were 38.8 %. Respondents of mature adults were fewer. Those within ages 40-49 were 13.6 % while those above 50 years were 7.4% of the sampled population. In addition to that, the less experienced teachers participated more in the study. Those between 0-5 years were the majority contributing to 44.4 %. , similarly respondents who had a work experience of between 6-10 years contribute to 23.5 percent of the sampled population. However highly experienced teachers with over 20 years teaching experience contributed to 8.6 %.

In Response to question two, the findings reveal that the performance management practices are satisfactorily dispatched scoring a mean of 3.22. The respondents attested to the fact that the head teachers satisfactorily display an active role in ensuring that the resources at school are deployed appropriately. Apart from that, the head teachers are involved in effective staff management practices through appraisals and recommendations that are directed towards enhancing professional growth rated as satisfactory .Indeed, the findings also shows that the management is highly effective in supporting and encouraging staff to grow professionally. On the same, in as far as encouraging teachers to experiment with new ideas, the management scores are rated as satisfactory; however the diverse responses show that there is need for improvement. Similarly, the findings indicate that head teachers

effectively demonstrate flexible leadership with regard to monitoring lessons and other professional records, but the high standard deviation is an indicator of diverse opinions with regard to performance management.

Again still, while attempting to answer the second question, the data showed that the head teachers demonstrate satisfactory measures in evaluation practices scoring a mean of 2.78. Indeed they are involved in hands on monitoring of students performance as well as encouraging impact evaluation of professional development activities organized formally. The head teachers further demonstrated effectiveness in providing feedback on staff performance as well as demonstrating effective leadership in setting and maintaining standards. However, the findings reveal that the teacher self-evaluation was fairly encouraged scoring a mean of 2.2 and rating low in comparison to the former measures. In as far as building of social capital is concerned, the findings revealed that the head teachers are effective in building social capital as way of promoting professional growth. The score was 2.72 rated as satisfactory. In addition to that, the levels at which they advocate for collaborative teaching and transfer of knowledge is satisfactory. Indeed they actively support the teachers against outside pressure. More so the head teachers play an active role in the induction process of newly employed teachers and still more so display effectiveness in mentorship and coaching concerning issues of empowering the teachers professionally. On the contrary, the findings reveal that head teachers are less effective in generating awareness of teacher professional growth through open communication scoring a mean of 1.7 and interpreted as low.

In view of question three, the findings indicate that the levels of professional development activities had a mean of 2.90 and rated satisfactory. Considering the impacts on professional development

activities, the mean was 2.49 and rated fair, implying that the participation on professional activities had little impact on the teachers, therefore the levels of participation need to be strengthened.

Participation in courses, workshops, seminars, conferences, and school based diploma and degree programs rated satisfactory with a mean of 3.0 and therefore had moderate impacts on the teachers' professionalism. The standard deviation is 1.3 implies diversely dispersed means that a number have had no opportunity to participate in these programs therefore rating low, such that there is need for participation in these programs so as to increase their impacts in the schooling systems. On the other hand, activities that involve observation visits to other schools, participation in education research, mentoring and coaching were rated fair, implying that they had little impact on the teachers' professional growth consequently there is no active participation in these activities and therefore the need to incorporate them in the system . Further to that, based on the constructs, the need to participate was scored as 3.13 and rated as satisfactory. This means that the level of need to participate in the various core areas of practical education units was satisfactory. It indicates that teachers are aware of their inefficiency in specific areas and still more develop interests to in particular fields to advance their careers. The need for participation in ICT skills was the highest and rated high. It is evident that teachers have a high level need in ICT skills for teaching, implying that a majority lack the skill. On the same, the findings reveal that the level needs in teaching learners with special needs, and students discipline and behavior problems had a mean of 3.0 each and rated satisfactory. Similarly, the findings indicate that there is need to continually develop teachers in areas of subject content, instructional practices and school management practices as they rated a satisfactory level need. In as far as the hindrances are concerned the findings reveal

that the high cost of these programs is the greatest hindrance scoring a mean of 3.0 and rating high. The second factor that posed hindrance was luck of employer support with a mean of 2.6 rating satisfactory. Indeed the respondents were satisfactorily convinced the participation in these activities were more of individual effort and little employer support. Based on the findings, work schedule, professional responsibilities, qualifications and suitability of the programs offered rated fair with a mean of 1.89. This indicates that these factors pose little hindrance to the teacher to participate in the professional development activities. It is therefore logically evident that the impact on participation levels are fair and therefore the high level need arises because the high cost hindrance contributes to the low level participation.

In summary the overall rating for quality assurance mechanisms was 2.74 and satisfactory whereas that of professional development activities was 2.64 also rating satisfactory.

CONCLUSIONS

Based on the purpose of the study, the following conclusions were made;

The Null hypothesis between the study variables was rejected and its alternate accepted leading to conclusion that there is a significant relationship between quality assurance mechanisms and professional development activities.

The theory on which the study was based was declared valid. Darling Hammond's theory on differential effectiveness asserts to the fact that effective continual growth of teachers is promotional to performance based management.

In view of the research, the study generated new knowledge based on the findings.

RECOMMENDATIONS

From the findings and conclusions reached in this study, the following recommendations were made:

1. To have a good schooling system we need good supply of teachers and a functional quality assurance mechanism, in this view the school heads should encourage the teachers to identify their shortcomings and areas of strength by use of self-evaluation strategies. The approach toward self-evaluation should be initiated as problem solving and not criticisms. During the process one needs to focus on correctable outcomes within a teacher's ability to improve. Self-evaluation practices need to express high level confidence in the teacher's ability to perform within the expected standards. For effective self-evaluation practices, the head teachers should make informal arrangements for which they meet with the teachers to amicably evaluate the activities. Similarly within the frame work of quality assurance peer evaluation can be used as an effective self-evaluation strategy.

2. The success of a meaningful venture entirely depends on the communication strategies Based on this point of view it is necessary to provide information on the existing professional activities and assist the teachers identify their areas of need through open communication which in turn assists in breaking the hindrances.

3. Training policy should be reviewed to allow for more teachers participate in short courses and school based degree and diploma programs. Similarly more funding should be allocated for education research and teachers given opportunities to participate. Research is an insight into identifying problems and coming up with solutions.

4. Initiate benchmarking programs with other performing schools through exchanges. Such observational visits will assist teachers learn more based on their observations and interactions.

5. Develop a strategy that equips every teacher with ICT skills in teaching. This will promote E-learning and still will give teachers an opportunity to advance their knowledge through sharing information via linkages. It is equally necessary in achieving the millennium development goals of developing a global partnership for development.

6. Reduce the cost of professional development activities to a level that is proportional to the salaries of the teacher. Similarly, the government should factor in budgetary allocations for teacher professional development programs. On the same, the employer should provide incentives through loans with low interest rates and scholarships for teachers to develop professionally throughout their period as teachers.

7. Regulatory policies that hinder promotion to next level should be broken, that all teachers who have a further training in Diploma or Degree should be promoted irrespective of whether they have a degree or not. The main argument lies in the fact that a highly qualified teacher relates to a better education system and faster national growth. Still on the same, teachers on the job should have the opportunity to participate in the professional development activities irrespective of they have a C+ or not. Therefore flexible policies on study programs should be developed that supports teacher professional development.

8. A policy on professional development of teachers should be designed that allows for compulsory participation in professional development activities.

Suggestions for further research

I.   Quality assurance mechanisms and effective teaching.

II.   Professional growth of teachers and learner achievement

III. School formal professional development activities and leaner achievement.

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APPENDIX 1B

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear respondent,

I am a student at Kampala International University (KIU). I am undertaking a research study on **Quality Assurance Mechanisms and Teacher Professional development** as a partial fulfillment for the requirements for the degree of master in education. As I pursue to complete this academic requirement, may I request your assistance by being part of this study. Your responses will be used for research purposes Attached here is an original copy of the letter/ communication from the School of Postgraduate Sonly and confidentially observed.

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item an answered. Any data from you shall be for academic purposes only and will be kept with utmost confidentiality.

May I retrieve this questionnaire in 1 week after you have received it. Thank you very much in advance.

Yours Faithfully,

....

Ogwai Walter Agwaro

APPENDIX II

CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidates Data:

Name: **Ogwai Walter Agwaro**

Reg # **MED/15440/102/DF**

Course: **Masters in Education Management and Administration**

Title of Study:" **Quality Assurance Mechanism and Professional Development of Teachers in Mbita Urban Zone, Mbita District.**

Ethical Review Checklist

The study reviewed considered the following:

- Physical Safety of Human Subjects
- Psychological Safety
- Emotional Security
- Privacy
- Written Request for Author of Standardized Instrument
- Coding Questionnaire / Anonymity/ Confidentiality
- Permission to Conduct Study
- Informed Consent
- Citations Authors Recognized

    Results of Ethical Review

    -Approved

    -Condition (to provide the Ethics Committee with corrections)

    -Disapproved / Resubmit Proposal

    -Ethical Committee (Name and Signature)

    Chairperson _____

    Members _____

APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study **of Mr.Ogwai Walter Agwaro** that will focus **on Quality Assurance and Teacher Professional Development I Selected schools in Mbita urban Zone, Kenya.**

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participating and right to withdraw my [participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials _____

Date: _____

APPENDIX IV

QUESTIONNAIRE

QUESTIONNAIRE FOR TEACHERS ON QUALITY ASSURANCE

Please respond to each item by using the score guide provided after each item. Be honest about your responses as there is no right or wrong answer.

Strongly Agree	Agree	Disagree	Strongly disagree
4	3	2	1
You agree with no doubt at all	You agree with some Doubt	You disagree with some	You disagree with no doubt at all

My principal/ Education officer.

Performance management

_____ 1. Plays an active role in ensuring that the resources of the school are deployed appropriately.

_____ 2. Is involved in staff performance management in regard to teacher professional growth.

_____ 3. Demonstrates effective and flexible leadership with regards to monitoring teachers lessons   plans and work ethics .

_____4. Encourages teachers to experiment with new ideas as a way of promoting professional growth.

_____5.Supports & provides opportunities for staff to grow professionally.

Evaluation

_____ 6. Is involved in day to day hands –on monitoring of student performance.

_____ 7. Provides school systems that encourage impact evaluation of professional development activities.

_____8. Provides feedback on staff performance.

_____9. Is effective in setting and maintaining appropriate standards.

_____10. Provides opportunities that encourage teacher self-evaluation

Building social capital

_____ 11. Is willing in defending school and / or staff from outside pressure.

_____ 12. Plays an active role in induction process of newly recruited teachers.

_____ 13. Advocates for collaborative teaching and transfer of knowledge amongst teachers.

_____14. Demonstrates effective leadership as a mentor and coach .

_____15. Generates awareness of teacher professional growth through open communication.

Adopted from Allan walker , The Chinese University of Hong Kong and Education Manpower Bureau,
HKSAR, 2003

APPENDIX IV
QUESTIONNAIRE FOR TEACHERS ON PROFESSIONAL DEVELOPMENT

Please respond to each item by using the score guide provided after each item. Be honest about your responses as there is no right or wrong answer. It applies for parts A,B and C.

Strongly Agree	Agree	Disagree	Strongly disagree
1	2	3	4
You agree with no doubt at all	You agree with some Doubt	You disagree with some	You disagree with no doubt at all

NOTE: *In this survey professional development is defined as activities that develops individual's skills, knowledge, expertise and other characteristics as a teacher, acquired after initial training / education.*

Question A
For each question below, please indicate the level of impact of which each activity had upon your development as a teacher.

Rank	Professional development activity
	1. Course / workshops e.g. SMASSE
	2. Education conferences and seminars
	3. Degree/ Diploma programs
	4. Observation visits to other schools
	5. Participation in conducting or writing a research of interest to you professionally
	6. Mentoring or coaching as part of school formal arrangement

56

Question B

Thinking of your own profession development needs, please indicate the extent to which you have such needs in each of the areas listed.

I have a high level of need in:

_____ 1. Content and performance standards in my main subject areas.

_____ 2. Knowledge and understanding of instructional practices in my subject area(s).

_____ 3. ICT skills for teachings

_____ 4. Teaching students with special needs.

_____ 5. Student counseling, discipline and behavior problems.

_____ 6. School management and administrations

Question C

To what extent do you agree that the factors listed below have been a hindrance in preventing you from participating in more professional development activities?

_____ 1. Lack of prerequisites (e.g. qualifications and experience)

_____ 2. Professional development was too expensive.

_____ 3. I did not have time because of professional responsibilities.

_____ 4. There was no suitable professional development offered.

_____ 5. There was lack of employer support.

_____ 6. Professional development conflicted with my work schedule.

Adopted from - TALIS **Teacher** Questionnaire (MS-12-01)

RESEARCHER'S CURRICULUM VITAE

Personal Profile

Name: Walter Ogwai Agwaro

Citizenship: Kenyan

Year of Birth: May, 5th 1978

Identification No: 20875841

Religion: Christian

Languages: English, French, Kiswahili and Dholuo

Profession: Teacher

Educational Background

2010-2012	Kampala International University	Med Management
2006-2009	Kampala international University	Bed Arts
1999-2002	Kagumo Teachers College	Dip French education
1993-1996	Lenana High School, Nairobi	K.C.S.E
1985-1992	Mbita Point International School	K.C.P.E

Work Experience

2003-2005	Mawego Girls Secondary School	, Teacher of French
2006-2011	Nyamogo Girls Secondary School	, Teacher of English
2012-	Mbita High School	. Teacher of Literature

Achievements

1.Trainer of drama and verses up to the provincial level.