

**INFLUENCE OF QUALITY ASSURANCE AND STANDARDS OFFICERS'
(QASO'S) INSTRUCTIONAL SUPERVISORY PRACTICES ON
CURRICULUM IMPLEMENTATION IN PUBLIC PRIMARY SCHOOLS
IN WARENG SUB-COUNTY UASIN GISHU COUNTY KENYA**

**BY
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DEVELOPMENT**

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DECLARATION

Declaration by the candidate

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DEDICATION

This thesis is dedicated to my beloved husband, John Korir and our children Kelvin, Brian, Lydia and Beryl for their sacrifice and support in the course of this study. Their encouragement and support was indeed significant towards the completion of this work.

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LIST OF ACRONYMES

KEMI	Kenya Education Management Institute
MOE	Ministry of Education
DQAS	Directorate of Quality Assurance and Standards
QASO's	Quality Assurance and Standards Officers
QAS	Quality Assurance and Standards
ZQASO	Zonal Quality Assurance and Standards Officer
SMART	Specific, Measurable, Achievable, Realistic and Time-Bound
OAU	Organization of African Unity
UPE	Universal Primary Education
KCPE	Kenya Certificate of Primary Education
EFA	Education for All
MDG	Millennium Development Goals
TSC	Teachers Service Commission
PRSP	Poverty Reduction Strategy Paper
ERS	Economic Recovery Strategy
BOM	Board of Management
KICD	Kenya Institute of Curriculum Development
UNGA	United Nation General Assembly
KNEC	Kenyan National Examination Council
MOEST	Ministry Of Education Science and Technology
SMC	School Management Committee
VAP	Value Added Progress
UNESCO	United Nations Educational Scientific Cultural Organization

ABSTRACT

In Kenya, the government's priority in education is in ensuring that quality is maintained at the Directorate of Quality Assurance and Standards (DQAS) which is mandated to coordinate, follow up, and advise on curriculum delivery at school level. The Quality Assurance and Standards Officers (QASO's) are members of that Directorate and are expected to uphold quality. The study investigated on the influence of QASO's' instructional supervisory practices on curriculum implementation in public primary schools in Wareng Sub-County, Uasin Gishu County in Kenya. It was guided by the following research objectives: regular visits to schools, provision of in-service training on effective teaching and learning methods, guidance on formulation of objectives and content delivery, coordination of co-curricular activities and doing research by using follow-ups on assessments on challenges pertaining teaching and learning in primary schools. The research study adopted a descriptive survey design. Simple random sampling was used to select 10% of the 128 public schools in the Sub-County. The study sample was composed of 1 Sub-County Quality Assurance and Standards Officer and 6 zonal QASO's who were purposively selected from each zone in the Sub-County. From the sampled 56 schools, the 56 head teachers were automatically selected and 168 teachers were randomly selected from those schools. Questionnaires were used to gather data from teachers and head teachers while interview schedule guided the interviews with the DQASO's and ZQASO's. A pilot study was conducted outside the study area to assist in measuring and improving the reliability of the instruments. Data was analyzed using SPSS and findings were presented in frequency tables. The study findings established that QASO's visited other schools once per year (14.9% of respondents) but they carried out their assessments in most of the schools once a term (62.6 % of respondents). On content delivery the QASO's advised teachers on importance of planning and use of syllabus in scheming. The study also revealed that In-service training were rarely organized (65.5 % of teachers and 62.5% of head teachers) in the zones but for the times they are organized new teaching methods are taught and other relevant knowledge for improving teaching skills. Most respondents (78.6 % of teachers and 64.3% of head teachers) hailed QASO's that they do research on challenges facing teaching and learning. On coordination of co-curricular activities, majority of teachers (46.4 %) indicated that QASO's rarely organized or coordinated co-curricular activities. The findings indicated that during assessments, QASO's rarely (64.9% of teachers and 80.4% of head teachers) advised teachers and head teachers on co-curricular activities. The study recommended that QASO's supervisory visits should be done twice in a term. In-service training programs should be organized every term on curriculum changes, new policies, latest innovations and challenges facing teaching and learning. Finally the study recommended that QASO's should accord co-curricular activities equal measure of attention during assessment for promotion of all goals of education and development of an all-round individual in the learner.

CHAPTER ONE

1.1 Introduction

This chapter presents the general introduction to this study; specifically it discusses the background to this study, statement of the problem, the purpose of the study, objectives, research questions, scope and limitation of the study, significance of the study, theoretical framework, conceptual framework and operational definitions of terms. The chapter forms the base of the entire research.

1.2 background of the study

Quality education is essential to the economy and future of a nation. United Nations Educational Scientific and Cultural Organizations (UNESCO, 2014), states that, many governments in developing countries allocated much of their resources to education after independence. This was in recognition of the fact that education was needed to foster national development. Since independence, the Kenya government has also placed the highest priority on education in its development agenda. This is in recognition of the fact that education plays an important role in the transformation of the Kenyan society. Education is not only a vehicle through which the Kenyan society is transformed but also a key determinant of raising the standards of living through poverty eradication. Education therefore is a medium through which economic development goals can be attained.

Olembo, Wanga and Karangu (1992) observed that when Kenya became independent in 1963 and was accepted as a member of Organization of African Unity (OAU), she adopted the Addis Ababa conference recommendation on Universal Primary Education (UPE). In 2003, Kenya government implemented free and compulsory primary Education. This government policy on free primary education brought Kenya in line

with the UN Millennium Development Goals (MDG), Poverty Reduction Strategy Paper (PRSP), the Economic Recovery Strategy (ERS) and the goal of achieving Universal Primary Education by 2015.

Following the restructuring of the ministry of education, the inspectorate department is now Directorate of Quality Assurance and Standards (DQAS). The name inspector of schools has now been changed to Quality Assurance and Standards Officer (QASO). The policy of the ministry of education is to improve quality of teaching and learning to enhance quality education (Republic of Kenya, 2000). Government efforts to enhance inspection have been numerous including changing of title to “QASO’s” to make the sector look more human to boost the teacher’s confidence on QASO’s (Republic of Kenya, 2005).

According to the Ministry of Education Science and Technology (MOEST) strategic plan (2006-2011), the function of (DQAS) in Kenya are; to ensure quality teaching is taking place in schools, carry out regular and full assessment of all educational institutions and ensure standardization of education in the country. This is done through officers known as Quality Assurance and Standards Officers (QASO’s). With the introduction of FPE, the quality of primary education would be compromised. The government therefore and other stakeholders are obliged to ensure provision of quality education for Kenyan children regardless of gender, status, ethics, social or cultural origin. The role of ensuring quality in educational institutions in Kenya rests entirely on the arm of the inspectorate of the Ministry of Education. The Republic of Kenya (2000), states that Quality Assurance and Standards Officers (QASO’s) are charged with the responsibility of inspection of schools and supervision of teachers to promote effective implementation of curriculum and to ensure educational programs

are being delivered and therefore is a watchdog for quality. This entails effective monitoring of curriculum implementation in schools to ensure that quality is enhanced.

According to MOE (2005), the role of Quality Assurance and Standards Officers include the following: Assessing all educational institutions regularly and compile appropriate reports, to assist in improvement of the quality of performance of pupils by systematically monitoring the instructional processes in schools by guiding teachers to achieve higher standards of teaching and by evaluating objectively. They also advise the government on the trends in areas of equity, access, gender, enrolment, wastage (drop out and repetition rate) retention, curriculum delivery and teaching materials, staffing governance, discipline institutional development plan, reviewing the learning and teaching materials in collaboration with Kenya Institute of Curriculum Development (KICD). They also advise on curriculum evaluation in collaboration with KNEC, advising stakeholders on education matters pertaining to curriculum delivery, assessment and provision of resources, monitoring and advising on standards in education based on all round standard performance indicators for various areas like; sports, games, drama, music, health care and nutrition, pupils welfare, pastoral and spiritual well-being of learners and provision and optimum use of resources. They establish and maintain registers for assessment, advice on the identification, selection and promotion of teachers and supervisors in collaboration with Teachers Service Commission (TSC) and assist the quality development service with design of in-service training programs.

According to MOE (2000), the Quality Assurance and Standard Officers (QASO's) guide and supervise the curriculum development and implementation process. They work closely with teachers to establish problems and needs of learners; provide assistance on knowledge and skills on teaching and assist new and long serving

teachers to translate theories learned in teacher's colleges into classroom practice. They also provide guidance and advisory services in all schools on issues related to curriculum, review teaching and learning materials, organize quality in-service training programs for teachers whenever curriculum is revised and monitor and advice on standards of education in Sessional Paper No 1 of 2005, which explains that the provision of education and training to all Kenyans is fundamental to the success of the government's overall development strategy. This has been elaborated further in the vision 2030 with three strong pillars namely political, social and economic (Republic of Kenya, 2010). Since independence, the government has addressed several challenges through commissions, working parties and task forces in order to change quality of education in the country as per Sessional paper No. 1 of 2005. These led to reform, which resulted into restructuring of the ministry of education curving out a directorate of quality assurance and standards encompassing quality audit, quality assurance and quality development (Republic of Kenya, 2005). Through the supervision of the curriculum the inspectorate in essence determines the trend of education in the country at any given time.

Since the establishment of the inspectorate division in the Ministry of Education, over 30 years ago, the QAS officers have been operating through circulars and guidelines. However a direction has been given through KESSP Report (Republic of Kenya 2005), which realized that, for effective curriculum delivery a Quality Assurance and Standards Officer is expected to provide advisory services to schools on how best to improve pedagogical skills. This eventually is supposed to enhance schools' performance.

The Jomtein conference on education (Inter-Agency Commission for the World Conference on Education for All, 1990) focused on access to quality education for all.

This position was reaffirmed in the Dakar Forum in 2000 when over 150 countries committed themselves to the achievements of six goals now popularly known as Education for All (EFA) goals. One of the six goals is specifically focused on quality of education (MOE, News Letter, 2005). These goals aim at improving all aspects of the quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. This necessitated various countries to come up with mechanisms to fulfill the aspect of quality. Kenya is not an exception. She has made strides in quality improvements as stated in provision of quality education (MOE, 2005). Opportunities to all Kenyan children are central to the government's effort to eradicate poverty and improve the economic growth. It is important to point out that the department responsible for provision of quality education in learning institutions is the Directorate of Quality Assurance and Standards.

Instructional supervision has been identified as key to the improvement of teaching and learning and consequently achievement of educational objectives. The pre- and post-independence educational commissions in Kenya and other government reports have continued to identify supervision as an area that needs attention. Against this backdrop, understanding what ought to be and what actually happens is important in order to identify areas that need attention for improvement of supervision and subsequent teaching and learning in primary schools in Kenya.

The 69th session of the UN General Assembly which was held on September 16th and October 1st 2014, challenged Kenyans particularly stakeholders in education sector to ensure that the country meets inclusive and equitable quality education before 2030. The assembly observed that for Kenya to achieve the much hyped vision 2030, the ministry of education science and technology must promote lifelong learning

opportunities for all, besides ensuring free equitable and quality primary and secondary school education which in turn will lead to relevant and effective learning outcomes. Studies done by various organizations have pointed glaring gaps on the quality of education across the sector from pre- school to the universities.

In the present time the role of a supervisor has undergone tremendous changes and a supervisor's dictatorial behavior is diminishing from independence up to the present day. The supervision arm has made significant progress but has been hampered by factors like: lack of sufficient supervisors, many administrative roles being performed by supervisors, lack of experience and knowledge on supervision and lack of facilities like vehicles, stationary and funds (Rugut, 2003). Although changes have been made in the inspectorate arm of the Ministry of Education, little has been done to establish how the supervisory practices of QASO's affect curriculum implementation in public primary schools.

It is against this backdrop, therefore, that this study sets out to find out the influence of the supervisory practices of QASO's on curriculum implementation in public primary schools in Wareng Sub-County. Before Wareng became a sub-county, it was one of the divisions within the larger Uasin-Gishu Sub-County now Uasin-Gishu County. Since QASO's are charged with the responsibility of inspection of schools and supervision of teachers to promote effective curriculum implementation, the study investigated the supervisory practices of QASO's in the Sub-County which could have contributed to poor academic performance in schools.

1.2 Statement of the Problem

Quality education has become the most important aspect of education worldwide. If quality education is a thing seriously desired, so that education quality and standards

can be highly improved, then supervision of curriculum implementation needs to be accorded high priority by the quality and standards directorate. This study is aiming at establishing the cause of poor performance hence the researcher wanted to establish whether QASO play their role effectively in implementation of primary school curriculum. The Directorate of Quality Assurance and Standards has the responsibility of the improvement of the standards of education in Kenya. The quality and standard officers are responsible to give feedback by reporting what they have observed to relevant stakeholders.

Over the past years devastating educational reports have become the order of the day. The declining academic standards, increased cases of indiscipline among learners, lack of commitment from teachers, poorly coordinated in-service courses and teacher strikes among others is a clear indication that the Kenyan education system calls for a lot of planning and concern from everybody (Rugut, 2003). As a result, the educational programs in Kenya have come under criticism and it appears as though the blame is placed on lack of adequate and close supervision among other factors. (Martinez & Human Rights Watch, 2016).

Whenever the Kenyan National Examination Council (KNEC) releases the KCPE results, Wareng Sub-County is ranked average in the country but if one looks critically and analytically at the individual performance of the pupils it leaves a lot to be desired. This is because very few pupils attain above 350 marks. It could be the result of an overloaded curriculum, shortage of teachers, inadequate provision of instructional materials, and poor mastery of content or ineffective curriculum implementation. The question being asked here is, “could this apparent disparity in performance be as a result of curriculum supervision?”

Past studies and researches have been done on challenges facing QASO's but none has been specific on their curriculum supervision based on improving classroom instruction, content delivery in-servicing of teachers, research on challenges in teaching and learning and organization of co- curricular activities. Over the years KCPE results in many counties in Kenyan public primary schools have not been very good. This is partly attributed on over-all supervision. Uasin-Gishu County and particularly Wareng Sub-County is not an exception. This study therefore was to determine the QASO's supervisory practices towards effective curriculum implementation in public primary schools in Wareng Sub-County in Uasin-Gishu County.

1.3 Purpose of Study

The main purpose of the study was to investigate the QASO's supervisory practices towards effective curriculum implementation in public primary schools in Kenya. The area of study was Wareng Sub-County in Uasin-Gishu County.

1.4 Research Objectives

The research objectives were as follows:

1. To establish the extent to which QASO's professional guidance to teachers on formulation of objectives influence curriculum supervision in public primary schools.
2. To determine the extent to which QASO's organization of in-service for teachers affects effective teaching and learning methods in public primary schools.
3. To determine the extent to which QASO's give feedback to teachers after instructional supervision is used to do research on challenges influencing curriculum implementation in public primary schools.

4. To find out the role played by QASO's on organization and coordination of co-curricular activities in primary schools during supervision of curriculum implementation in public primary schools.

1.5 Research Questions

1. To what extent do QASO's professional guidance to teachers on formulation of objectives influence curriculum supervision in public primary schools?
2. To what extent do QASO's organization of In-Service Training for teachers affect effective teaching and learning methods in public schools?
3. To what extent do QASO's use feedback to teachers after instructional supervision to do research on challenges influencing curriculum implementation in public primary school?
4. To what extent do QASO's check on organization and coordination of co-curricular activities during implementation of curriculum in public primary schools?

1.6 Justification of the Study

One of the reasons for poor performance in the educational system in Kenya as well as any developing country is the weak curriculum supervision, yet for education to achieve its stated goals for the benefit of the nation, the QASO's' supervision must be effective. The study will play an instrumental role in identifying the problems that limit QASO's' exercises in schools, thus leading to modification in existing practices, and the best approach to initiate the changes for optimum efficiency in curriculum supervision. Further, occasional curriculum innovation makes good assessment and coordination of standards an essential virtue, if educational goals and quality have to be achieved. It will also help quality and standard personnel to direct and coordinate their

activities consciously, purposefully and effectively. The findings will enlighten and remind the QASOs, the whole team of administrators and advisers on the need for research and use of previous assessments for better effectiveness of supervision exercises. The study should help improve QASOs' services and improve performance essential to any school system.

1.7 Significance of the Study

This study will assist educational stakeholders on how to enforce and implement education policies and structures from the ministry. The Government through the Ministry of Education will provide curriculum planners and developers, teachers, learners and general public in the education sector with better understanding of the quality assurance and standards directorate.

QASOs identify educational institutional needs for improvement and ensure that quality teaching is taking place in institutions. The Directorate of Quality Assurance and Standards (DQAS) will also use the findings to re-evaluate its activities and perhaps apply recommendations made by the study to improve its performance. This study is a courtesy call to the directors of quality assurance to gain an insight on shortcomings prevalent in supervision of curriculum. It will help them to iron out any weaknesses and ensure that all QAS officers are equipped with the relevant guidelines for better capacity building. It will be used to strengthen QASOs and teachers to work in a more co-operative way to enhance their relationships to promote education standards in the country.

To QASOs themselves, the study acts as a self-assessment tool. QASOs may benefit from the study in that they are likely to acquire information to guide them on the need to sharpen their skills in dealing with challenges of school supervision through further

trainings. Training institutions and other bodies charged with training of education staff like the Kenyan Education Management Institute (KEMI) could benefit from the study in that it may provide important information that may guide training content for the current and future quality and standards officers. Finally, the study will also benefit scholars and academicians by filling a gap in literature on the role and status of the directorate of quality assurance and standards and its entire activities in Kenyan education system.

1.8 Scope of Study

The study was carried out in Wareng Sub-County in Uasin-Gishu County which has 6 zones and 128 public primary schools. The study took a period of 6 months and the respondents were 1 Sub-County QASO, 6 Zonal QASO's, 56 head teachers and 168 teachers. The study concentrated on the QASO's administration of co-curricular activities, their ability to carry out research pertaining to teaching and learning challenges in primary school curriculum implementation, provision of in-service education for primary school teachers and QASO's role in advising teachers in content delivery during supervision in primary schools. The supervisory practices of QASO's in curriculum implementation in public primary school were therefore investigated.

1.9 Assumptions of the Study

This study assumed that:

1. QASO's play a major role in advising teachers on formulation of objectives, co-ordination of co-curricular activities, organization of in-service training and using previous assessment to research on challenges facing curriculum implementation
2. That the respondents would respond adequately and give information during data collection

3. That the study area would be a representation of all other study areas in Kenya
4. That the findings and recommendations would be found useful by the Ministry of Education and the department of Quality Assurance and Standards in the improvement of curriculum supervision and implementation

1.10 Limitation of the Study

This study falls in judgmental category and was not free of particular biases like personal feelings of the QASO's. There were aspects that could easily influence the results of the study negatively. It is common that most institutions are known to be suspicious of strangers or investigations and therefore, it was not easy accessing the required information from officers in charge of the zones and Sub-County since some of them felt as if their positions were being threatened. However, the letter of introduction attached to the questionnaire, the permit and the letter of authorization from the education office and the County Commissioner's office provided assurance of confidentiality in handling of the information collected, hence solving this limitation in study findings. Another limitation was that some respondents may have given biased information that favors them thus distorting reality. Another limitation was the fact that there were very few QASO's in the Sub-County and most officers interviewed were curriculum support officers (formerly TAC tutors) acting in the capacity of QASO's.

1.11 Theoretical Framework

The study was based on the Effective Schools Theory by Lezotte (2001). Lezotte came up with seven "correlates of effective schools" among them are: safe and orderly environment, strong instructional leadership, clear and focused mission, climate of high expectations for all learners, frequent monitoring of student progress in all areas positive home-school relations and opportunity to learn and student time on task.

According to Lezotte (2001), strong instructional leaders are proactive and seek help in building team leadership and a culture conducive to learning and professional growth. In the effective school the work of the QASO's is to ensure that the principal and others act as instructional leaders effectively and persistently communicate and have a clear and focused mission for school improvement. A safe and orderly school is defined as school climate which is warm and inviting and learning activities are purposeful, engaging and significant. QASO could ensure that schools are safe and orderly.

Lezotte (2001) states that in a climate of high expectations for all, learners believe in themselves and teachers believe in the learners, they believe in their own efficacy to teach learners to high standards and will persist on teaching them. He further says that frequent monitoring of teaching and learning requires attention to both the learners and effectiveness of the school and classroom procedures. QASO play an important part evaluation of teaching during supervision. They assist the learning and teaching process when they advise on formulation of objectives and content delivery.

According to the Effective Schools Model (Lezotte 2001) family, community and other stakeholders support learning in schools. They show support and encouragement of pupils' learning. Opportunity to learn and learner time-on-task means that pupils tend to learn most of the lessons they spend time on. "Time-on-task" implies that each of the teachers has a clear understanding of what learner objectives are. Once it is clear what pupils should be learning they should be given time to learn it. QASO's guide teachers on formulation of objectives so as to allocate a significant amount of classroom time for instruction on the essential skills. All the children have equal opportunities to learn.

This theory is relevant to the study in that the seven correlates of “effective school” require supportive work environments, good teacher-QASO relationship, adequate time allocation for physical activities such as co-curricular activities and QASO should do research on challenges facing various schools with an aim of creating an effective school. The study investigated QASO, supervisory practices on curriculum implementation. This theory guided this study on the fact that, QASO will assist in training teachers during in-service training, advice teachers on organization of content and formulation of objectives, ensure research is done on challenges facing education curriculum implementation and work with teachers in co-ordination of co-curricular activities for all learners to realize their potential.

1.12 Conceptual Framework

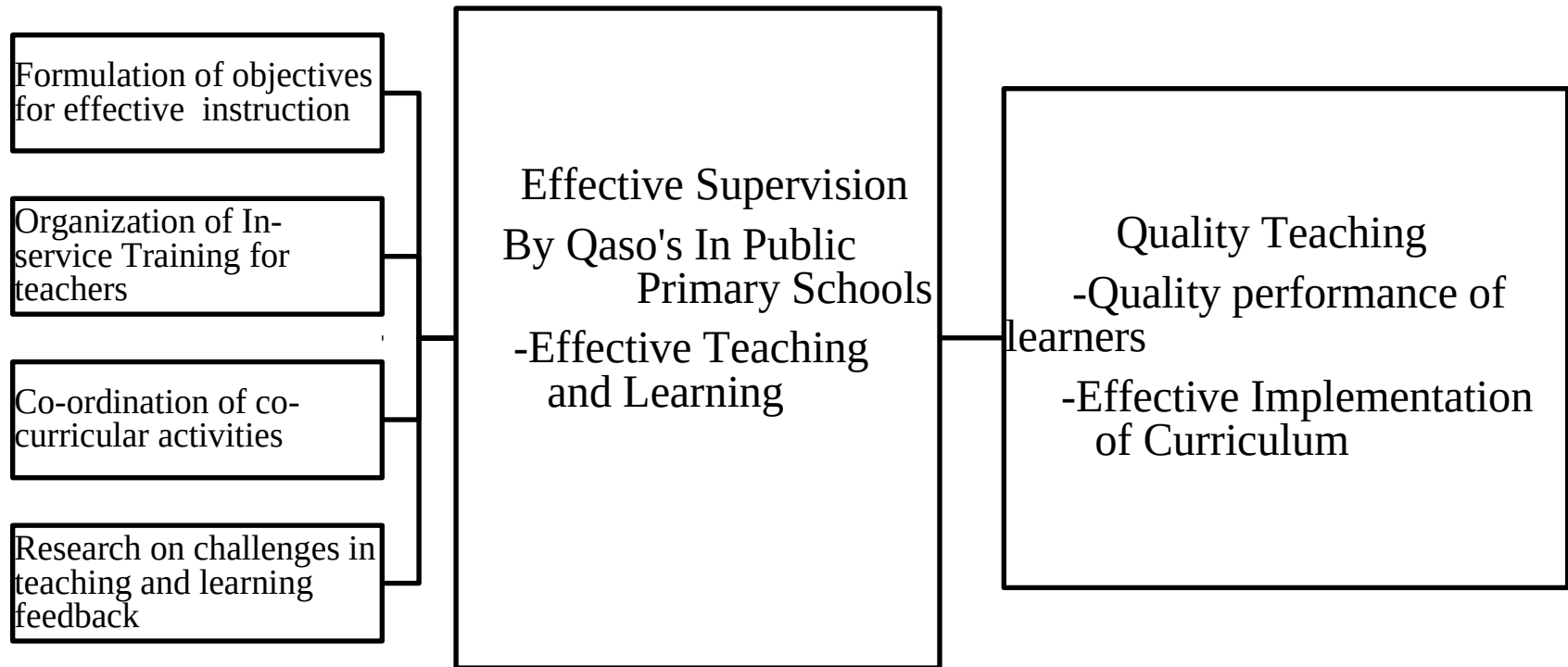


Figure 1: Conceptual Framework

The above conceptual framework shows the relationship between supervisory practices and quality implementation of curriculum. This indicates that for an effective school and effective supervision of implementation of curriculum in public primary schools QASO's' supervisory practices in terms of advice in formulation of objectives for effective instruction, organization of In-Service Training, co-ordination and organization of co-curricular activities and undertaking of research on pressing challenges facing teaching and learning processes are essential steps to be considered for quality implementation of curriculum. The conceptual framework for this study is based on the variables that affected the contributions of DQASO to curriculum implementation. These variables subsequently affect curriculum implementation and hence performance. It indicates that when there is quality assessment by QASO's, there is bound to be effective school and hence better learner performance.

1.13 Operational Definition of Terms

Action Research: This is to study carefully what one is already doing in order to find ways to do it more effectively in the future. This study investigated if QASO's possess research skills in identifying problems in teaching and learning process and then advising MOE accordingly.

Curriculum: refers to all subjects taught and the activities provided at any school to enable learners acquire and develop the desired knowledge, skills and attitude. This study was an investigation of activities done by QASO's in curriculum supervision of primary education.

In- service training: part time training of teacher's, officers or professionals while continuing with the job. It is an update of skills. This study looked into the administration of In-service training by QASO's during curriculum supervision in primary schools.

Quality: internal efficiency, relevant and external effectiveness. This study sought to investigate on supervisory practices of QASO's so as to enhance quality of education in primary schools.

Quality education: efficient education output and outcomes and learning achievement. This study sought quality education through effectiveness of QASO in their supervisory practices.

Quality assurance: determining the degree of goodness or worthiness while expressing the certainty or success of education standard. This study sought to find out the quality assured in curriculum supervision. This process of assessing and

reporting on educational institutions is to ensure smooth co-ordination of teaching and learning processes.

Curriculum implementation: refers to the accomplishment of all components concerning teaching and learning towards good performance.

Quality assurance and standards: a system of activities whose purpose is to provide assurance and show evidence that the overall quality control task is in fact being effectively done. This study was intended to look into activities of QASOs in ensuring quality assurance and standards in teaching and learning processes.

Teachers' professional development: this is the means by which teachers can be made updated in terms of new trends in education, especially through in-service training programs. This study looked into the frequency of in-service programs by QASOs to develop teachers professionally.

Objectives: refers to specific outcomes of classroom interaction. This study looked into QASO's role in assisting teachers in preparation of objectives for content delivery.

Supervision: official visit by Quality Assurance and Standards Officers (QASOs) to assess work done in school. This study was centered on the supervision of public primary schools by QASO to help teachers to maintain and improve their effectiveness in the classroom.

Supervisors: this refers to those people whose primary role is instructional supervision at primary, secondary, technical schools and teachers' colleges. In this study, it referred to the educational officers who check on the schools' practice from time to time. They are now referred to as quality assurance and standards officers.

Co-curricular activities: refers to activities that are typically (but not always) defined by their separation from academic courses and may take place outside school or after regular school hours. In this study it is those extra activities in the curriculum that QASOs may guide teachers to organize or supervise outside the classroom.

Research: is work that involves studying something and trying to discover facts about it. This study tries to investigate whether QASOs do research to discover challenges pertaining teaching and learning processes and make the Ministry of Education aware.

Content delivery: this is the teaching and learning process in the classroom. This study focused on QASOs' advice to teachers in formulation of objectives for content delivery in the primary schools. This is done during their assessments in schools.

1.14 Organization of the study

The study is organized in five chapters. Chapter one consists of the introduction, background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation of the study, basic assumptions, definition of terms and organization of the study.

Chapter two consists of literature review which includes the introduction, global view of supervision, roles of QASO in curriculum supervision, QASO advice on formulation of objectives, QASO's role in organizing and co-coordinating co-curricular activities, research skills and in-service for teachers on effective teaching and learning methods.

Chapter three includes research methodology, which contain the introduction, research design target population, sample size and sample procedures, research instruments, validity of instruments, piloting reliability and data collection procedures.

Chapter four covers introductions, data analysis, data presentation and interpretation and discussion of findings.

Chapter five entails introduction, summary of findings of the entire study, conclusions and recommendations for further study

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature related to the study. This involves the systematic identification, location and analysis of documents containing information related to the research problem being investigated. The chapter is subdivided into various sections as follows: a global overview and historical background of supervision in Kenya, roles played by QASO in curriculum supervision, QASO's advice on formulation of objectives for content delivery, QASO's role in organization and coordination of co-curricular activities and QASO's research skills. Finally related studies and summary of the literature review is also dealt with.

2.2 Global Overview of Supervision

The term supervision is derived from the word "super-video" meaning to oversee (Adepoju, 1998). It is an interaction between at least two persons for the improvement of an activity. It is also a combination of integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and groups. (Adepoju, 1998) continues to define school supervision as the process of bringing about improvement in instruction by working with pupils. It is also a process of stimulating growth and a means of helping teachers to achieve excellence in teaching.

Daresh and Playko (1995) view supervision as the process of overseeing the ability of people to meet the goals of the organization in which they work. They concur that supervision is a means of offering the teachers, in a collegial, collaborative and

professional setting, specialized help in improving instruction and thereby student achievement. According to Sergiovanni and Starratt (1993), bureaucratic expectations must be transformed from restricting to facilitating shared decision-making, creating a welcoming environment supportive of innovation and experientialism. This involves freeing and relaxing rigid curricular guidelines and facilitating student and teacher exploration of knowledge applications. To accomplish this, teachers need assistance in overcoming communication barriers allowing them to assume their effective teacher-leadership.

Glickman, Gordon and Ross (2005), states that: professional development, curriculum development and action research activities are essential for the realization of pedagogical effectiveness. According to Segiovanni and Starratt (1993), supervision is a process designed to help teachers and supervisors learn more about their practice, to be better able to use their knowledge and skills to better serve parents and schools and to make the schools a more effective learning community. For these goals to be realized a degree of control over events is necessary. The wrong kind of control can cause problems and lead to negative consequences. Many countries have attempted to reform their supervision. These reforms are also inspired by the need to improve educational quality and by the recent trend towards more school autonomy.

4.3 Roles Played by Quality Assurance and Standards Officers in Curriculum Supervision

According to Wasanga (2004), the Ministry of Education Science and Technology (MOEST) in 2003 was structured into departments which coordinate and oversee the implementation of all the education sector policies. These departments are: Basic Education, Higher Education, Quality Assurance and Standards, Technical Education and Educational, Planning and Policy. The department of Quality Assurance and Standards which was established in 2004 used to be called “Inspectorate”. This demonstrates the importance that the government of Kenya is placing on issues of quality education. The mandate of this department is to ensure quality and standards in Kenya by working closely with other stakeholders in the education sector.

According to Republic of Kenya, (2000), the mission of the Department of Quality Assurance and Standards (DQAS) is “to establish, maintain and improve educational standards in the country” while its vision is “to provide quality assurance feedback to all educational institutions in Kenya”. (Wasanga, 2004) cites that the purpose of quality assurance in education is to have an overview of the quality of education in Kenya based on agreed “all round performance” as indicators of the performance of an educational institute. Inspection is therefore carried out with the purpose of ascertaining whether the education offered is of quality. The DQAS does this with an aim of reporting back to the educational institutions, so that they can plan to improve the standards of education being offered to their pupils. It operates under two complementary objectives that are quality assurance and quality development. Quality assurance is achieved through inspection of institutions and reporting on these inspections to the institutions and to the MOEST. It is also achieved through assessing the curriculum through valid and reliable national examinations whose results are used

as indicators of quality of education in the country. Quality development is achieved through the provision of staff development opportunities and the development of teaching and learning materials.

According to the Republic of Kenya, (2000), “the role of the DQAS is three fold: adversarial, inspectoral and administrative”. The adversarial role involves establishing and maintaining professional linkages with institutions of higher learning and providing career guidance to educational institutions. Wasanga (2004), spells out the role of DQAS in depth as: Inspecting all educational institutions regularly and compiling appropriate report, advising the government on the type and quality of education being offered in the country, advising the government on trends in the learning institutions in areas of equity, access, equality, gender enrolment wastage and retention among others, renewing the teaching and learning materials in collaboration with KICD, advising on curriculum evaluation in collaboration with KNEC, assisting quality development service with the design of in-service training programmes for teachers, advising stakeholders on education matters pertaining to curriculum delivery assessment and the provision of resources, monitoring and advising on standards of education based on all-round standard performance indicators for various area including: sports, games, drama, music, science congress and environmental consideration. The other roles of DQAS include: Establishing and maintaining professional linkages with institutions of higher learning on matters of educational institutions, developing curricular based on market demands and aligned to the country’s national goals and aspirations and finally developing quality national examinations to assess the quality of education in the country.

All these duties are executed by DQAS officers known as Quality Assurance and Standards Officer, who is an official who identifies and provides feedback on strengths

and weaknesses in educational institutions so that these institutions can improve the quality of education provided and the achievement of their pupils. QASO's therefore play an important role in the education system and their work is aimed at achieving higher standards of education for pupils as well as professional development and individual fulfillment for teachers. They are seen as advisors who are expected to offer guidance to teachers and schools and also enforce certain rules.

According to Oyaya (2007), the Directorate of quality assurance and standards is mandated to work in curriculum development, implementation and evaluation, quality assurance and standards assessment functions through the following areas: advising government on the current trends obtained in learning institutions in areas of access, quality, leadership, staffing, governance, curriculum evaluation, pre-service training of teachers, teacher proficiency and institutional plans and performance, renewing the teaching and learning materials in collaboration with Kenya Institute of curriculum Development and publishers, Liaising with Kenya Institute of Curriculum Development 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

Oyaya (2007) goes on to say that QASO's act as a source of information and development and advice to the Ministry of Education on formulation of national policies and objectives. It is evident therefore that QASO play an important role in ensuring that schools provide quality education and that education standards are maintained throughout the country.

Schools need effective supervision of curriculum in order to have quality education. Daresh and Playko (1995), observe that:

“Effective supervisors are proactive in their approach to supervisory responsibility. What we mean by this is that they plan ahead and anticipate proper ways of behaving in advance, they are simply reacting after a situation forces a response” (p. 8).

This means that supervisors (QASO's) ought to be equipped with the necessary skills to enable them deal with situations in good time rather than being ambushed and failing to deal with problems comprehensively before they arise. From independence to the present time, the role of a supervisor has undergone tremendous changes and a supervisor's dictatorial behavior is diminishing. The supervisory arm has made significant progress but has been hampered by challenges like lack of sufficient supervisors, many administrative roles being performed by supervisors, lack of breath and experience in supervisors and lack of other facilities like vehicles, stationery and funds (Rugut, 2003).

According to Okumbe (1998), a supervisor had the following roles: instructional, helping in the formulation and implementation of schemes of work, evaluating the instructional programs and overseeing modifications, delivering instructional resources, helping in conducting and coordinating staff in-servicing, advising and assisting teachers involved in instructional programs, procuring funds required for instructional purposes and receiving community feedback about school programs. Supervision is an administrative activity whose strategy is to stimulate teachers towards greater pedagogical effectiveness and productivity. He states that instructional supervision is all the activities which educational administrators may express leadership in the improvement of learning and teaching such as; time management, lesson planning, reading and other programmes so they have three roles namely: advisory, supportive and educative role. QASO's are therefore mandated vide the Basic Education Act No.14 of 2013 to enter any basic education and training institution with or without notice to ensure compliance with education standards and regulations.

2.4 QASO's Advice on Formulation of Objectives

Scholars agree that effective supervision should enhance teaching and learning processes in school. Ideally, supervision should help the teacher plan, organize his/her work, create a healthy classroom atmosphere and prepare adequate and accurate professional records. (Okumbe,1998). Oyosola (2006) is in agreement with this and asserts that unplanned observation rarely brings more harm than good.

Provision of quality education in Africa is hampered due to inadequate capacity to provide effective school supervision. Usually supervision conducted in schools focuses on administrative rather than pedagogical issues according to the World Bank report of 2007. Mukasa (2001) said that instructional objectives help the teacher in his/her choice of methods to be used in teaching. They help the teacher in evaluating the outcome of the lesson. Without SMART instructional objectives the teacher is not clear about what he/she intends to achieve. The objectives are a central feature of the planning process. To formulate objectives therefore may require concerted efforts from teachers and if possible the supervisors.

The “Inspectors” were non-professional and with the major function of supervision were making judgment about teachers’ performance as opposed to teaching and pupils’ learning (Shiundu and Omulando, 1992). Kimeu (2010) noted that there are various roles of instructional supervision. First instructional supervision ensures considerable coverage of the syllabus, secondly, it ascertains that the recommended syllabus is being used for instruction, thirdly the relevant instructional materials are used and lastly a conducive environment is created for teaching and learning. This is done through QASO regular visit to schools and implementation of assessment reports to improve the quality of education. Wanga (1988) conducted a case study on

supervision to see how supervision had improved the quality of education. The findings included that since supervision was done in sampled schools the schools realized remarkable improvement in teaching methods as compared to schools which were not sampled.

Okumbe (1998) considers supervision to be that dimension or phase of educational administration which is concerned with improving instructional effectiveness. Supervision therefore is an integral part of curriculum implementation. He divides supervision into general supervision and instructional supervision. General supervision subsumes supervisory activities that take place principally outside the classroom setting such as co-curricular activities, writing and revision of curriculum and total education programmes. Instructional supervision on the other hand refers to rationale and practices designed to improve classroom performance. Olembo (1998) further states that individual teachers' conferences are supposed to take place immediately after supervision. Olembo, Wanga and Karagu (1992), agree by observing that one of the things teachers are not happy about is if they are not given an opportunity to discuss with the supervisor. Okumbe (1998) further suggests that teachers should be given a chance to air their views before supervisors write their final report. He says that supervision should encourage teachers to discover more methodologies of instruction so as to be effective in their teaching career. QASOs therefore are expected to provide advisory service to schools on how best to improve their teaching.

Formulating a well-defined objective of the lesson is a critical first step as it provides the direction and framework for the decisions which will follow. The objective should describe the specific content to be learnt and the observable behavior the learner will exhibit to demonstrate that learning has occurred. A well-written objective includes specific information on what is to be included in the lesson and what is not. Teachers

are always told to formulate SMART objectives but with no frequent guidance and supervision by the QASOs.

According to Wango (2009), the QASOs can support the curriculum implementation by working closely with teachers to establish problems and needs for learners. This can be done by organizing workshops assisting new teachers to translate theories learnt in colleges, provision of guidance and advisory service in all schools on issues related to curriculum, review the teaching and learning materials and advice on quality in-service training programmes for teachers whenever curriculum is revised.

Ornstein and Hunkins (2010), observe that the supervisor provides direction and guidance and makes sure teachers have the skills to carry out the change. Those charged with supervising curriculum development 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 conference and more in-service training for such staff members to deliver the new curriculum. They continue to posit that if supervisors are effective, the system will feel committed and comfortable with any program being implemented. The QASOs therefore provide guidance and direction to make sure teachers feel committed and comfortable implementers of the curriculum.

2.5 QASO's' Role in Organizing and Coordinating Co- Curricular Activities

Ornstein and Hunkins (1994), states that curriculum encompasses all the activities learners undertake in school; the formal; informal and the non-formal aspect. Non-formal dimension has been relegated and considered “a waste of learning time” with teachers being reluctant to allow learners to participate in the non-formal curriculum activities.

The general aims and objectives of education gear towards developing all-round well-balanced individuals who foster personal, natural, international, social, economic and cultural development. One of the goals of education is to foster nationalism, patriotism and promote national unity. Another is to promote social economic, technological and industrial needs for national development (K.I.E 2002). These and other goals of education cannot be achieved wholesomely if individuals do not strive to make their contribution towards these goals. Education therefore provides opportunities for the fullest development of individual's talents and personality. It should help children develop their potential interest and abilities. Emphasis needs to be placed on practical, holistic education that should cater for every aspect of life to enable individuals to adjust well to the fast changing environment.

Eshiwani, (1993) noted that Kenya like any other third world countries has been accused of suffering from a “Certificate Syndrome” which is a result of adopted examination system whereby one paper certificate fails to secure an individual a vacancy in the next level.

Keller & Bundy, (1980) observes that it is evident that fulfilling the goals of education and particularly producing competent individuals needs a serious commitment by schools to use all types of experiences which will hardly be confined to the classroom alone.

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.

A school curriculum has three dimensions, the formal, non-formal and informal which are prerequisite for a holistic approach towards learning and in turn well-balanced development of learners. (Oluoch, 2002), states that today in Kenya, curriculum supervisors and implementers appear to negate this proposition. They do this through over-emphasizing the formal aspect of curriculum alone. There is therefore a great obsession in endeavoring to achieve high mean scores to earn schools names achieved through high placing in national ranking of schools. They argue that good grades will enable the child eligibility to institutions of higher learning and in turn better chances into the world of employment. Consequences of promoting formal curriculum are the exclusion of non-formal curricular activities in schools. Either the activities are partially incorporated in the curriculum offered by schools or discarded

all together because non-formal curriculum are “hindrances” to school in their quest for high “mean scores”.

2.6 QASO role in In-Service Training for teachers

The World Bank Report (1997) describes quality education as that which comprises vital inputs such as sufficient classrooms, safe water for consumption, toilet facilities, adequate instructional materials and in-service training for teachers. Odhiambo (2008) opines that quality education is determined by inputs such as curriculum content; instructional materials and equipment, school culture, teacher- pupil ratio, costs and guiding policies, quality assurance, learning duration and above all the quality of the teachers and management functions.

According to Ajuoga, Indoshi and Agak (2010), a QASO is an education officer responsible for supervision of curriculum implementation in schools and enhancing teachers’ effectiveness. In other words, QASOs are required to provide external scrutiny on how curricular are being implemented at the school level (Gongera, Muigai and Nyakwara, 2013). They further posit that quality assurance in education is concerned with quality development in teaching and learning materials, provision of advisory services and provision of opportunities for staff development.

It is through In-Service Training that educational institutions realize multiple goals, ranking from training teachers in the use of the latest technology, to helping them grow their skills in implementing pedagogical best functions and sometimes even aiding educators as they innovate in pursuit of improved educational outcomes (Gathambi, Mungai and Hintze, 2013).

Osman and Mukuna (2013) opine that In-Service Training is undertaken because learning is a life-long pursuit and aimed at improving quality of education. Ogamba (2011) on his study about role of QASOs in enhancing primary school teachers' effectiveness in Marani, Sub-County, Kenya, indicated that 61.67% of the teachers reported that QASO's do not conduct training for teachers on the current curriculum to alleviate the problem of poor subject mastery and dismal performance. Quality Assurance and Standard Officers play an important role in curriculum implementation when they provide teachers in-service training. This training improves teachers' ability to implement curriculum effectively.

According to Shiundu and Omulando (1992)

“Relevant training for those who will implement the programmes especially teachers is very crucial. Teachers are singled out because they are the key to implementation. Teachers should be conversant with educational objectives. Given their vital role in curriculum implementation, teachers need appropriate and relevant training to be able to handle any new programme. In addition they need guidance, sympathy and encouragement. It is the teacher who translates the broad general curriculum goals into instructional objective. It is the teacher who finally decides the arrangement of learning experiences and methods of presenting content.” (p. 178).

They further posit that:

“For curriculum implementation to be effective, it requires continuous support which may be realized through various support services which include development of training programmes and establishing local centers, peripheral to the central office where education personnel converge in seminars and workshops to improve curriculum.” (p. 178).

On advice of QASO for teachers Sergiovanni and Starrat (1993), observe that:

“Teachers are given bureaucratic work because they are not trusted with the discretion headed for professional work. That being the case, supervisors are needed to tell teachers what to do and to check up on them. Further teachers are deemed capable of accepting responsibility for their own professional development, thus the need for supervisors to provide directive supervision and formal in-service programmes. As a result teachers end up being objects of supervision. As objects they tend to lose their sense of commitment. They either feel they become increasingly dependent upon supervisors. This reaction then makes it necessary for them to be motivated by supervisors.” (p. 66).

Shiundu and Omulando (1992), further observe that:

“In-service education helps to acquaint the practicing teacher with the latest innovation in the curriculum of his or her subject area. In this way the teacher is more able to cope with

development in his/her subject area of specialization as well as new approaches and methodology intended to enhance teaching and learning.” (p. 232).

According to the UN General Assembly held in New York in 2014, quality education begins with qualified and well-motivated teachers whose mind’s focus is on the learner. It was noted that the world is changing with new challenges requiring new innovation coming up all the time. Teacher education curriculum at ECDE, primary, secondary and teachers’ colleges requires constant review to conform to modern classroom demands.

Quality teaching by quality teachers demands provision of quality teaching resources. The world is becoming a global village due to the input and influence of technology and provision of both skills and facilities in ICT is no longer a choice but a key component to effective learning and teaching: (Education News, 2014).

In advocating for professional inspection, Bowen (2001) suggested that school inspectors must change with time, shift from their traditional crude image and do their work objectively, professionally and with courtesy. Staff training and development becomes very necessary due to the changing nature of the society that brings about new ideas new technologies and new practices. In-service training helps address the deficiency in initial training of workers. In a school set up it is dynamic and in order to address this dynamism in education, staff development should be a continuous process in any education system.

According to Okumbe (1998):

“It is the obligation of supervisors to train and develop their teachers and other subordinates so that the constantly recurring departmental problems can be solved efficiently...” (p. 179).

Okumbe (1998) further said that on-the-job training is where an employee learns various aspects of his/her job while at the same time actually performing the task.

Therefore In-Service Training is important while teachers continue teaching they learn more methodology in teaching and learning process.

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 posit that if supervisors are effective it is likely that the teachers within the system will feel committed and comfortable with any program being implemented.

Adegbesan (2008) posits that supervisory purposes according to different scholars cover two important issues: staff development and the instructional development. Attention is focused on both teaching and non-teaching personnel in staff development while in instructional development, attention is focused on curriculum and instruction to create a more effective and systematic way of providing efficient and meaningful instruction based on clearly specific objective. Supervision includes provision of accurate knowledge and instruction through democratic approach and maintenance of good relationship with all. It is a way of offering guidance to a teacher so that he/she can become complete self-analytic, self-critic and self-improving.

According to Nyangeri (2005);

“Staff development is a continuous process in the world of work and teachers therefore need to be exposed to more professional development programs whereby educational supervision is an issue”. (p. 6).

According to Indoshi (2001), any profession including teaching requires the practitioner to continue his/her education throughout his/her entire professional life. This is because there is need to help the teacher to gain knowledge and competencies so as to avoid lapsing into rapid professional obsolescence.

2.7 QASOs' Research Skills

Action research is an essential skill of solving a particular problem or specific competencies aimed at improving a particular situation. Training and research (Republic of Kenya 2005 a, b) recognizes action research as a basis for attaining quality education.

The Ministry of Education vision is “to provide education for development” while its mission is “to promote and co-ordinate lifelong education, training and research for Kenya’s sustainable development (MOE, 2008). To achieve its vision and mission the Ministry has several departments and directorates and Directorate of Quality Assurance included, and a number of Semi- Autonomous Government Agencies (SAGAS) under its auspices. Under Vision 2030, in the education and training Kenya intends to provide a globally competitive and quality education training and research to her citizens for development and enhanced individual well-being.

According to Wango (2009), QASO’s are to tell a school what it needs to improve, explain how and why and looks at whether or not the school has improved since the previous assessments. He further says that the QASO should make a published report and summary to inform the MOE, TSC, BOM, PTA, Teachers and wider community about the quality of education at the school and whether there is Value Added Progress (VAP) to the learners.

Dwivedi (2008) noted that Action Research is a special form of research conducted to evaluate various programmes such as remedial education, innovation of teaching methods, and job-teaching programmes. In education, action research may involve both research specialist (supervisor) and the classroom teacher in the analysis and application of research results to educational problems in specific classroom situations. Whenever KCPE results are released there is always a public outcry about poor results. There is lack of evidence-based policies and future planning because of lack of research policy statements.

According to a report on guidelines for Quality Assurance and Standards assessment in schools in Kenya by MOE (2010), after a supervisor has done an assessment in a school, within a period of a month, he/she should provide the school with clearly written, well-argued and accessible report on the school's effectiveness. The report and supporting evidence is collected and properly stored for quality assurance purposes (preferably in a computer back up). A copy can be availed at county offices and the headquarters. A follow-up can be made by Sub-County staff and take note of the results and the follow-up on assessment files. The feedback should be given back to teachers for the overall effectiveness of teaching.

Sergiovanni (1992) holds the opinion that the supervisor should assume the role of a "clinical practitioner" who brings to the teaching process development of new methods in educational program and supervision. It is therefore the mandate of the QASO to coordinate, follow-up and advice on curriculum delivery at school level. They are expected to supervise and advise curriculum implementers in order to carry out their duties effectively.

According to Wango (2009), detailed information on school assessment can be made into a national database of educational standards and in form of policy as well as providing a management tool for training of HODs, head teachers and other education officials. It can be used by KICD, KNEC and other institutions to improve curriculum delivery services and by publishers to assess relevance of books. It can also help in bringing annual report to parliament on the quality and standards of education based on all institutions.

2.8 Related Studies

Several studies have been carried out in Kenya that have revealed different issues affecting the Inspectorate and Quality Assurance and Standards Officers. This includes:

On professionalism Wanga (1988) noted that over the years the behaviors of Kenyan school Inspectors towards teachers has been criticized by Kenyans. This study has concentrated on the relationship between QASO and teachers.

On professionalism Kamuyu (2001), noted that some Inspectors behave like outsiders whose mission is to work against teachers to prove that no teacher is competent and as a result teachers tend to mistrust the school inspectors. This study concentrated on the influence of QASO on teaching and learning process in terms of lesson delivery and formulation of objectives.

According to Olembo, Wanga and Karagu (1992), productive feedback and follow-up initiatives relative to inspection are lacking in the Kenyan inspectorate system. This study tries to find out the frequency of inspection and how often QASO organize to guide and develop teachers.

Maranga (2001) did a study on the supervisory roles of secondary school head teachers in curriculum implementation in Machakos Sub-County. He concentrated on the way head teachers should assist QASO on supervision of their schools. This study concentrated on QASO's supervisory roles in primary schools in relation to organization of in-service training for both teachers and head teachers and doing research on challenges facing teaching and learning.

Nyangeri (2005) carried out a study on the training needs of primary school head teachers in educational supervision in Eldoret Municipality and recommended that all teacher training colleges should prepare head teachers on educational supervision as they have an important role to play in educational institutions in terms of internal supervision. This study focuses on roles of QASO on in-service training organization formulation of objectives, research skills and organization of co-curricular activities in primary schools and focuses more on QASO's advice to teachers on curriculum implementation.

Amdany (2010) looked into the issue of effectiveness of Quality Assurance and Standards Officers in Secondary Schools in Baringo Sub-County. She saw the necessity of QASOs to be more vigilant in their frequency of visits to schools for assessment. This study is concerned about the concentration of QASOs on the content delivery and co-curricular activities during assessments and also update of teachers on policies and methodology through in-service training programmes.

2.9 Summary of Literature Review

The literature so far reviewed in this chapter reveals the important role played by QASO in school supervision. Previous studies have concentrated on effectiveness of QASO and challenges they face in their supervision while their touch on that vital part

of instructional methods, in-service training, formulation of objectives and their research skills on challenges facing primary education have not been documented.

This study, therefore, sought to fill that gap. The gap found by the researcher is the lack of concentration on the role of the Quality Assurance and Standards Officers on the vital part of education supervision with regards to their research skills, their organization of in-service training programmes, assistance to teachers in formulation of objectives and the part played in organization and co-ordination of co-curricular activities.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides a discussion of the research and methodological approaches used in education research and how they were employed in the study. Research methodology refers to ways and means through which the research was carried out. Thus, it was sub-divided into research design, study area, target population, sample size and sampling procedures, research instruments, piloting, reliability of the instruments and administrative process. It further explains the techniques used in data collection and analysis.

3.2 Research Design

According to Dwivedi (2008) a research design is the arrangement of conditions for collection and analysis of data that aims to combine relevance to the research purpose. Mugenda and Mugenda (1999), state that a research design is the fundamental conceptual structure within which, research is conducted. It constitutes the blue print for the collection, measurement and analysis of data. The design, therefore, includes an outline of what the researcher did from writing of objectives and operational implication to the analysis of data.

Descriptive research design was adopted for this study. It was used because the research study happens to be an explanatory or a formative one where the major emphasis is on discovery of ideas and insights. The descriptive design is flexible enough to permit the consideration of many aspects of a phenomenon. It is concerned with conditions or relationship that exists, opinions that are held, effects that are evident or trends that are developing. Therefore, this study gathered data at a particular point in time with the intention of describing the nature of existing

conditions identifying the standards against which conditions can be compared and determining relationship that exist between events (Orodho, 2004).

This design utilizes both quantitative and qualitative approaches. The questionnaires were used to access qualitative data; in this case verification, deeper explanation and appropriation of findings of the survey were sought for the sake of accuracy in interpretation of data. This design was deemed suitable for this study because the researcher was interested in the state of affairs already existing.

3.3 Study Area

The study was conducted in Wareng Sub-County in Uasin-Gishu County. The Sub-County is divided into two Divisions of Kapseret and Kesses and educationally it is divided into six zones, namely: Cheptiret, Timboroa, Kesses, Tulwet, Ngeria and Kapseret zone. The Sub-County has six zonal QASOs and one Sub-County QASO. According to the 2009 Census by Kenya National Bureau of Statistics Wareng sub-county has a population of about 261,073 people. It is therefore believed that the study area gives wide and varied views on the problem under study. It has been observed by the researcher that Wareng Sub-County sends few pupils to national schools due to the fact that there is minimal assessment of schools by Quality Assurance and Standards Officers (QASOs).

3.4 Target Population

Statistics from the Sub-county Director's office at Kesses shows that there are six zones and seven QASOs. These formed the target population for this study. Head teachers and teachers were also represented for the purpose of collecting data. Wareng Sub-County was chosen because the number of QASO would give a sizeable number for the sample.

3.5 Sampling Procedure

Systematic sampling technique was used to select 56 out of 128 schools. Three teachers from each sampled school were selected using simple random sampling (total of 168). Simple random sampling enhances chances of an equal chance and independent chance of being selected as a member of the sample. Simple random sampling yields research data that can be generated to a larger population within margins of error that can be determined statistically (Orodho, 2009).

To select three teachers from all teachers in a school, the researcher wrote numbers 1, 2, 3 on three papers and left the rest unwritten. The papers were folded and the teachers picked. The teachers who picked the papers written 1, 2 and 3 were included in the sample. All the head teachers of the schools selected were included in the study as respondents. They were purposively selected from all selected schools.

All quality Assurance and Standards Officers based at the Sub-County and zonal levels were purposively selected for the study. QASOs were targeted because they are charged with the responsibility of supervising educational activities in schools. Teachers were respondents because they are implementers of curriculum.

3.6 Sample Size

It is in rare cases when investigations take all people in a given population, selection is necessary to obtain a manageable size of subjects. Dwivedi (2008) argues that the sample size depends on what one wants to know, the purpose of inquiry, what is at stake, what will be useful, what will have credibility and what can be done with available time and resources. In this study all QASOs from a population of 7 in the Sub-County formed a sample size. Therefore the respondents were all the QASOs from all the Zones in the Sub-County, 56 head teachers and 168

teachers from selected schools. The researcher ensured that out of the 3 teachers per school one of them was a female teacher.

3.7 Data Collection Instruments

3.7.1 Questionnaires

According to Kombo and Tromp (2006), a questionnaire is a method of data collection which is closely associated with a descriptive study. It is used to gather large amount of data from many respondents. It is cheap, easier to compare responses and analyze, easy to administer and economical to use in terms of time and cost. The questionnaires were organized in five parts, where, the first part, sought to obtain personal information of the respondents which was necessary to give the researcher a description of the respondents taking part in the study. The second part, collected data on QASO's advice on content delivery and formulation of objectives, the third part, sought views of teachers on QASO's role in provision of in-service training programs, and finally part D dealt with QASO's research skills and organization and co-ordination of co-curricular activities.

3.7.2 Interview Schedule

The technique calls for direct contact between researcher and study subject, (Kothari, 2004). This is a set of questions that the researcher asked when interviewing to obtain data required to meet the specific objectives of the study. An interview is a verbal administration of a questionnaire. The researcher used interviews because they provided in-depth data, they were easy to clarify confusing questions and they enabled attainment of very sensitive and personal interaction. The key interview took a form of face to face interview between the researcher and the key informants (QASO's), using interview questions which gave in-depth information. The key respondents were Sub-County Quality Assurance Officers and Zonal Quality Assurance Officers whom most of them were curriculum

support officers (formerly TAC tutors) acting in the capacity of QASO. The interviews were held at places convenient to interviewees. They were allowed to discuss freely issues related to the supervision in the Sub- County and in the zones. The interview schedule appears in appendix E. It is made up of section A, dealing with personal information and section B, C, and D which sought information on QASO's roles in supervision of curriculum.

3.8 Research Instruments Administration Procedure

Questionnaires were administered to lead teachers of the selected schools. The researcher administered the questionnaire in person by delivering them to the sampled schools. The questionnaires were distributed to them with clear instructions on how they were to be filled. After they had been filled the researcher picked them in person. The interview was conducted by the researcher in person with prior arrangement with the DQASO's and ZQASO's.

3.9 Pilot study

The researcher carried out a study to test validity of the instruments. Piloting is the most important stage in a research study. The purpose of the pilot study was to check if the instruments measured what they were intended to measure and for researcher to find out if the answers to each question were supplying the appropriate intended information. The pilot study therefore was done among two ZQASOs from Kaptagat and Moiben Zones in Kaptagat Division in Eldoret East Sub-County. Ten teachers also from Naiberi, Plateau and Kipsinende primary schools were given questionnaire for the sake of testing the validity of the instruments.

The questionnaires were pre-tested to the same selected sample which is similar to actual sample which the researcher intended to use in the study. This helped to reveal questions that were vague, unclear and insufficient space to write responses,

which were then corrected. Pre-testing of the interview schedule was carried out to check vocabulary language and how questions would be understood. The feedback obtained from piloting was used to improve on the research instruments in case of unclear wording and ambiguity.

3.10 Validity of the Research Instruments

In this study, validity of the instruments chosen was verified through piloting of the instruments in two public schools in the Eldoret East Sub-County, not included in the study. The supervisors checked the questionnaire for its general content, content validity and thoroughness. Their comments and advice were incorporated in the final research instruments. Other research experts further checked the instruments before being administered.

3.11 Reliability of Research Instrument

According to Dwivedi (2008), the reliability of a measurement instrument is the extent to which it measures consistently whatever it seeks to measure. The reliability of the instrument was determined by use of test-re-test method. Test-re-test method involves administering the same instrument twice to the same group of subjects at an interval of two weeks. The test was done on respondents who were not part of the selected sample. In order to ascertain the reliability coefficient was calculated using the Pearson product moment correlation formular.

$$r = \frac{Nxy - (\sum x)(\sum y)}{\sqrt{(\sum x^2 - \frac{(\sum x)^2}{N})(\sum y^2 - \frac{(\sum y)^2}{N})}}$$

Where r = coefficient of reliability

Xy = sum product of x and y

$\sum x$ =sum of scores for the first pilot test (x)

Σy	=sum scores for second pilot test (y)
Σx^2	=sum of x squared
Σy^2	=sum of y squared
N	=number of respondents

The reliability coefficient for the teacher questionnaire was 0.75 and for the head teachers was 0.68. These values were considered high enough to warrant the use of questionnaires since according to Kerlinger and & Lee (2007), any value between index -1.00 and + 1.00 indicates a perfect reliability. The reliability of the interview schedule for QASO was established by two experts in the education department, Moi University who made necessary corrections on them. The pilot study helped in evaluating the instruments in various ways including identifying poorly framed statements, assessing ambiguity in questionnaire items and also revealing adequacy of the sampling procedures. It also helped the researcher to know the problems that she would face in responding to the tools. Ambiguous items were subsequently rephrased and final research instruments produced.

3.12 Ethical Consideration

Confidentiality of the information given by the respondents was guaranteed. The researcher informed the respondents about the purpose of the study and emphasized that all information collected was to be kept confidential. The major ethical concern in this study was the privacy and confidentiality of the respondents. The respondents were informed not to write their names on the questionnaire and the interviewees names were kept anonymous. Any information given would not be used in a manner prejudicial to the public as was described in the research authorization certificate.

3.13 Data Collection Procedures

Before administration of the research instruments to the sample under study, the researcher sought approval from National Commission for Science, Technology and Innovation (NACOSTI). This recommendation enabled the researcher to get a permit from the Ministry of Education in Kenya, after which permission was granted by the officials concerned. The researcher proceeded to inform the County Commissioner (CC) and County Director of Education (CDE) about the intended research and their authorization letters were then allocated. The researcher then wrote letters and sent to all QASOs and head teachers under the study to notify them of the intention to involve them in the study. The researcher visited sampled schools and zones and explained the purpose of the study. The researcher made appointments with QASOs, head teachers and teachers. The appropriate time to administer the questionnaire without interfering with schools' learning schedules and office work was fixed. Clarification was made where necessary and respondents were assured that their responses would be for the purpose of research and would be treated with utmost confidentiality. The researcher administered the head teachers and teachers of selected schools.

3.14 Data Analysis Techniques

According to Mugenda & Mugenda (2003), data analysis means key punching of raw data into a computer. It enables the researcher to make sense of the data collected. Descriptive statistics were used to analyze the data collected. Responses to the items in questionnaire and interview schedule were coded appropriately and analyzed using means, standard deviation, frequency and percentage that would facilitate explanation and description of study findings, Mugenda & Mugenda (2003).

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction to the chapter

This chapter presents analyses, interpretation and discussion of the research findings. The study sought to investigate the influence of QASO's instructional supervisory practices on curriculum implementation in primary schools in Wareng Sub-County, Uasin-Gishu County, Kenya. Specifically, the study analyzed the views of teachers and head teachers of Wareng Sub-County, Uasin-Gishu County, Kenya, on the role played by QASOs in advising teachers in content delivery and formulation of objectives during their supervision; obtained the opinions of teachers towards QASO's role in provision of In-service programmes; determined whether QASO undertook further research on teaching and learning challenges in primary schools' curriculum implementation and determined the role of QASOs in organization and administration of co-curricular activities in primary schools. The research administered fifty six (56) questionnaires to head teachers and one hundred and sixty eight (168) questionnaires to teachers within the Sub-County. There was a positive return of 100% because the researcher waited for them to be filled. This was an indication of good cooperation in the field and respondents showed interest, seven QASOs were also interviewed.

This chapter gives the background information of the respondents first. It is then followed by a general analysis and presentation in regard to the supervisory practices of Quality Assurance and Standards Officers (QASOs). The chapter finally makes an interpretation of findings and discussion.

4.2 General Information of Study Participants

The sample for the study comprised of 7 QASOs, 56 head teachers and 168 teachers. Respondents' general information was worth establishing since it gave the study an insight of the information expected since the results were embedded in their background. This data is in terms of age, gender, professional qualification and work experience.

4.2.1 Gender of the respondents

The respondents who participated in the study were required to state their gender. The results are presented in Table 4.1.

Table 4. 1 Distribution of Respondents by Gender

GROUP	MALE		FEMALE		TOTAL	
	No.	%	No.	%	No.	%
QASO	6	85.7	1	4.2	7	100
Teachers	112	66.7	56	33.3	168	100
Head teachers	38	67.9	18	32.1	56	100
Total	156	67.5	75	32.5	231	100

From the findings, 156 (67.5%) of all the respondents were male and (32.5%) were female. Also the majority of Quality Assurance and Standards Officers (QASOs) 6 (85.7%), head teachers 38(67.9%) and teachers 112 (66.7%) were males. While 1(14.2%) of QASOs, 56(33.3%) teachers and 18(32.1%) of head teachers were females. This implies that there were more male teachers than female teachers who participated in the study. This indicated some gender imbalance in institutions where leadership of schools was vested more on male

than female gender. This is an indication that female teachers were rarely given a chance to lead in institutions and to be QASOs. Gender parity in the education sector encourages both boys and girls to aim at becoming education leaders in future.

4. 2.2 Age of Respondents in Years

The research sought to determine the age of the respondent and the results are shown in the table 4.2 below in terms of years.

Table 4. 2 Ages of Respondents in Years

GROUP	20-25 yrs		26-30 yrs		31-35 yrs		36-40 yrs		41-45 yrs		46 & above		Total
	No	%	No	%	No	%	No	%	No	%	No	%	
Teachers	13	7.7%	19	11.3%	30	17.9%	43	25.6%	40	23.8%	23	13.7%	168
H/ Teachers	0	0	4	7.0%	10	17.9%	16	28.6%	16	28.6%	10	17.9%	56
QASO	0	0	0	0	0	0	1	14.3%	2	28.6%	4	57.1%	7
Total	13	5.6%	25	10.8%	41	17.7%	57	24.7%	58	25.1%	37	16.1%	231

The findings indicate that 13(7.7%) of the teachers were in the age bracket of 20-25 years, 19(11.3%) were in the age bracket of 26-30 years, while majority 43(25.6%) were at 36-40 years and also 40(23.8%) and at 46 and above years were 23(13.7%). Majority of the head teachers 16(28.6%) fell under the bracket of 36-40 years and similarly 41-45 years of age. It is also clear that 4(57.1%) QASO fell under the age bracket of 46 years and above. There were no QASOs who were below 35 years of age. This implies that most head teachers and QASOs have been in the profession for a relatively long time. Thus have the experience to facilitate curriculum implementation. Apart from

the age of the respondents their academic and professional qualification was considered important to the study. The respondents in the Sub-County had varied levels of academic qualifications as shown in the table 4.3.

4.2.3 Academic Qualification of Respondents

The researcher wanted to know the highest professional qualifications of respondents and the results are shown below;

Table 4. 3 Distribution of Respondents by Academic qualification

GROUP	MASTERS		BACHELORS		DIPLOMA		P1		OTHERS		TOTAL
	No	%	No	%	No	%	No	%	No	%	
Teachers	7	4.2	57	33.9	62	36.9	40	23.8	2	1.2	168
Head teachers	5	8.9	24	42.9	16	28.6	11	19.6	0	0	56
QASO	2	28.5	3	42.9	1	14.3	0	0	1	14.3	7
TOTAL	14	6.1	84	36.7	79	34.2	51	22.1	3	1.2	231

When the respondents were asked to indicate their academic and professional qualifications 7 (4.2%) teachers indicated that they had master's degree, while 57 (33.9%) had bachelors in education, 62 (36.9%) of them had diploma in education 40 (23.8%) had primary teacher certificate and those who had other qualifications were 2 (1.2%). This shows that majority of the teachers had bachelor's degree level.

Majority of head teachers 24 (42.9%) had bachelors in education while 16 (28.6%) had diploma in education and 11 (19.6%) and 5 (8.9%) had primary teacher certificate and master's degree respectively. This indicated that majority of head teachers had bachelor's degree academic qualification. 3 (42.9%) of the QASO officers had bachelors in education while 2 (28.5%) had master's degree and 1

(14.3%) had diploma in education, another 1 (14.3%) had other qualifications.

This shows that majority of teachers, head teachers and QASOs had bachelor's degrees.

4.2.4 Distribution of Respondents by Experience

Table 4. 4 Distribution of Respondents by Experience

Years in Service	Teachers		Head Teachers		QASO		TOTAL	
		%		%		%		%
0-10 years	40	23.8	4	7.1	1	14.2	45	19.5
11-15 years	47	28.0	17	30.4	2	28.6	66	28.5
16-20 years	53	31.5	20	35.7	2	28.6	75	32.5
21 & above	28	16.7	15	26.8	2	28.6	45	19.5
TOTAL	168	100	56	100	7	100	231	100

When respondents were asked to indicate their experience in years, 40 (23.8%) of teachers indicated that they had taught for 10 years and below, 47 (28%) had 11-15 years, while 53 (31.5%) had 16-20 years and those who had 21 years and above were (16.7%). The head teachers on the other hand, 4 (7.1%) had below 10 years while 17 (30.4%) of them had 11-15 years. 20 (35.7%) had 16-20 years and 12 (26.8%) had above 21 years of service. Among the QASO, (1) 14.2% had below 10 years and the rest of the QASOs had more than ten years' experience. This shows that majority of the teachers and head teachers had worked for more than 10 years hence have seen the work of QASO and could judge the improvement and changes in their supervision carried out during the time they have been in service, and therefore, likely to give more information about QASOs Quality and Standards supervision.

4.3 The role played by QASO's in formulation of Objectives during Supervision

According to Wasanga (2004) the purpose of quality assurance in education is to have an overview of the quality of education in Kenya based on agreed “all-round-performance indicators” of performance of educational institutions. The Basic Education Act No.14 of 2013 states that QASO are mandated to enter any basic education and training institution with or without notice to ensure compliance with education standards and regulations.

4.3.1 Teachers' rating of Frequency of QASO's assessments

The researcher sought to know the frequency of QASO's assessments in the schools for the last 2 years. The results are shown in the table 4.5 below.

Table 4. 5 Teachers' Rating of Frequency of QASO's Assessments in 2 Years

	No. of teachers	Percentage
Once a year	25	14.9
Once a term	105	62.6
Twice a term	38	22.6
Three times a term	0	0
More than thrice a term	0	0
None	0	0
TOTAL	168	100

Majority of respondents 105 (62.6%) indicated that they have been assessed at least once a term while 38 (22.6%) of them have been supervised twice a term, 25 (14.9%) of them once a year and none of them indicated that they have never been assessed during the given period. This showed that QASOs carried out supervision in schools in the Sub-County but the exercise rarely covers all the teachers in their respective primary schools. Supervision should be regular in order to have a positive impact in teaching and learning process.

4.3.2 Advice of teachers by QASO on formulation of objectives

The researcher went ahead and asked the respondents to indicate whether QASO advised teachers in formulation of objectives and the results were as indicated in table 4.6.

Table 4. 6 the Role of Quality Assurance and Standards Officers in Formulation of Objectives

	AGREE		DISAGREE		UNDECIDED		TOTAL
	No.	%	No	%	No	%	
Teachers	42	25.0	105	62.5	21	12.5	168
Head teachers	22	39.3	30	53.6	4	7.1	56
TOTAL	64	28.6	135	60.3	25	11.1	224

From table 4.6, 42 (25%) of teachers agreed that QASOs play an important role in formulation of objectives while 105 (62.5%) disagreed and 21 (12.5%) were undecided. 22 (39.3%) of head teachers agreed that QASOs played a major role in formulation of objectives while 30 (53.6%) disagreed and 4 (7.1%) were undecided. This implies that QASOs rarely advised teachers on how to formulate objectives and select content for instruction. This is in contrast with Sergiorvani and Starrat (1993) who concur that supervision is a process designed to help teachers and supervisors to learn more about their practice. Mukasa (2001) also supports that by saying that instructional objectives help the teacher in his/her choice of methods to be used in teaching. Without SMART instructional objectives the teacher is not clear about what he intends to achieve, since the objectives are a central feature of the planning process. This requires frequent guidance and supervision by QASOs.

4.3.3 Teachers' views on the part played by QASOs in formulation of objectives

Formulating a well-defined objective of the lesson is a critical first step as it provides the direction and framework for the decisions which will follow. The objective should describe the observable behavior the learner will exhibit to demonstrate that learning

has occurred. Okumbe (1998) considers supervision to be that dimension or phase of education administration which is concerned with improving instructional effectiveness hence QASOs should take the initiative in improvement of teaching methods and formulation of objectives.

Table 4. 7 Teachers Views on QASO’s Role during Formulation of Objectives

	AGREE		DISAGREE		UNDECIDED	
QASO’s assess teachers frequently during content	57	33.9%	91	54.2%	20	11.9%
QASO’s recommend better teaching methods during assessment	98	58.3%	54	32.4%	16	9.6%
QASO’s give feedback on formulation of objectives after assessment	38	22.6%	125	74.4%	5	3.0%

Majority of respondents, 91 (54.2%) disagreed that QASOs assess teachers frequently during content delivery, while 57 (33.9%) agreed that they assess frequently during content delivery. Data also revealed that 98 (58.3%) of the respondents agreed that QASO’s recommend better teaching methods during assessment while 54 (32.4%) of them disagreed. Data further established that 38 (22.6%) of QASOs give feedback on formulation of objectives after assessment, while 125 (74.4%) stated QASOs do not give feedback after assessment.

4.3.4 Head teachers' views on QASO's Role in Formulation of Objectives

The head teachers were asked to give their views on QASO's role during formulation of objectives and the results were as shown in table 4.8 below.

		Agree		disagree		Total
1	QASO's advice to teachers on formulation of	5	8.9%	51	91.1%	56
2	QASOs frequently assess teachers during content delivery	54	96.4%	2	3.6%	56
3	QASOs give feedback to teachers after content delivery	8	17.3%	48	85.7%	56
4	QASOs recommend better teaching methods after assessment of content delivery	7	12.5%	49	87.5%	56
5	QASOs organize seminars and workshops for teachers on formulation of objectives	23	41.1%	33	58.9%	56

Table 4. 8 the view of Head teachers' on the role played by QASOs in Formulation of Objectives

The head teachers gave their views on QASOs' role on formulation of objectives and 51 (91.1%) of the head teachers stated that QASO do not advice teachers while 5 (8.9%) agreed that they do advice. On frequency of assessments of teachers during content delivery, 54 (96.4%) of the head teachers agreed that QASO frequently assess teachers during content delivery while 2 (3.6%) disagreed. 48 (85.7%) of the head teachers indicated that QASOs did not give feedback after assessment. Data also revealed that 49 (87.5%) of head teachers disagreed, that QASOs recommend better teaching methods after assessment of content delivery while 7 (12.5%) agreed that they do recommend. The researcher further asked the head teachers to indicate whether QASOs organize

seminars and workshops for teachers on content delivery and formulation of objectives and majority of the head teachers, 33 (58.9%) disagreed while 23 (41.1%) of them agreed that QASOs organize workshops for teachers on content delivery. From the results of the research it is clear that there is still much that needs to be done to make content delivery and formulation of objectives more successful in the school.

The study reveals that some QASOs frequently assess content delivery and advice on formulation of objectives but others do not. According to Okumbe (1998), supervision should help the teacher plan, organize his/her work, and it creates healthy classroom atmosphere and accurate professional records. Kimeu (2010) supports this by saying that there are various roles of instructional supervision. First, instructional supervision ensures considerable coverage of the syllabus, secondly it ascertains that the recommended syllabus is being used for instruction and thirdly the relevant instructional materials are used and a conducive environment is created for teaching and learning.

4.4 The role played by QASOs in organization of in-service for teachers

From the interviews with the QASOs, they confirmed that they held workshops and seminars at least once a year and updated teachers on formulation of objectives and selection of content. Supervisory purposes according to different scholars cover two major areas: staff development and instructional development. Attention is focused on both teaching and non-teaching personnel in staff development and attention is focused on curriculum instruction to create a more effective and systematic way of providing efficient and meaningful instruction based on clearly specific objectives (Adegbesan, 2008). QASO indicated that, holding seminars and workshops and discussions on formulation of objectives is

very rare, this is in contrast with what Ornstein and Hunkins (2004) posit that, the supervisor provides direction and guidance and makes sure that teachers have the skills to carry out the change. They state that if supervisors are effective it is likely that the teachers within the system will feel comfortable and committed with any program being implemented.

4.4.1 QASO's' Organization of Workshops and Seminars

In-service training enables teachers to keep abreast with emerging knowledge and skills which are important for implementation of curriculum. Hence with this in mind the researcher wanted to establish the frequency of QASOs' organization of workshops or seminars in the Sub-County and the results were as shown in Table 4.9 below

Table 4. 9 Teachers' and Head teachers' Opinions on Frequency of QASOs' Organization of Workshops and Seminars

	Frequently		Rarely		Never		Total
Teachers	38	22.6%	110	65.5%	20	11.9%	168
Head teachers	18	32.1%	35	62.5%	3	5.4%	56
Total	56	25%	145	64.7	23	10.3%	224

Majority of the teachers 110 (65.5%) and head teachers 35 (62.5%) indicated that QASOs rarely organized workshops and seminars. Data also showed that 38 (22.6%) of teachers indicated that QASOs organized seminars and workshops but 20 (11.9%) of teachers and 18 (32.1%) of head teachers indicated that seminars and workshops were never organized by the QASOs.

According to Shiundu and Omulando (1992), in-service education helps to acquaint the practicing teacher with the latest innovation in curriculum of his or her subject area. In this way the teacher is more able to cope with development in his or her subject area of specialization as well as new approaches and methodology intended to enhance teaching and learning. Therefore such seminars and workshops should be more frequent if quality of instruction and education in general is to be enhanced.

4.4.2 The Role of QASOs during In-service training Programs

The table below shows teachers' and head teachers' response to the role played by QASO's during in-service training programs

		Agree		Disagree		Undecided	
QASO advise on new methods of teaching during In-Service Training	Teachers	98	58.6%	64	38.1%	6	3.8%
	Head teachers	33	58.9%	18	32.2%	5	8.9%
QASO update teachers on objectives and content delivery during In-Service Training	Teachers	72	42.9%	86	51.1%	10	6%
	Head teachers	24	42.8%	30	53.6%	2	3.6%
QASO guide teachers on selection and organization of content during In-Service Training	Teachers	57	33.9%	91	54.6%	20	11.9%
	Head Teachers	34	60.7%	18	32.2%	4	7.1%

Table 4. 10 Teachers' and Head teachers' Opinions on Content Delivery by QASOs during In-service training

From the above data it clearly shows that 98 (58.6%) of teachers felt that QASO advised on new methods of teaching during In-Service Training programs, 64 (38.1%) of the teachers indicated that they do not advice on new methods while 18 (32.2%) of the head teachers do not advice on new methods. Data further established that majority of the teachers 86 (51.1%) felt that QASO did not update formulation of objectives and planning for content delivery during In-Service Training and 72 (42.9%) agreed that they updated. Majority of the head teachers also 30 (53.6%) denied the fact that QASO updated teachers on

formulation of objectives and planning of content and 24 (42.8%) agreed. Findings also revealed that 91 (54.6%) of teachers denied the fact that QASO guide teachers on selection and organization of content during In-Service Training while 57 (33.9%) agreed. 18 (32.2%) of the head teachers denied that QASOs guide teachers on selection and organization of content during In-Service Training while 34 (60.7%) agreed.

During in-service training QASOs' input on the content delivered is very necessary in terms of new methods of teaching selection and planning of content and formulation of objectives and content delivery in the classrooms. From the study the evidence showed that QASOs do not adequately manage the in-service training programs and therefore teachers may not get the required content whenever they go for seminars and workshops thus, it cannot be of great benefit to them.

Okumbe (1998) agreed with this assertion by observing that a supervisor has the following roles: helping in formulation and implementation of scheme of work, evaluating instructional programmes, overseeing modifications, delivering instructional resources, helping in conducting and co-coordinating staff in-service advising and assisting teachers involved in instructional programmes, procuring funds required for instructional purposes and receiving community feedback about school programmes. Supervision is an administrative activity whose strategy is to stimulate teachers towards greater pedagogical effectiveness and productivity.

From the interviews with the Quality Assurance and Standards Officers themselves, some of them indicated that they organize in-service programs frequently though most of them do them rarely. They said that they have a lot of work as most of them double up as curriculum development officers (TAC tutors)

and QASO at the same time. However they confirmed that sensitization seminars and workshops on curriculum implementation are very important since they update teachers even those who completed certificate college's long time ago. One of the QASO said, "New information on new innovations from the Ministry should be passed on to teachers." Another said that, "QASOs should make use of in-service training to improve and keep pace with changing trends in education." They are able to rekindle their teaching methods. This is supported by Bowen, (2001) who said that school inspectors must change with time, shift from traditional crude image and do their work objectively, professionally and with courtesy. Staff training and development becomes very necessary due to the dynamic nature of the society that brings about new ideas, new technologies and new practices.

Okumbe (1998) also supported that by stating that on-the-job training is where an employee learns various aspects of her job while at the same time actually performing the task. There is need for QASOs to frequently organize workshops and seminars for teachers because there are many changes in curriculum from time to time and new contents are introduced or infused. According to Okumbe (1998) it is imperative that teachers should be provided with an enabling environment by the supervisors so as to motivate them to learn new different procedures on the job and also experience some degree of personal growth through promotion and funding.

This is in agreement with Sergiovanni (2009) who holds the opinion that the supervisor should assume the role of "clinical practitioner" who brings to the teaching process development of new methods of education and supervision. It is

true that QASO after specialization offer specialized skills to teachers by advising them on new approaches to teaching.

4.5 The role played by QASO's in undertaking further research pertaining teaching and learning challenges in public primary schools.

The researcher wanted to find out from the respondents whether QASOs undertook research pertaining teaching and learning challenges. The results are shown in Table 4.11

Table 4. 11 Opinions of Teachers and Head teachers on Frequency of Research done by QASO in Identifying Curriculum Challenges in Public Primary Schools

	Frequently		Rarely		Never		Total
	No	%	No	%	No	%	
Teachers	2	11.9	132	78.6	16	9.5	168
Head teachers	15	26.8	36	64.3	5	8.9	56
Total	35	15.6	168	75.0	21	9.4	

From the table 4.11, majority of the teachers 132(78.6%) felt that the QASO rarely do research on challenges facing teaching and learning and 2 (11.9%) of them said they frequently did that research. 36 (64.3%) of the head teachers indicated that QASO rarely did further research pertaining teaching and learning challenges and 15 (26.8%) of them indicated that QASO did research. However 9.4% of both teachers and head teachers were categorical that QASO never did any research on teaching and learning challenges.

Dwivedi (2008) noted that Action Research is a special form of research conducted to evaluate various programmes such as remedial education, innovation of teaching methods and job teaching programmes in education. Action research may involve both research specialist (supervisor) and the teacher in the analysis and application of research results to educational problems in specific classroom situations. The QAS officer is an official who should identify and provide feedback on strengths and weaknesses in educational institutions so that they can improve the quality of education and achievement of their pupils.

4.5.1 QASO's role in further research pertaining issues related to curriculum implementation

Table 4. 12 Teachers' and Head teachers' Views on QASO's' Role in Research Pertaining Issues Related to Curriculum Implementation

		Agree		Undecided		Disagree		Total	
			%		%		%		%
QASO use research skills to make changes to curriculum implementation process	Teachers	70	41.7	20	11.9	78	46.6	168	100
	Head teachers	38	67.9	7	12.5	11	19.6	56	100
QASO use comments from assessments to make changes	Teachers	44	36.2	20	11.9	104	61.9	168	100
	Head teachers	23	41.1	5	8.9	28	50.0	56	100
QASO's communicate Assessment feedback to teachers and administrators	Teachers	84	50.0	10	6.0	74	44.0	168	100
	Head teachers	38	67.9	6	10.7	12	21.4	56	100
QASO's use follow-ups Assessments to make future recommendation	Teachers	90	58.6	15	8.9	63	37.5	168	100
	Head teachers	35	62.5	3	5.4	18	37.1	56	100

From the above data it clearly shows that 78 (46.4%) of teachers and 11 (19.6%) of head teachers felt that QASO's do not use research skills to implement changes to the curriculum, while 70 (41.7%) of teachers and 38 (67.9%) of head teachers agreed that they use research skills to make changes.

Data further established that 44 (36.2%) of teachers indicated that QASOs use comments from assessments to make changes, a fact that 104 (61.9%) of the teachers denied. 23 (41.1%) of the head teachers indicated that QASOs make use of the comments from assessments to implement changes but 28 (50%) of them denied. 74 (44%) of the teachers denied that QASOs communicate feedback though 12 (21.4%) of head teachers denied that QASO's communicate feedback to teachers and administrators and 28 (50%) of them agreed. 67.9% of supervisors communicate feedback though 21.4% of head teachers denied.

On whether QASOs use follow-ups for future recommendations, 90 (58.6%) of teachers agreed and 63 (37.5%) denied while 38 (62.5%) of head teachers agreed that QASOs use follow-ups for future recommendations and about 18 (37.1%) indicated that only some few QASOs do make use of follow-ups for future recommendations. The head teachers however noted that the reports of most follow-ups are put in files and archived in cabinets at their offices.

According to Wango (2009), QASOs are to tell a school what it needs to improve, explain how and why and look at whether or not the school has improved since the previous assessments. He further says that the QASO should make a published report and summary to inform the MOE, TSC, BOM, PTA, teachers and wider community about the quality of education at the school and whether there is Value Added Progress (VAP) to the learners.

From the interviews with the QASO majority of them indicated that they use research skills to make changes in the schools in the Sub-County. However some said that the comments written on teacher's observation sheets are sometimes followed up by some teachers while others do not.

Making feedback and implementation of QASO's supervision reports is necessary especially after an assessment. It is through this that both the head teacher and the teachers can be exposed to areas of weakness. The QASOs also need to make follow-up visits to schools more frequently as this is likely to create some improvement on implementation of QASO supervision reports. Proper implementation of the reports is for the progress of the school and ultimate performance of learners. From the study evidence showed that most QASO rarely went back to the assessed schools. Also some QASO rarely kept record of challenges observed from the various schools that they visit hence cannot put together researched data on challenges affecting teaching and learning processes. Such data could be forwarded to MOE and other stakeholders in education.

Wango (2009) is in support of this as he posits that detailed information on school assessment can be made into a national database of educational standards and can be used by KIE, KNEC and other institutions to improve curriculum delivery services and even by publishers to assess relevance of books. He continues to say it can also help in bringing annual report to parliament on the quality of education based on all assessments conducted.

4.6 The role played by QASOs in organizing and coordinating co-curricular activities in primary schools

The researcher wanted to find out from the respondents how often the QASOs organize and co-ordinate co-curricular activities. The results are shown in table 4.13 below.

Table 4. 13 How Often the QASOs Organize and Co-ordinate Co-Curricular Activities

	Frequently		Rarely		Never		Total	
		%		%		%		%
Teachers	15	8.9	78	46.4	75	44.7	168	100
Head teachers	6	10.7	40	71.4	10	17.9	56	100
Total	21	9.4	118	52.7	85	37.9	224	100

From the table above, it is clear that majority of the teachers 46.4% indicated that QASOs rarely organize and co-ordinate co-curricular activities and 8.9% of the teachers indicated that QASOs frequently organize and co-ordinate co-curricular activities. Majority of the head teachers 40 (71.4%) indicated that QASO rarely organize or co-ordinate co-curricular activities, 10 (17.9%) said they never and 6 (10.7%) indicated that they organize and co-ordinate co-curricular activities but rarely reach all schools. Teachers and head teachers felt the need for a better supervision of co-curricular activities.

4.6.1 Role of QASO in organization and coordination of co-curricular activities

The researcher wanted to find out the role of QASO in organization and coordination of co- curricular activities and the results were as shown in the table 4.14 below

Table 4. 14 Role of QASO in organization and coordination of co-curricular activities

		Agree		Undecided		Disagree		Total	
			%		%		%		%
QASO advise teachers on co-curricular activities during assessment	Teachers	50	29.8	9	5.3	109	64.9	168	100
	Head teachers	6	10.7	5	8.9	45	80.4	56	100
QASO make assessment of co-curricular activities during visits	Teachers	66	39.3	22	18.1	80	47.6	168	100
	Head teachers	20	35.7	6	10.7	310	53.6	56	100
QASO include co-curricular activities during In-Service Training	Teachers	60	35.7	20	11.9	88	52.4	168	100
	Head teachers	14	25.0	7	12.5	38	62.5	56	100

From the table 4.14 above the data clearly shows that majority of the teachers (64.9%) and majority of the head teachers (80.4%) indicated that QASO rarely advised teachers on co-curricular activities during assessment. 28.8% of the teachers and 10.7 of the head teachers indicated that sometimes QASO advised on co-curricular activities during assessment.

Data also revealed that 47.6% of teachers and 53.6% of the head teachers denied the fact that QASOs make assessments of co-curricular activities during their visits to schools. 39.3% of the teachers and 35.7% of the head teachers indicated that QASO rarely make assessment of co- curricular activities during their visits. Co-curricular activities should be accorded equal attention as academic activities because the general aims and objectives of education are geared towards developing all-round individuals who foster personal, national, international, social, economic and cultural developments. A school curriculum has three dimensions; the formal, non-formal and informal which are prerequisite for a holistic approach towards learning and in turn, well-balanced development of learners (Oluoch, 2002).

4.6.2 Ratings of teachers and head teachers on the part played by QASO in organization and coordination of co-curricular activities

Table 4. 15 Teachers' and Head teachers' Ratings on the Part Played by QASO's in Organization and Coordination of Co-curricular Activities

	Excellent		Good		Fair		Poor		Total	
		%		%		%		%		%
Teachers	5	3.0	22	13.1	80	47.6	61	36.3	168	100
Head teachers	6	10.7	14	25	22	39.3	14	25	56	100
Total	11	4.9	36	16.1	102	45.5	75	33.5	224	100

From Table 4.15, it is clear from the given data that 80 (47.6%) of the teachers and 22 (39.3%) of head teachers indicated that the part played by QASO in organization of co-curricular activities is fair. 61 (36.3%) of teachers and 14 (25%) of head teachers indicated that the role taken by QASO in organization and co-ordination of co-curricular activities is poor. However 5 (3%) of teachers and 6 (10.7%) of head teachers indicated that it was excellent and 22 (13.1%) of teachers and 14 (25%) of head teachers indicated that QASO's' role in co-curricular activities was good.

One of the goals of education is to promote social, economic, technological and industrial needs for national development (KIE 2002). These and other goals of education cannot be achieved wholesomely if individuals do not strive to make their contribution towards these goals. Education helps children to develop their potential, interests and abilities which are only possible through encouraging co-curricular activities. According to Treslan (2008) those in supervisory positions should remember

that collaboration is vital in the teaching and learning processes. Thus, the need for QASO's input in organization and coordination of co-curricular activities.

From the interviews QASOs commented on their role in organization and co-ordination of co-curricular activities that majority of them advised teachers on the importance of such activities as; music festivals, Zonal and Inter-zonal sports and games they attend in person. Some of them however indicated that whenever they organized co-curricular activities in their zones they have committees who have been delegated at various levels.

During assessments most QASOs are keen on co-curricular activities and advised teachers on the same. However most of the QASOs indicated that whenever they go out for assessments the time is quite brief and they concentrate more on content delivery, observation of available resources in the schools, teachers' documents and schools' finances. They also argued that there are very many schools to be assessed at a given time. This is in contrast to what Nyakwara, (2013) states that QASOs monitor schools and they should find out whether activities are being implemented as planned or whether they are producing desired results. All activities in a school should be monitored to ensure they are properly implemented. He continues to say that performance should be measured against the standards set during planning process so that necessary action can be taken.

This fact is supported by Abisaki et al (2013) who posit that the consequences of promoting formal curriculum is the exclusion of non-formal curriculum activities in schools. They say that either the activities are partially incorporated in the curriculum offered in schools or discarded altogether because non-formal curriculum activities are "hindrance" to schools in their quest for high "mean scores." They say it is no wonder

that the activities are erroneously referred to as co-curricular or extra-curricular activities because of the assumption that they are not core curriculum.

Summary of chapter four

This chapter has presented a descriptive analysis of the data collected on QASO's supervisory practices towards curriculum implementation in public primary schools. The data was summarized in quantitative information and presented in in frequency tables. The interpretation and discussion of the analyzed data was done after the tabulated analyzed data. This led to the conclusions to be discussed in chapter five below.

CHAPTER FIVE

5.0 SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, a summary of the study findings, conclusion, recommendations and suggestions for further research based on the analysis of data is presented. There are four sections that are presented in this chapter. The first section presents a summary of the research findings, the second section deals with conclusions, third recommendations and the fourth section deals with suggestions for further research.

To carry out this study, survey was used, where questionnaires were administered to teachers and head teachers and interviews were done with QASOs. In total there were one hundred and sixty eight teachers, fifty six head teachers and seven QASO's who responded to the research instruments. Fifty six public primary schools in Wareng Sub-County were sampled.

The findings, conclusion and recommendations were based on the following objectives:

- (i) To establish the extent to which QASO's professional guidance to teachers on formulation of objectives influence curriculum supervision in public primary schools.
- (ii) To determine the extent to which QASO's organization of in-service for teachers affects effective teaching and learning methods in public primary schools.
- (iii) To determine the extent to which QASOs give feedback to teachers after instructional supervision is used to do research on challenges influencing curriculum implementation in public primary schools.

(iv) To find out the role played by QASOs checked on organization and coordination of co-curricular activities in primary schools during supervision of curriculum implementation in public primary schools.

5.2 Summary of the Findings

The purpose of the study was to find out the influence of the QASOs in instructional supervisory practices on curriculum implementation in Wareng Sub-County in Uasin Gishu County.

From the findings majority of the teachers (66.7%), head teachers (67.9%) and QASOs (85.7%) who participated in the study were male. The findings also revealed that most of the respondents were 36 and above years of age. On academic qualification most of the respondents had Diploma in Education and Bachelor of Education degrees. Majority of them also had been in the service for 11-20 years.

On the role played by QASOs in **formulation of objectives**, the findings revealed that QASOs rarely visited schools but they carried out their assessments at least once a term in most schools. There was unanimous agreement by the respondents that QASO visited schools once per term although a significant number indicated that they were visited twice a term in the last two years. Majority of the respondents (62.5 % of teachers and 53.6% of head teachers) showed that the QASO played a major role in formulation of objectives as they advised them on importance of lesson planning, the use of the recommended syllabus while scheming and coverage, maintaining quality instruction and improving actual content delivery in the classroom.

The findings also revealed that the QASOs attended classroom presentation by the teachers during routine inspection and gave advice on the formulation of objectives. A

few of them only checked on teachers' documents without going to class. Majority of the head teachers confirmed that QASO gave feedback after assessments.

On the role of QASOs in **provision of in-service training**, the study found out that the officers rarely organized seminars and workshops because a majority of the respondents (65.5 % of teachers and 62.5% of head teachers) said they had rarely been organized in their zones. For the times that in-service training have been organized the teachers have confirmed that the content being taught there includes new teaching methods, formulation of objectives and other relevant knowledge and skills that would help them improve their teaching skills. The respondents also showed that QASO guided teachers on selection and organization of content during workshops and seminars.

Teachers however suggested that QASOs should ensure that all subjects' areas, emerging issues like HIV/AIDs, drug abuse, policies and curriculum changes should be facilitated well during such forums. In fact in-service training helps the teacher to be acquainted with the latest innovation in the curriculum of his or her subject area. Majority of the respondents (65.5 % of teachers and 62.5% of head teachers) felt that in-service education programmes should be more frequent and teachers be assisted in planning and use of teaching resources and be sensitized in the changes in the syllabus in subjects like Social Studies and Kiswahili and new teaching methods. They also suggested that consultative forums should be held frequently where challenges affecting teaching and learning processes and their intervention measures could be discussed.

To find out whether QASOs undertook **further research** pertaining teaching and learning challenges, the findings revealed that majority of the teachers indicated that

QASOs rarely make research on challenges facing teaching and learning. Although some respondents indicated that QASOs never did research, quite a number of them, however hailed the QASOs that they did research on challenges facing teaching and learning. The QAS officer is an official who should identify and provide feedback on strengths and weaknesses in educational institutions so that they can improve the quality of education and performance of learners. Findings also revealed that QASOs rarely make use of the comments from assessments to implement necessary changes. Majority of the respondents indicated that QASOs rarely made follow-ups but others indicated that supervisors made follow-ups and communicated feedback to the head teachers for changes to be implemented. They also made use of records of previous assessments to make future recommendations. QASOs are to tell a school what it needs to improve, explain how and why and look at whether the school has improved since the previous assessments.

To establish teachers' and head teachers' opinion on the role of QASOs on **co-curricular activities**, majority of teachers (46.4 %) indicated that QASOs rarely organized and co-ordinated co-curricular activities. The findings also revealed that some QASOs do organize and co-ordinate co-curricular activities. The findings indicated that during visits and assessments in schools QASOs rarely advised teachers and head teachers on co-curricular activities. They also indicated though, that some QASOs advised and commented on co-curricular activities since education should develop an all-round individual in the learners. Majority of the respondents (71.4 %) indicated that all activities in a school should be monitored by the supervisor to ensure they are properly implemented.

5.2 Conclusions

Based on the findings of the study, the following conclusions were made:

That QASO regularly supervised schools at least once a term but should be more frequent in all schools. During such visits or assessments the teachers are guided on selection of content, formulation of objectives and content delivery in the classroom. This will ensure proper guidance of the teachers in planning of the lessons, use of the syllabus and improvement of teaching methods.

On provision of In-service training it was found out that QASO do organize In-service training in the zones and in the Sub-County but should be more frequent (twice per term) and content being facilitated should be all-inclusive and all schools be considered. It was noted that the QASO have the knowledge and skills necessary for guiding teachers during In-service training and updating them on curriculum changes and policies. This can be done through seminars, workshops and in-service training.

Based on the findings on research by QASOs it was indicated that follow-ups and feedback are rather minimal (once per year) and thus needs a lot of improvement. QASOs' comments are aimed at aiding teachers in their teaching approaches and methodology. QASOs also confirmed from the interviews that due to the vast workload and scarcity of time they gave observation reports to the head teachers. Reports from assessments should be followed up and recommendations used to make changes and also inform MOE and other stakeholders about challenges facing teaching and learning.

On the role played by QASOs in organizing and coordinating co-curricular activities, the findings revealed that QASOs need to be more concerned and more vigilant on other activities that are not academic. Non-formal activities are as important as formal activities and it was found that teachers could work best with QASOs in organization and coordination of co-curricular activities and be accorded equal allocation of time

during assessments since this leads to development of an all-round learner in all aspects of learning.

5.4 Recommendations

From the study the following recommendations can be drawn:-

- a) The Quality Assurance and Standards Officers (QASOs) should make three visits supervisory visits to all schools per term within their areas of operation so as to guide and advice teachers in selection of content to be delivered and formulation of objectives since supervision plays an important role in promoting quality education.
- b) Directorate of Quality Assurance should upgrade QASOs' skills in doing research to enable them make follow-ups of recommendations that they always make in schools during their supervision. The Ministry of Education will use feedback from research done by QASO to discover challenges in schools and deal with them accordingly.
- c) The QASOs should be equipped with the relevant knowledge, skills and the right attitude to be able to advise teachers on formulation of objectives and organization of content for delivery, the best teaching methods, curriculum changes and policies during In-service training.
- d) Workshops and seminars should be organized in the zones and within the Sub-County to sensitize teachers on issues that lead to better quality of education.
- e) Follow-ups and feedback by QASOs and proper records of recommendations should be done in order to link up for future improvements of quality education in public primary schools.
- f) QASOs should ensure that all activities in school whether formal or non-formal, co-curricular, extracurricular or core curricular should be accorded equal measure of attention during assessment for the promotion of all goals of education and development of an all-round individual in the learner.

- g) Post conferencing after classroom observation where both the QASO and teacher discuss the results and remedial actions to be done.
- h) The ministry of education should train teachers as curriculum support officers within the school so that there is a master of curriculum among the staff to guide teachers on formulation of objectives and facilitate during In-service training programmes since QASO may have more work in the office, hence the few visits to schools in a year

5.5 Suggestions for Further Research

The study suggested that further study be done on the following areas:

1. Studies similar to this one to be carried out in other Sub-County or counties.
2. The contribution of supervision in curriculum development in Kenya.
3. Supervision of curriculum implementation in the 21st Century and its challenges.
4. Induction skills of head teachers in internal supervision of curriculum in primary schools.
5. A study to establish training needs of QASOs.

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APPENDICES

APPENDIX A: CONSENT LETTER

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P.O BOX 3900,

ELDORET.

2011/2012

Dear Sir/Madam.

RE: RESEARCH STUDY

I am a Post-Graduate student conducting an academic research on **AN INVESTIGATION OF QUALITY ASSURANCE AND STANDARDS OFFICERS' SUPERVISORY PRACTICES TOWARDS EFFECTIVE CURRICULUM IMPLEMENTATION IN PUBLIC PRIMARY SCHOOLS IN WARENG SUB-COUNTY**. The findings of the study will be useful to teachers, head teachers and the Ministry of education specially the QASOs and the government in general.

I therefore look forward to your favorable assistance. Please be informed that any information given by you will be treated with utmost confidentiality. You may not fill you names on the questionnaire.

Thank you.

Mrs. Nancy Jerono Korir.

APPENDIX B: QUESTIONNAIRE FOR TEACHERS/ HEADTEACHERS

SECTION A: PERSONAL INFORMATION

Kindly tick or fill the boxes and spaces provided

1. What is your gender?

Male

Female

2. Which age group are you? (Tick appropriately).

20 – 25 years

26 – 30 years

31 – 35 years

36 – 40 years

41 – 45 years

46 and above years

3. What is your highest professional qualification?

Masters

Bachelors

Diploma

P1

Other (Specify) _____

4. a) What is your working experience in years?

0 – 10 years 11-15 years 16-20 years 21-25 years

26 and above years

b) State the number of years that you have worked in your current station

0-10 years 11-15years 16-20years 21years and above

5. What is your current designation?

Head teacher

Deputy Head teacher

Senior teacher

Class teacher

SECTION B:**QASOs ROLE IN FORMULATION OF OBJECTIVES AND CONTENT DELIVERY**

1. Role played by QASOs in formulation of objectives and content delivery

a) How often do QASO visit your school for assessment (*Tick where appropriate*)

Once a year

Once a term

Three times a term

More than three times a term

Never

b) During assessment the QASO are provided with a form where they advise teachers on formulation of objectives and content selection, planning and delivery. (*Tick where appropriate*)

Agree	Undecided	Disagree

c) What are your views about the part played by QASO in content delivery and formulation of objectives during assessments? (*Tick as appropriate*).

	Agree	Undecide d	Disagre e
QASO assess teachers frequently during content delivery			

QASOs recommend better teaching methods during assessment			
QASOs give feedback on content delivery and formulation of objectives after assessment			
QASOs organize seminars and workshops for teachers on content delivery and formulation of objectives			

2. QASOs role in organization on In-Service Trainings

Give your opinion about QASOs organization of In-Service Training for primary school teachers.

- a) How do QASOs organize workshops and seminars in the zone. *(Tick where appropriate)*

Frequently Rarely Never

- b) During in-service training give your opinion about the content and issues discussed in the workshops and seminars. *(Tick where appropriate)*

		Agree	Undecided	Disagree
i)	QASO advise on new methods of teaching during In-Service Training			

ii)	QASO update teachers on formulation of objectives and content delivery			
iii)	QASO guide teachers on selection and organization of content during In-Service Training			

3. QASOs research on teaching and learning challenges

- a) How often do QASOs undertake further research on teaching and learning challenges. *(Tick where appropriate)*.

Frequently Rarely Never

- b) Give your opinion about the role of QASO in further research on issues related to curriculum implementation

		Agree	Undecided	Disagree
		e	d	e
i)	QASO use research skills to make changes			
ii)	QASO use comments from previous assessments to make changes			
iii)	QASO communicate feedback to leaders and administrators to effect changes			
iv)	QASOs use follow-ups to make future recommendations			

4. QASOs role in organization and coordination of co-curricular activities

- a) Give your opinion on how often QASOs organize and coordinate co-curricular activities in their zones. *(Tick where appropriate)*

Frequently Rarely Never

b) Give your opinion on QASO’s role in organization and coordination of co-curricular activities. *(Tick where appropriate).*

		Agree	Undecided	Disagree
i)	QASO advise teachers on co-curricular activities during assessment			
ii)	QASO make assessments of co-curricular activities during visits			
iii)	QASOs include co-curricular activities during In-Service Trainings			

5. a) Suggest ways by which supervision by QASO in your zone can be improved.

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c) In your opinion what are some issues that QASOs should address during In-Service Training programmes in the zone/Sub County?

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6. How do you rate the role of QASOs in organization and coordination of co-curricular activities?

Excellent Good Fair Poor

SECTION C

Please read the statements below and for each statement tick against the rating which best describes your view on QASOs skills in research in educational problems.

QASO SKILLS IN RESEARCH ON TEACHING AND LEARNING CHALLENGES

		SA 1	A 2	U 3	D 4	S D 5
1	QASO have a contribution in the zonal sub county research in primary curriculum					
2	QASOs do research in identifying curriculum challenges in primary schools and report to the ministry					
3	QASOs supervision lead to changes in the teaching methods used in primary schools and enhancing of quality education					
4	QASOs make follow-up of previous assessment and use to make future recommendations.					
5	QASOs use their research skills to enhance quality of education in primary schools					
6	Supervision assessments are used for future reference and improvement.					

6. Suggest ways by which QASOs can change their approach to curriculum supervision in schools

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SECTION D**ROLE PLAYED BY QASOs IN TEACHER PROFESSIONAL DEVELOPMENT**

Please read the statements below and for each statement tick against the rating which best describes your view on QASOs' role in teacher professional development.

		SA	A	U	D	S
		1	2	3	4	D
						5
1	Workshop/seminars are organized often in the zones by QASOs					
2	The QASOs guide teachers on emerging issues and current trends in education.					
3	During the In-Service Training teachers are updated on formulation of objectives					
4	During the In-Service Training teachers are updated on formulation of objectives.					
5	Teachers are guided on selection and organization of content by QASOs.					

7. In your opinion what are some of the issues that QASOs should address during In-Service Training programmes in the zone/Sub County

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THANK YOU VERY MUCH FOR YOUR CO-OPERATION

APPENDIX E: INTERVIEW SCHEDULE FOR ZQASO/DQASO

This interview is intended to gather information that will be useful in enhancing supervision in Kenyan schools.

This schedule is to be answered by DQASO or ZQASO from the Sub Counties and zones in Uasin Gishu County. All information given will go along in aiding my research and any information given will be treated with utmost respect and confidentiality.

SECTION A

PERSONAL INFORMATION

Kindly tick or fill the boxes and spaces provided

1. What is your gender?

Male

Female

2. Which age group are you? (Tick appropriately).

20 – 25 years

26 – 30 years

31 – 35 years

36 – 40 years

41 – 45 years

46 and above years

3. What is your highest professional qualification?

Masters

Bachelors

Diploma

P1

Other (Specify) _____

4. a) What is your working experience in years?

0 – 10 years 11-15 years 16-20 years 21-25 years
 26 and above years

5. State the number of years that you have worked in your current station

0 – 10 years 11-15 years 16-20 years 21-25 years
 26 and above years

6. What is your current designation?

DQASO ZQASO
 Other specify _____

SECTION B

Please respond as much as possible to all statements. All information you give will be used for the purpose of this study and will be treated as confidential.

1. What roles do QASO play in public primary school supervision

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2. How often do you inspect the public primary schools within you area of jurisdiction?

Once a year
 Once a term
 Three times a term
 More than three times a term
 Never

3. In terms of formulation of objectives and content delivery how often do you advice during assessments?

- Once a year
- Once a term
- Three times a term
- More than three times a term
- Never

4. To what extend do you make follow-ups of inspection reports and previous assessments

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5. To what extend are comments from previous assessments used to make future changes in teaching and learning

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6. How often do you organize seminars and workshops in your zone/ Sub County?

- Once a year
- Once a term
- Three times a term
- More than three times a term
- Never

7. What are some of the issues discussed with teachers during In-Service Trainings?

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8. How often do you in-service teachers on issues like

i) Co-curricular activities

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ii) Formulation of objectives and delivery of content

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iii) New teaching methods

9. What are your comments on how QASOs activities in the zone/ Sub County can be improved?

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10. To what extend do you use previous assessments in finding out challenges in teaching and learning processes?

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11. When you visit schools what role do you play in organization and planning of co-curricular activities

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SECTION C

QASOs SKILLS IN RESEARCH ON TEACHING AND LEARNING CHALLENGES

Please read the statement below and for each statement use the given rating which best describes your view on QASO’s skills in research on teaching and learning challenges.

1-Strongly Agree 2-Agree 3-Undecided 4-Disagree 5-Strongly Disagree

		SA 1	A 2	U 3	D 4	S D 5
1	QASOs do some research in identifying curriculum challenges in primary and report to the Ministry of Education					
2	QASOs have a contribution in the zonal/ Sub County research in primary					
3	QASOs assessments of curriculum and are used to make changes and recommendations in the teaching methods used in primary schools.					
4	QASOs use their research skills to enhance quality of education in primary schools.					

12. Suggest issues that QASOs could research on in their zones or Sub-County

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SECTION D

ROLE OF QASOs IN TEACHING PROFESSIONALS DEVELOPMENT (IN-SERVICE TRAINING)

Please use the following rating

		Frequentl y	Rarel y	Neve r
1	How often do you QASO organize In-Service Training programmes?			
2	QASOs guide teachers on current trends in education			
3	During In-Service Training programs teachers are trained by QASOs on new methods of teaching.			
4	During workshops and seminars QASOs update teachers on formulation of objectives and delivery content during instruction			

13. Make suggestions of what QASOs should do to improve teacher professional development

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THANK YOU VERY MUCH FOR YOUR CO-OPERATION