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**CONTRIBUTION OF QUALITY ASSURANCE AND STANDARDS  
OFFICERS IN CURRICULUM IMPLEMENTATION IN PUBLIC  
PRIMARY SCHOOLS IN KISUMU DISTRICT, KENYA**

**BY**

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## ABSTRACT

Quality Assurance is a very essential component of education process. Resources invested in education can not yield desired results without proper monitoring and evaluation. Implementation of the free primary education in Kenya from 2003 has raised issues on quality of teaching and monitoring of educational programmes. It has brought new demands on the role of Quality Assurance and Standards Officers (QASO). This study investigated the contribution of Quality Assurance and Standards Officers in curriculum implementation in Public Primary Schools in Kisumu district, the challenges they face while doing their duties and identified competencies required by QASO that their training programme should incorporate. The study was based on descriptive survey design. The study population was 1598 which consisted of 1400 teachers, 189 head teachers and 9 Quality Assurance and Standards Officers. Systematic sampling technique was used to select a third of the total population of both head teachers and teachers for the study. The study therefore involved 483 respondents which comprised of 55 head teachers, 420 teachers and 8 Quality Assurance and Standards Officers. Simple random sampling technique was used to select 8 Quality Assurance and Standards Officers for the study. Two instruments were used in this study which included questionnaire for both teachers and the officers. Interview schedule was developed for the Quality Assurance and Standards Officers and head teachers. The quantitative data gathered from the respondents via questionnaire were organized thematically coded and descriptive statistics such as frequency distribution and percentages were generated before analysis and interpretation. Information was then presented in form of frequency distribution tables. However, qualitative data obtained from the respondents through interviews were transcribed, organized thematically and reported. The findings of the study established that the contribution of Quality Assurance and Standard officers in specified areas such as human relations, knowledge expertise, report writing, action research and supervisory approaches are minimal to curriculum implementation in primary schools. The officers are faced with varied challenges that inhibit their performances such as lack of training in supervision and inadequate funds among others. Major recommendations are that innovative approach to Quality Assurance should be adopted to make the service cordial to teachers and accessible to schools, induction of new officers and capacity building for practicing officers, provision of adequate funds and serviceable vehicles. The findings of this study could be significant because they may contribute more knowledge in quality assurance and standards practices and supervisory functions. Practically, the findings may be used by the Ministry of Education in reviewing of quality assurance and standards services in primary schools and in the organization of future in-service training programmes for the officers charged with the responsibility.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Quality Assurance and Standards Officers is a recent term coined to refer to the education officers responsible for supervision of curriculum implementation in schools. It is a new term commonly used in place of traditional term “inspector” and “supervisor.” The term “inspector” portrayed the QASO as a person who comes from above to see that policies developed at the central education office are being implemented in schools. This notion created a rift between the inspectors and the teachers.

The traditional concept of supervision and inspection was authoritarian and rigid and did not include the elements of professional guidance to teachers (Grauwe, 2004). Teachers tended to shy away from interacting freely with the inspector for fear of fault finding and victimization (Wanzare, 2006). The new term of QASO is intended to remove stigma associated with inspector and portray the officers as people concerned with improving quality and standards of education by working as partners with teachers. The term school inspection and supervision are interchangeably used in education industry. In Kenyan scenario, the terms have been used and improved to become Quality Assurance and the persons in charge to be called Quality Assurance and Standards Officers. The notion of school inspection started in England in 1836 (Grubb, 1999) and the British took it with them to their colonies. Missionaries established the formal schools and the clergy acted as the supervisors. In America too, the powerful effect of the church on early education was

felt. The church and state were more or less inseparable (Harris, 1985) but to date church and state are more or less separated. Parents and clergy were the inspectors of schools.

A number of writers have defined inspection and supervision in several ways:

The Malawi Handbook for Inspectors (Republic of Malawi, 1982) defines inspection as the specific occasion when an educational institution is examined and evaluated as a place of learning in such a way that advice may be given for its improvement. Tait (1993) defines it as the process through which central authority represented by inspectors, monitors and evaluates the teaching and administration in the schools. The two definitions above imply that inspection involves examining and evaluating the quality of teaching and learning in schools, based on established criteria. It is judgemental in nature and monitors education trends and standards in institute.

Pollock and Ford (2009) on the other hand defines supervision as an act of helping teachers by providing professional guidance and technical assistance in accelerating effectiveness of the process of teaching and learning. Grauwe & Carron (2007) gave operational definition of supervision services to be understood as covering all those services whose main function is to inspect, control, monitor, evaluate and or advise, assist and support principals and teachers and who are expected to do so through regular school visits. In this definition, elements of monitoring and evaluation is outstanding, but how are the supervisors themselves monitored, by whom, what are the criteria used for evaluating them and do performance indicators exist.

Mussazi (1982) on the other hand looks at supervision as a consciously planned for improvement and consolidation of instruction. He maintains that, supervision as

concerned with overseeing, directing, guiding, conducting, regulating, controlling and moving towards a goal. Tait (1993) defines supervision as a process through which supervisors visit schools to work with the teachers and school administrators to ascertain the quality of teaching and administration and to provide advice and guidance to teachers and administrators where it may be necessary.

Neagley and Evans (1980) pointed to the democratic nature of modern supervision in their definition. They considered modern supervision as any services for teachers that eventually results in improving instruction, learning and the curriculum. It consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals – the child, the teacher, the supervisor, the administrator and the parent or other lay person. Whereas Beach & Reinhartz (2000) defines supervision as a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career long development of teachers. These definitions of modern supervision therefore emphasize the behaviour of supervision, assisting teachers for the ultimate benefit of the pupil.

In Kenya, a Handbook for Inspection of Educational Institutions (Republic of Kenya, 2000) which acts as guide to the QASO and other stakeholders in education, clearly states the mission and vision as to establish, maintain and improve educational standards and to provide quality assurance feedback to all educational stakeholders on all educational institutions respectively. The inspectors who are currently called Quality Assurance and

Standards Officers are involved in the task of inspection and supervision of educational institutions. The term Quality Assurance and Standards is teacher friendly than the previous terms especially inspection which was associated with fault finding and passing judgement.

It is important to note the terms evolved from school inspection to supervision to quality assurance. These trends have had an impact on supervision practices on the ground; it has brought positive influence on the quality and functioning of schools (Grauwe & Carron, 2007). The term “inspector” portrayed the QASO as a person who comes from above to see that policies developed at the central education office are being implemented in schools. This notion created a rift between the inspectors and the teachers. Teachers tended to shy away from interacting freely with “inspector” for fear of fault finding and victimization (Wanzare, 2006). The new term of QASO is intended to remove the stigma associated with the inspector and to portray the officers as people concerned with improving quality and standards of education by working as partners with the teachers (Farrant, 1994). Therefore, QASO are expected to enhance education effectiveness and efficiency by working in collaboration with teachers and schools.

In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision (Republic of Kenya, 1999). This has led to calls for strengthening of the Directorate of Quality Assurance and Standards (DQAS), particularly improving the knowledge, skills and attitudes of the officers who carry out the role of supervision of education in educational institutions. Quality Assurance and Standards Officers are

persons appointed by the DQAS, which is a department in the Ministry of Education, to supervise curriculum implementation in schools (Wanzare, 2006). In order to play their role effectively, the Quality Assurance and Standards Officers require special skills specific to the job (Etindi, 2001). However, there is currently no special training of Quality Assurance and Standards Officers in colleges of education in Kenya. Instead, Quality Assurance and Standards Officers are appointed from among classroom teachers, headteachers and Teacher Advisory Center (TAC) tutors. Such appointees would normally have merely undergone primary teachers' training without specific training as Quality Assurance and Standards Officers (Etindi, 2000). Therefore, they need special training as Quality Assurance and Standards Officers because this job is not the same as that of teaching.

In summary supervision is defined in this study as a service provided to teachers for the purpose of improving instruction, with the pupil as the ultimate beneficiary. The study adopted eclectic approach, which integrates the advisory service and development of the teacher as fronted by the QASO. The study narrowed down to instructional supervision which facilitates effective learning. The supervisor has the responsibility to assist the teacher to improve standards of teaching in a learning situation (Republic of Kenya, 2000). These feelings about supervision vary because of the way supervisors have been known to interpret their roles and these variations in perception of supervision can be said to create conflict and impact negatively on the quality of instruction.

Therefore, QASO are expected to enhance education effectiveness and efficiency by working in collaboration with teachers and schools. A number of factors determine the

level of performance in the school system especially the quality of the input and school process variables. Ochuba (2008) opined that goals of education can only be achieved with a well organized school system that would ensure that all aspects of school life are well articulated and effectively co-ordinated. For the education industry to carry out its functions of developing quality human capital, there is need for checks and balances by regular and effective supervision and inspection.

Wilcox (2000) defined inspection as the process of assessing the quality and or performance of institutions, services, programmes and projects by those (inspectors) who are not directly involved in them and who are usually specially appointed to fulfill these responsibilities. Under the Ministry of Education, Directorate of Quality Assurance and Standards is directly responsible for quality control and maintenance of standards in institutions below university level. Handbook for Inspection of Educational Institutions (Republic of Kenya, 2000) outlined its objectives to include:

- i. Have regular reporting to the MOEST on the general quality of education in Kenya at national, provincial, district and school levels with reports on specific aspects of education as required.
- ii. Identify educational institutional needs for improvement.
- iii. Ensure that quality teaching is taking place in the institutions.
- iv. Monitor the performance of teachers and educational institutions in accordance with All Round Standard Performance indicators.
- v. Ensure that the appropriate curriculum is operational in educational institutions.



vi. Plan, implement and evaluate professional development programmes through:

- a. Materials development
- b. Piloting and assessment of materials
- c. Training and support
- d. Monitoring and evaluation.

Quality Assurance world over is the responsibility of Ministry of Education. According to Handbook for Inspectional of Educational Institutions, one strategy for monitoring teaching and learning in schools and for enhancing quality and raising standards which has received a great deal of attention over the years concerns supervision by inspection (Republic of Kenya, 2000).

World over, nations have passed legislations that regulate supervision in primary schools. Maw (1996) in reflecting in British Education Act 1992 noted that the role of inspection in Britain is to monitor the standards, quality, efficiency and ethics of the schools and to inform the government and the general public on these matters. According to Clegg & Bellington (1994), in reflecting on the practice of inspection by the Office For Standards in Education (OFSTED) in Britain observes that the major purpose of inspection is to collect a range of evidence, match the evidence against a statutory set of criteria, arrive at judgement and make those judgements known to the public. The Kenyan inspection practice has continued to be characterized by traditional visits copied from Britain model and include advisory visits, full general inspection, subject inspection and many others. Experience has shown that these methods have failed to stop the gradual decline in the quality of education offered in schools. However, inspection practice have been

undergoing changes globally even in Britain since the 1980's. The Kenyan Directorate Service is thus faced with the challenges posed by these innovations. The new trends in school inspection include whole school evaluation, school self-evaluation and systematic evaluation (FME, 2006). Monitoring and evaluation are also incorporated in the new type of inspection.

Vast literature indicates that educational supervision in the 21<sup>st</sup> century aims to improve learning for all students, the procedures supervisors follow continue to require them to concurrently evaluate teacher performance and coach teachers to reflect on and improve their instruction and assessment methods. World over supervision had been adjusted on a continual basis to improve professionalism, there have been relatively few changes in practices designed to ensure gains in student achievement. The recent global trends in school inspection calls for seminars/workshop where education experts brainstorm and develop viable and uniform tools for inspection nationwide that would cover all aspects of school life (FME, 2006). These may include the inspectors handbook and uniform instrument for inspection. In Kenyan scenario, inspectors handbook was put in place in 2000 but it is absurd that QASOs are not following the guideline laid down. These instruments should be constantly reviewed in line with new developments in the school system and global trends. More so, it should move from intuitive judgement to emphasis on school outcomes measured by certain indicators and observation.

In North America in pre-1900, supervision was seen as inspection whereby local citizens inspect facilities and instruction supervision based on intuition rather than technical

knowledge. Supervision was done by religion leaders. Early 1900 scientific organizational improvement whereby superintendents inspect teachers. In 1930s-1950s, supervisors were seen as specialists. 1960s-1970s clinical supervision propagated fostering leadership focusing on improving rather than evaluating teaching. In 1980s supervision focused on teaching behaviour and students response with ultimate goal of effective teaching and professional growth plans. In 1990s supervision focused on the learner valuing learning standards for students. Finally in the 2000s, supervision has evolved to improved learning. The need to advance all student's learning, coupled with contemporary research findings about the power of instructional strategies and how critical feedback is to improving learning (Ford & Sharon, 2009).

Supervision in the latter decades of the 20<sup>th</sup> century primarily focused on teacher behaviour, assuming that if instruction improved, student learning would likewise improve. However, the research about learning indicates that a supervisor can take a pivotal role in ensuring that students learn (Ford & Sharon, 2009). Supervision that includes useful feedback to teachers and assists teachers in providing frequent and useful feedback to students contributes greatly to improved student achievement. The supervisor's role is to implement effective tools in coaching and to work co-operatively with teachers to make decisions based on researched pedagogical practices.

Many countries have attempted to reform their supervision system. These reforms are also inspired by the need to improve educational quality and by the recent trends towards more school autonomy. Supervision may be needed to guide them in their decision

making and to monitor the use they make of their resources (Grauwe & Carron, 2007). However, school supervision services in many countries are under increasingly heavy critique, because of their failure to have a positive impact on quality of teaching and learning. In Scotland, Her Majesty's Inspectorate (HMI) is charged with reporting on the effectiveness of education in schools and other educational institutions and to recommend action for improvement, evaluate the arrangements for assuring quality in schools and provide frank and objective advice to the higher education authorities and to implement effectively (McGlynn & Stalker, 1995).

In many countries where inspectoral system of supervision of school is conducted, the responsibility for school inspection lies with the inspectorates. In Belgium, according to Brussels Ministry of National Education and French Culture, (1981), the curricular are drawn up by groups consisting of inspectors, teachers, representatives of parents association, and for curricular of higher education possibly also students, coordinated by state education. In South Africa, the inspectorate is primarily concerned with and is divided into management functions and advisory services (Maw, 1996). However, the writer argued that, the functional efficiencies in terms of quality of teaching and learning and the instruments used to assess teachers' competencies are highly limited.

Given the role the inspectorate plays in the Ministry of Education, plus the changes which are taking place in the constituent today especially in terms of accountability and transparency, it became inevitable that the operational activities be guided by a specific handbook which acts as a guide to the inspectors and other stakeholders in effectiveness

and efficiency of the inspectorate. Many African countries have come up with such guide books; these include Nigeria, Lesotho, Malawi and Kenya (Canham, 1983; Central Inspectorate, 1996; Ministry of Education of Malawi, 1982; Republic of Kenya, 2000).

In Kenya, the Ministry of Education through the Directorate of Quality Assurance and Standards (DQASO) is responsible for quality assurance in primary schools. It has the ultimate autonomy to inspect and supervise educational institutions. Education Act Cap 211, 1970; Revised 1980 under section 18 envisages that this authority is usually delegated to the District Quality Assurance and Standards Officers (Republic of Kenya, 2005). The Act emphasizes that for the inspectorate (now DQASO) to enter and inspect any school at any place at which it is reasonably suspected that a school being conducted and report to the Minister with respect to the school or any part thereof. The Ministry of Education produced a handbook which guides its operational activities. The main purpose for producing this handbook was to have a comprehensive framework for inspection of educational institutions which can be used uniformly by inspectors all over the Republic of Kenya; to formulate a code of conduct for educational inspectors in Kenya and to have a uniform format for writing inspection reports, which will include Executive Summary, Full and Follow-up Inspection Reports. Some QASO, however, have been reported not follow the guidelines in the handbook (Mobegi, 2007). The Ministry of Education has come up with new policy that emphasizes partnership; it further observes that DQASOs must increasingly become team players and not a policing service as it has been perceived in the past (Republic of Kenya, 2005).

Throughout post-independence Kenya, supervision services have never been adequately provided to educational institutions. The Kamunge Commission (Republic of Kenya, 1988) points out that the number of school inspectors hardly coped with the demand to inspect all schools. Sessional paper number 6 of 1988 on Education and Manpower Training Development for the Next Decade and Beyond (Republic of Kenya, 1988) called for improved quality of education through use of existing human, physical and fiscal resources. The government has initiated many reforms in the education sector in the recent years. The reforms are aimed at addressing both the overall goals of the National Economic Recovery Strategy (NERS) as set out by the government and international commitment which includes Millennium Development Goals (MDGs) and Education for All (EFA). Provision of education opportunities to all Kenyan children is central to the government aspirations. To realize these goals and to provide primary school pupils with the opportunity to acquire basic education to enable them exploit their potential to the fullest, the Kenya Education Sector Support Programme 2005-2010 (KESSP) purports that Ministry of Education must put in place effective quality assurance mechanisms. It is significant to note that, this is the reason why the Directorate of Quality Assurance and Standards was recently established (Republic of Kenya, 2005).

One of the core functions of the DQAS is to provide advisory services to schools on how best to improve teaching. With the new policy that emphasizes partnerships, DQAS must increasingly become team player and not a policing service as it has been perceived in the past. Over time, efforts have been made to enhance the quality assurance function in the Ministry. Recently, efforts have also been made to rationalize work load, operational

zones and institutions to ensure that quality assurance services are available to all. In the Ministry of Education Strategic Plan 2006-2011 (Republic of Kenya, 2005) it is observed that, in order to improve mobility at all levels Quality Assurance and Standards Officers have been provided with motorcycles and financial allocations at district education offices to cater for fuel and other logistics. The KESSP has articulated various strategies aimed at improving quality assurance services. These include; undertaking continuing research to determine the quality of education being offered, conducting subject -based content mastery improvement and pedagogical skills up grading training, production of handbook for inspection of education institution for promote national uniformity in carrying out supervision, provision of motorcycles and vehicles to improve mobility, allocation of finances at district education office to cater for fuel and provision of funds and instructional materials.

It is imperative that these strategies are implemented since quality assurance form the backbone of any education system. However, these strategies are not yet fully implemented the QASO are not conducting researches, INSET for teachers is sufficiently lacking, the handbook for inspection of educational institutions is not followed, QASO are still facing challenges of lack of means of transport, funds and in adequacy of instructional material, therefore that study sought to establish, the extent to which QASO and contributing to curriculum implementation in Kisumu district.

From various literature reviewed, it is eminent that many countries have attempted to reform their supervision system, significant trends have emerged in a growing number of

countries. Therefore to what extent have these trends had impact on supervision practices on the ground and what changes have on the quality and functioning of schools. Unfortunately, the inspectorate services both at the national, provincial, district and school levels have not lived up to the expectations. This is because the inspectorate service is plagued by a number of issues and challenges. A study carried out by Ogunu (2001) revealed that inadequate number of inspectors, inadequate funds for inspection, lack of transportation among others were some of the problems encountered by inspectors. He also noted that 88% of the respondents reported that inadequate number of inspectors was a serious constraint to school inspection. Compounding the problems of inadequate number of inspectors, is the low quality of personnel recruited into the inspectorate (Kithuka, 2006). The study further revealed that none of the inspectors had specialized training in educational supervision and inspection. This inadequacy may be due to lack of policy on the recruitment and deployment of QASOs.

Performances in the Kenya Certificate of Primary Education (K.C.P.E) from Kisumu District has been below the average and generally poor. Table 1 shows performance of students in K.C.P.E over a period of five years.



Table 1: Kisumu District primary schools performance in K.C.P.E, by Examination Mean Scores between 2001 – 2005.

| Year | Entry | Performance Mean Score |
|------|-------|------------------------|
| 2001 | 3558  | 232.36                 |
| 2002 | 3681  | 234.45                 |
| 2003 | 3841  | 237.57                 |
| 2004 | 4170  | 245.61                 |
| 2005 | 4219  | 248.32                 |

Source: Kenya National Examination Council.

From table 1, it is clear that the performance of pupils in K.C.P.E is below average. It is generally poor performance. It is important to find out what is actually happening in the schools, whether the QASOs who are entrusted to check on the quality of education in the district are doing their work to help teachers who would in turn help pupils gain in academic achievement. Supervision that includes useful feedback to teachers and assist teachers in providing frequent and useful feedback to students contributes greatly to improved student achievement (Grauwe, 2004). The QASO's role is to implement effective tools in coaching and to work co-operatively with teachers to make decisions based on researched pedagogical practices.

Meanwhile, there is need to have the right quality of QASOs for effective discharge of their duties. Wasanga (2004) reiterated that inspectors, in order to carry out their duties, should have good academic qualifications, specialized skills and well established staff

development programme to enable them keep pace with the changes in the education industry. In addition to having the right quality and quantity of QASOs, enabling environment is required for the effectiveness of the responsibility of quality assurance agents in the education sector. The study therefore looked at the contribution of QASO to curriculum implementation in Kisumu district.

### **1.2 Statement of the Problem**

There has been a public outcry on the continual decline in the standards of education in Nyanza Province especially as indicated in national examinations. For instance in Kisumu district, the Kenya Certificate of Primary Education (2001) reported that candidates scored 232.36 mean, in (2002) scored 234.45 mean, (2003) scored 237.57 mean grade, in (2004) scored 245.61 mean and in (2005) scored 248.32 mean grade. The performance in Kisumu district is below average. Education stakeholders have blamed the quality assurance agents (QASO) for the falling standard. The complain is that schools are receiving inadequate inspection, posting of incompetent officers, rare and poorly conducted inspection and inadequate resources (Editor, The Standard, Monday, January 2, 2006). According to Ministry of Education Strategic Plan 2006 – 2011 (Republic of Kenya 2005), the Provincial Education Board's Task Force on improvement of performance at national examinations by Nyanza schools chaired by Prof. G. Ogutu reported that some teachers intentionally skipped lessons and turn to arranging for remedial teaching. According to Kithuka (2006), the number of inspectors is inadequate and a good number of them are said to be unqualified and are not well informed about

their responsibilities. The result of these inadequacies is that the quality of instruction has progressively declined as evidenced by poor performance of students in examination.

As shown in the background of the study, Kisumu district has a problem as reflected in the performance of national examination, for five consecutive years the performance is below average. The QASO in the district seem to be faced with varied challenges which inhibit their performance, due to their small inadequate number, school visits are rear in the course of the year. From their point of view, it is important that they identify topics that would help in their immediate need in terms of supervision of the curriculum to be included in their training to address the problem of lack of adequacy in performing supervisory tasks.

The study therefore is to find out the contribution of QASO in curriculum implementation in Kisumu district. Specifically, it seeks the contribution of QASO at their knowledge, human relations, supervisory approaches, report writing and carrying out action research on their basic responsibilities, hindrances to effective performance of their duties and training as a strategy for improvement.

### **1.3 Purpose and Objectives of the Study**

The purpose of this study was to find out the contributions of Quality Assurance and Standards Officers to curriculum implementation in Public Primary Schools Kisumu district, problems facing them and discuss ways of solving the problems with a view to improve the quality of education in Kisumu district.

Specific objectives of the study were to:

- i. Establish contribution of Quality Assurance and Standards Officers to curriculum implementation in Public Primary Schools in human relations, knowledge of the subject, supervisory approach, report writing and doing action research based on teachers', head teachers' and Quality Assurance and Standards Officers' point of view;
- ii. Find out challenges experienced by Quality Assurance and Standards Officers in the performance of their duties; and
- iii. Identify topic to be included in training programmes for Quality Assurance and Standards Officers.

#### **1.4 Research Questions**

The following were the research questions:

- i. What are the contributions of Quality Assurance and Standards Officers to curriculum implementation from teachers, head teachers and the officers' perspectives?
- ii. What are the challenges experienced by the Quality Assurance and Standards Officers when performing their duties?
- iii. What are the topics to be included in training programmes for Quality Assurance and Standards Officers?

### **1.5 Scope of the Study**

The study covered 55 primary schools in Kisumu District which are following 8-4-4 System of Education and are implementing the universal primary education. The study investigated the contribution of Quality Assurance and Standards Officers with regard to curriculum implementation. It focused on their contribution at human relations, knowledge of the subject, supervisory approach, report writing and action research.

### **1.6 Limitation of the Study**

The study used questionnaire which has a weakness of ceiling effect and some respondents did not answer the unstructured questions. This problem was countered by the use of in-depth interviews.

### **1.7 Basic Assumptions of the Study**

This study was based on the following assumptions:

- i. All Quality Assurance and Standards Officers identified, appointed and deployed were capable of delivering service as per their responsibilities;
- ii. Quality Assurance and Standards Officers had the necessary resources to perform their duties; and
- iii. All Quality Assurance and Standards Officers are trained for their job.

### **1.8 Conceptual Framework**

Supervision today is complicated by a number of factors that reveals the complexities of the supervisory roles. For the Quality Assurance and Standards Officers to contribute

effectively in Curriculum Implementation in primary schools, they must be well grounded in human relations factors, adequate knowledge of the subject, skills in report writing, doing action research and supervisory approaches. Dependent variable is curriculum implementation and the independent variables are human relations, knowledge of the subject, skills in report writing, action research and supervisory approaches.

The Quality Assurance and Standards Officer's role is heavily affected by state mandates from the national level. For instance the national examinations for students, model for evaluating teachers, developed curriculum guides and specification of teaching competencies. Quality Assurance and Standards Officers who do not comply are faced with intra-role conflicts and the impact is less production. State assessments of student achievement, for example, are almost exclusively cognitive in nature. The officer who has a commitment to affective and psychomotor as well as cognitive learning will feel uncomfortable with testing restricted to only the cognitive domain. The Quality Assurance and Standards Officer has a burden to help teachers produce high student examination scores. Introduction of universal primary education has placed more responsibility on the Quality Assurance and Standards Officer whereby they are directly inspecting administration and management and instructional curriculum services.

The public and, to an increasing degree, the profession have expressed dissatisfaction with students performance in national examination and with incompetent teaching (Republic of Kenya, 2005). Teachers question the reliability of data collected on their

performances and the competence of the QASO in making assessments. Teachers would wish to be involved in the creation of the supervision process. The inability to separate instructional supervisory services from administration continue to add tensions. Many teachers view QASO with contempt.

Human relations as a skill are vital for supervisory services. Key elements of human relations if well articulated would enhance the cordial relationship between teachers and QASO and the outcome would be improvement on both the teachers and QASO's performance. QASO should demonstrate humane and human traits such as empathy, warmth, sincerity, friendliness agent for improvement, the QASO must be imbued with the spirit counselors refers to as "the helping relationship." The officer needs the kind of persuasiveness and enthusiasm that inspires teachers to make changes for the better. Supervision is a continuous exercise among teachers, and improvement of instruction is a continuing exercise in human relations. Therefore, viewing themselves as resource persons to teachers, QASO should spend considerable time fostering a positive climate using social affairs to establish a happy, co-operative frame of mind among teachers. That would promote effective curriculum implementation because both the QASO and teachers would reach consensus on points under discussion. Prospective supervisors should ponder whether they have the personality for dealing with teachers in a supervisory capacity (Alfonso, Firth & Neville, 1981).

Knowledge base is eminent for effective performance of Quality Assurance and Standards Officer.

The QASO exercises various roles, they act as consultant and evaluators to assist teachers in the improvement of instruction, personal and professional growth and development. In doing so, the supervisor must bring to bear a wide repertoire of knowledge and skills (Beach, 2000). As a consultant, the QASO serves in consulting capacity as a specialist in curriculum, instructional methodology and staff development. At other times, the officers may help teachers define, set and pursue goals. The QASO should be a prime source of assistance to teachers wishing to improve their generic or specialized teaching skills. As a director of staff development, the QASO plans, arranges, evaluates and often conducts in-service programs with and for teachers.

#### Real back

As an evaluator, the QASO provides assistance to teachers in evaluating instruction and curriculum. They also help teachers find answers to curricular and instructional problems, identify research studies that may have a bearing on their problems and conduct limited research projects. Additionally, the QASO helps teachers evaluate their classroom performance, assess their own strengths and weaknesses and select means of overcoming their deficiencies. The QASO as a group leader works continually to release the potential of teachers seeking to improve the curriculum, instruction or themselves. To perform this role, the QASO must be knowledgeable enough to assist teachers in consensus building.

#### Quality

Supervisory approach would make the teacher view the Quality Assurance and Standards Officer as a colleague or a person carrying out perfunctory judgement on teachers. Traditional inspection practice does not help achieve the desired results of promoting quality in education. Modern supervision which is clinical in nature is viable and popular



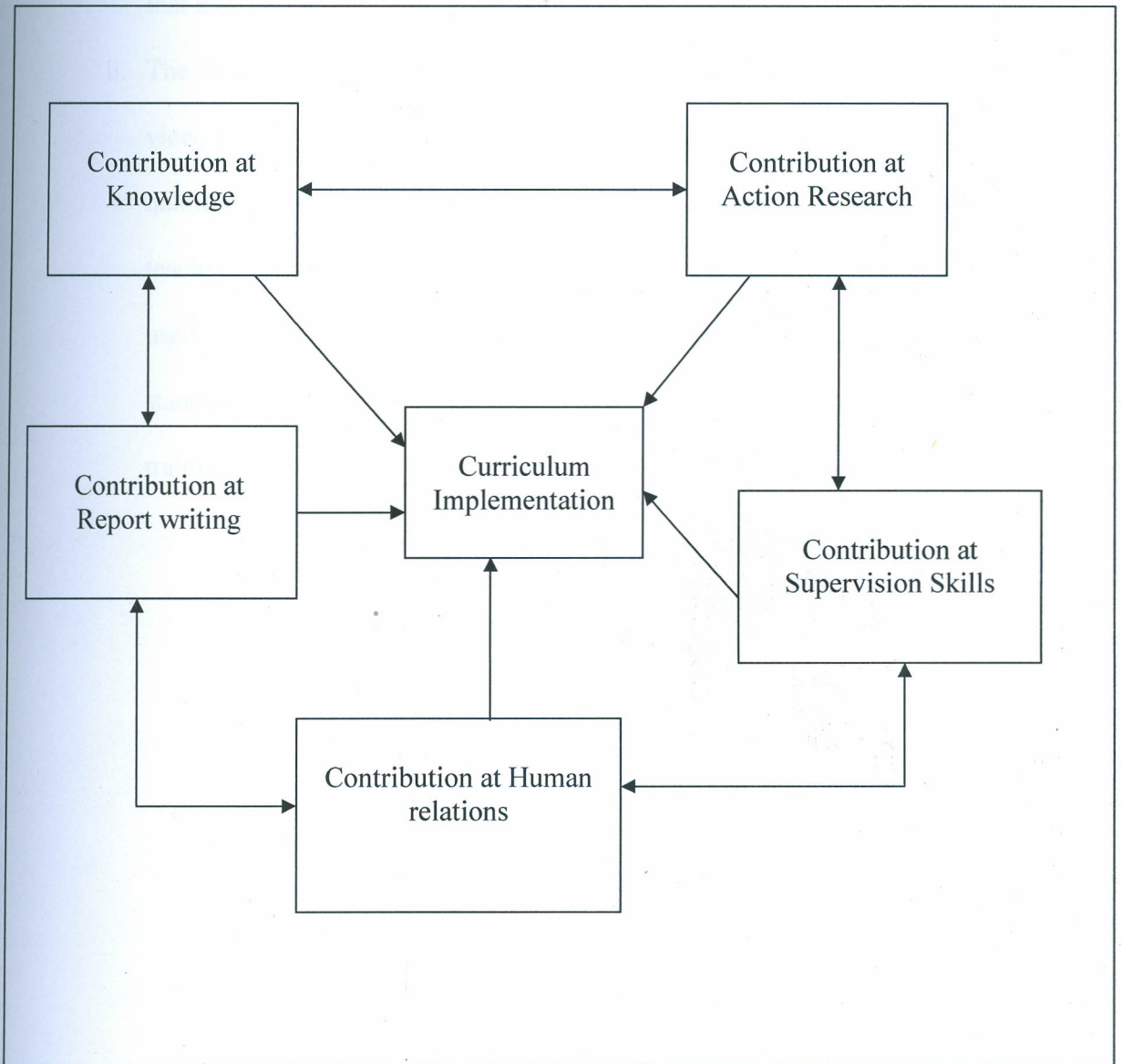
with teachers. It helps in establishing a rapport and effectiveness. Both QASO and teachers interact and relate as colleagues. If the QASO would achieve the elements of clinical supervision, their performance will increase because teachers will be free to seek their assistance and give views.

Report writing is an indicator of the QASOs productivity and a good measure of the extent to which the QASOs expertise is available to schools. Republic of Kenya (2000) clearly stipulates the standardized assessment tool to be used to evaluate teacher performance as is indicated in Appendix D. It is detailed giving room for teachers to give feed back and recommendation for improvement to guide the teacher in terms of self-improvement and areas for future training, with target dates and sources respectively. Comprehensive reports are of great use to both teachers and QASOs. This way, the opinion of teachers will be sought and it may be easier to make follow-up for specified activities in the report.

Action research is aimed at reviewing, evaluating and improving practices. It is usually small scale and either confined to one school or cluster of schools with an aim of solving particular problems (Mugenda & Mugenda, 1999). It is through action research that Quality Assurance and Standards Officer can work towards improving pupils' and teachers' performance. Action research can be done on teaching methodology.

Therefore, the effective contribution of QASO at Human relations, Knowledge expertise, Supervisory approaches, Report writing and doing action research which are regarded as

basic responsibilities of QASO would enhance effective curriculum implementation as indicated in figure 1.



**Figure. 1:** Conceptual Framework on contribution of QASO in curriculum implementation in primary schools.

## 1.9 Significance of the Study

The study may:

- i. Contribute to knowledge on quality assurance practices and supervisory functions that may be incorporated in the school system.
- ii. The findings may be significant from both theoretical and practical points of view. From the practical point of view the study may evolve a model of school quality assurance and standards for primary schools based on the supervisors and teachers' views. From the theoretical point of view, the study findings may be used by the Ministry of Basic Education in the review of quality assurance and standards practices in primary schools and the organizations of future in-service training programmes for the officers charged with this responsibility.

### **1.10 Definition of Key Terms**

In this study the following terms will be used as defined below:

**Clinical Supervision:** An approach to supervision where the Quality Assurance and Standard Officers and the teacher plan the process together and jointly analyze the outcome.

**Contribution:** The input of the Quality Assurance and Standard Officers to curriculum implementation.

**Curriculum Implementation:** The process of teaching a set of primary school syllabus. This includes the teaching of correct content using proper methods, preparation of schemes of work, lesson plans and marking and keeping records of pupils' progress.

**Inspection:** That specific occasion when a primary school is evaluated to ascertain whether the set out guideline for instructional curriculum implementations are met by the schools.

**Perception:** The beliefs held by respondents about the contribution of Quality Assurance and Standard Officers to curriculum implementation in primary schools.

**Quality Assurance and Standards:** The complementary objectives of the Ministry of Education which aims at inspecting primary schools and reporting and also offering advisory services, staff development opportunities and the development of teaching and learning materials.

**Quality Assurance and standards Officers:** refers to the group of professional

teachers in education system whose job description is precisely to provide

regular support and guidance to teachers.

**Supervision:** A process through which the Quality Assurance and Standards

Officers visit schools to work with the teachers to ascertain the quality

teaching and to give advice and guidance to teachers.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter deals with review of related literature on contribution of QASO in curriculum implementation, challenges faced by QASO to curriculum implementation and training programme for QASO. An implication of literature for this study is examined integrally.

#### **2.2 Contribution of QASO to Curriculum Implementation.**

The study gained a clearer insight by actually focusing the attention on what the QASO actually do with regard to curriculum implementation in primary schools. The researcher classified them as preliminary, developmental and operational. Harris (1985) enumerated nine tasks of supervision as:

- i. developing curriculum
- ii. organizing for instruction
- iii. Providing staff
- iv. Providing facilities
- v. Providing materials
- vi. Arranging for in-service education
- vii. Orienting staff members
- viii. Relating special pupil services
- ix. Evaluating instruction

Those who view supervision as a field distinct from administration would delegate tasks such as staffing and public relations to the administrator rather than to the instructional supervisor. It is rather surprising to find that the role of supervisor in education remains rather ill defined (Pollock & Ford, 2009). Educational supervisors may or may not be a part of the managerial structure of school systems. QASOs contribution will be addressed under the following tasks; human relations, knowledge expertise, supervisory approaches, report writing, action research.

### **2.2.1 Human Relations**

The successful QASO is in constant contact with people and should possess those personal traits of warmth, friendliness, patience and sense of humour that are essential not only to supervision but also to teaching. As a service-oriented agent for improvement, the supervisor must be imbued with the spirit counselors refer to as “the helping relationship,” the desire to give of oneself to be of assistance to others (Pollock & Ford, 2009). They further observed that the supervisor needs the kind of persuasiveness and infectious enthusiasm that inspires teachers to want to make changes for the better. The supervision should be an “idea person,” one who leads people to think about new and improved ways of doing things. He or she needs to convey the attitude of valuing and seeking the ideas of others while not appearing to have answers to all problems teachers face.

According to Beach and Reinhartz (2000), the supervisor who is a helper to teachers is able to effect a democratic environment in which the contributions of each participating

member are valued, the supervisor needs to possess a predisposition to change and must constantly promote improvement. If supervisors, whose chief responsibility is to bring about improvements, are satisfied with status quo, they can be sure that the teachers will be too. The supervisors must be able to live with change and help teachers adapt to the changing needs of society and of pupils. Therefore the QASO should be able to work effectively in one to one relationship with teachers.

It is important to note that teachers have not wholeheartedly embraced the current processes of supervision, Grauwe (2001) noted that teachers, as a rule, welcome real supervisory help, yet many of them view supervisors with contempt, feeling sometimes rightly and sometimes wrongly, that teachers are more capable than supervisors or that supervisors have nothing of value to offer them. Many teachers simply ignore supervisors, choose not to ask for their help, and avoid opportunities to work with them. In such a state of tension between teachers and supervisors, the contribution of QASO ceases to be paramount.

Blumberg (1980) years ago pictured the tension between supervisors and teachers as a "Private cold war," to some extent progress in empowerment of teachers, human relation skills and principles of collegiality and collaboration have reduced conflicts between supervisors and teachers but have not completely eliminated them. According to Farrant (1994), QASO provides an important link between teachers and the school authorities. They have a dual role which is both administrative and advisory. QASOs are supposed to provide a positive input towards teacher development; therefore, it was essential to look



at their contribution to curriculum implementation in schools. At the same time, in almost every education system, there is one group of staff whose task is precisely to provide regular support to teacher figures strongly in their job description however, few individuals seem to live up to these expectations.

Wanzare (2006) raised an alarm about the QASOs' professionalism. He observed that over the years, the behaviour of Kenyan school inspectors, especially towards teachers has been criticized by Kenyans. The major concerns are those associated with unprofessional conduct of school inspectors which has had serious implications for teaching and learning to the extent that a 'private cold war' has developed between teachers and inspectors.

Isolo as cited in Wanzare (2006) supported the above facts that many school inspectors have developed the following questionable habits:

- i. they look down upon teachers with resentment and suspicion;
- ii. they demand bribes from teachers in order to make favorable reports;
- iii. they are dictatorial and have taken the attitude of "do as I say or get in trouble";  
and
- iv. they work with unsmiling determination.

Kamuyu (2001) noted that some inspectors behave like outsiders whose sole mission is to work against teachers to prove that no teacher is competent. Some reportedly visit schools to boss and to harass teachers instead of helping them solve professional

problems. Grauwe (2001) observes that many teachers in many countries feel that the work done by inspectors is of little benefit to them. They complain about too little support. The big question is, how has a system aimed in part at teachers support and development become one that many teachers decry for its detrimental impact? The main reason might well be ambiguous roles. They are at the same time expected to control and advise teachers. This ambiguity has regularly turned into a conflict and control has generally taken the upper hand.

Grauwe (2001) observes that teachers complain about “snooper-vision,” about too much control and too little support, and even, in extreme cases, set up movements aimed at abolishing supervision. In such cases they are not useful to teachers due to the negative attitude which teachers have against them. Furthermore, as has been noted by KESSP (Republic of Kenya, 2005), the Ministry of Education acknowledges the existence of poor interpersonal communication between the officers and the teachers by drawing a new policy that emphasizes partnership and that Directorate of Quality Assurance and Standards must increasingly become team player and not a policing service as it has been perceived before.

A study by Othieno (1996) in Uganda, investigated the challenges of supervision in curriculum implementation. The study reported that teachers felt threatened by inspection and the inspectors’ attitude in the classroom was intimidating especially if the inspector spent all the time at the back of the class with a clipboard making notes. The forgoing studies focused on generic competencies related to human relations. However, the present

study has focus on the specific competencies which should be used by QASO to enhance effective quality assurance in schools. The cited studies only opinion polls to gather data from the respondents. However, the present study deviated from these studies and employed questionnaire and in-depth interviews in order to gather information from the respondents.

Examination of the role of supervisor in establishing adequate human relations for improved instruction, and the concept of communication as a specific competency in the related studies makes it possible to identify and clarify supervisory roles related to personal and interpersonal relations. Sillars (2005) considers communication to be essential for human relations. He views it as a pre-requisite for the development of good human relations in the school context which encompasses:

- i. understanding the school objectives and commitment to them;
- ii. development of open communication;
- iii. mutual trust; and
- iv. resolution of conflicts.

Sillars (2005) defines communication as the giving, receiving or exchange of information, opinion or ideas by writing, speech, or visual means or any combination of the three so that the material communicated is completely understood by everyone. He further explains why we really do put across ideas and information in a way that everyone involved can understand. He points out that adopting the appropriate form of communication and using it in the right way are crucial to both the sender and the

receiver. It is important to note that unless the teacher knows what the QASO mean, relationship will be strained. According to him, human relations can be communication barrier. It is caused by people failing to work with each other. He remarks that while you should always attempt to put personal feelings to the back of your mind when working, there are occasions when human relation problems go beyond the level of a simple personality class and it becomes clear that two individuals are unable to work together.

Sillars (2005) observes that feedback is very important in communication, a change of expression, a sudden gesture, a sharp intake of breathe or some other element of non-verbal communication will tell much about someone's feelings as people generally try to control their feelings when they speak, but have less control over their facial expression or body movements.

It is necessary, considering the above, that good communication channels be established with interest of releasing individual potentialities for effective job performers. This is only possible when the QASO is able to develop and establish his/her own guidelines for effective communication. One of these guidelines recommended is constant training sessions in which the QASO help the teachers to carry out communication practices discussed above. If good human relations behaviour is not enhanced in the supervisory process then poor relationship between QASO and teachers would develop, the tendency of teachers to mistrust school quality assurance and there is no guarantee that teachers will recognize and accept shortcomings identified by QASO and teachers would be acting out of fear (Nakitare, 1980).

From the literature reviewed, it can be deduced that the role of QASO no longer constitute handing down methods to teachers and then monitoring their performances. Collaboration and partnership between QASO and teachers is significant. It is high time QASOs began to realize that their success is more dependent on interpersonal skills than on technical skills and knowledge. QASO have to become sensitive to the behaviour of teachers and pupils and respond to their needs as opposed to satisfying their own needs based on their supposedly superior judgements. Grauwe and Carron (2007) observes that there is a definite acceptance of the idea that instructional supervision are employed to help teachers build on their strengths, improve and remain in the profession instead of probing teachers deficiencies and seeking their dismissal. They further noted that supervision is a never ending exercise in group process, they see improvement of instruction as a continuing exercise in human relations. Viewing themselves as resource persons to the group, they spend considerable time fostering a positive group climate, using social affairs to establish a happy, co-operative frame of mind among teachers.

In Kenya scenario what we are seeing today is an amalgamation of practices and attitudes. We can find hold over of the inspection mentality and we can still encounter the boss-employee mind-set, but we are experiencing more cases of co-operation and collaboration between QASOs and teachers than in the past. Great needs exist to clarify duties and responsibilities of QASOs to discover the most effective human relations techniques and skills and to identify who are the QASO so that they can contribute effectively to curriculum implementation in primary schools.

The purpose of supervision is improving of instruction. As Neagley and Evans (1980) advocate that effective supervision of instruction is to improve the quality of teaching and learning in the classroom. Effective supervision requires knowledge, interpersonal skills and technical skills. In this instance, the inspector of schools is concerned with curriculum supervision and ensuring that the curriculum and the programmes to be implemented are taught by teachers. A QASO is a person formally designated by the Ministry of Education to improve curriculum and instruction in order to improve the quality of teaching and learning of students (Lovell & Wiles, 1983). According to Her Majesty's Inspectorate (1983) supervisor is a person who assesses standards, trends and advices in curriculum performance of the national educational system.

Musaazi (1982) looks at a supervisor as a teacher and therefore crucial to all organizational endeavors and his behaviour is vital for determining the level of productivity and morale of his workers. He further states that the inspector is a moving teachers college in the sense that his work is an extension of that done by the teachers training colleges. He counsels teachers about better teaching methods and informs them of recent developments in the teaching profession.

The QASO is a key person in the total process of teaching and learning. First, as a source of ideas; second, as a facilitator and coordinator of the process at various levels of decision making; and finally, as identifier and supplier of a broad base of human resources in the process (Lovell & Wiles, 1983). To be able to perform these functions, the QASO must have the following qualities:

- i. willingness and eagerness for continued learning;
- ii. qualified with sound up to date knowledge of the subject areas;
- iii. well trained in the techniques of evaluation and research methodology;
- iv. a good organizer and ready to accept suggestions from teachers;
- v. an experience teacher himself.

The QASO is viewed as exceptionally competent. The Directorate, today however, has very few QASO on the ground to help teachers do their work effectively. Wanzare (2006) noted that, school inspection as currently done in Kenya is highly inadequate and consequently it does not meet the needs of schools, teachers, head teachers, students and parents. Other studies on supervisory practices in Kenya also indicate that school inspectors are not adequately qualified for the job. Nakitare (1980) observes that today there are some inspectors whose qualification comprise of primary teachers and a few graduates. How can such staff inspect and assist the big number of graduates that are being produced yearly.

These are the type of QASO who are expected to supervise all the subjects in the country in their area of responsibility if they were supposed to do that effectively, and then they should be competent. Her Majesty's Inspectorate (1983) suggests that to achieve credibility, educational supervisors must be selected from educators who have received a major and specialized training in the field of teacher education as a priority. This is also supported by Etindi (2000) who stressed the need for supervisors to be trained and qualified.

Alfonso et al., (1981) drew implications for instructional supervisory behaviour from organization leadership, communication, decision making and change theories by arguing that supervisors should have:

- i. A sound general education program
- ii. A thorough pre-service professional education program
- iii. A major field of study
- iv. A solid graduate program in supervision

In pre-service and in-service training programs, supervisors should develop a grounding in:

- i. Learning theory and educational psychology
- ii. Philosophy of education
- iii. History of education, especially of curriculum and instructional development
- iv. The role of the school in society
- v. Curriculum development
- vi. Instructional designs and methods
- vii. Group dynamics
- viii. Conferencing and counseling
- ix. Assessment of teachers' performances.

To perform effectively, the QASO must possess broad knowledge. They must have knowledge base. They need to understand the exception of what teachers and schools can be in contrast to the norm of what teachers and schools physically are. They must have technical skills in observing, planning, assessing, and evaluating instructional improvement. Wiles and Bondi (2000) emphasizes that a supervisor must be trained for



the changing society's expectations, reforms in curriculum and teaching methods. A QASO should be highly qualified at least to the level of a master degree to have a command in the discipline he/she supervises.

The Commonwealth Secretariat (1981) observed that inspector should be a professional expert in teaching and an authority of specialization in his field. Kinungu (1989) observes that as result of growing complexity in school systems and addition of specialized subjects, supervision has become quite a skilled and specialized service since in modern supervision programmes, principals and supervisors serve a skilled resource persons, possessing skills which aid administrators, teachers, parents and children in providing an educational programme which eventually improve the quality of living in communities in which they live or work.

The rapid expansion of knowledge both in subject matter content and teaching methodology has important implications on the QASO competency. According to Ogunniyi (1986) the supervisor is concerned with helping teachers to achieve the best possible outcome of instruction by means of:

- i. assisting teachers in overcoming their problems;
- ii. organizing in-service programmes;
- iii. Rewarding good performance of teachers.

A QASO analyses the learning environment in order to identify factors that can destabilize the teaching/learning process and make appropriate recommendations. The

officer plays a key role in building group cohesion, securing resources, and providing expertise. Lovell and Wiles (1983) noted that the supervisors' work as helpers are expedites. They establish communication between persons who have similar problems and resource people who can help. They emphasized further that the role of the supervisor is basically supporting, assisting and sharing rather than directing. Locked (1988) reported that supervisors who devoted considerate time to coordinating and managing schools and stay close to the instruction process are highly visible in the school.

The QASO should play leading role in spearheading in-service training courses for curriculum implementation. In-service training is a life long process in which the teacher is constantly learning and adapting to the new challenges of his job (Farrant, 1994). This in-service training is necessary to help teachers to improve specific teaching skills or to enable them come to grip with new developments like new curricular, new methods and other innovations or to provide help teachers in preparing to take up new kinds of teaching altogether such as that of special needs education.

In-service training is now recognized by educational authorities world wide as an essential part of the overall process of teacher education. Harris (1985) supports this saying that needs for in-service education of all teaching personnel is being recognized as truly urgent. He observes further that new teachers must learn to apply their knowledge and skills on the job; hence in-service preparation. There is also evidence that growth in teaching competence can be a life long process. Teaching is so complex that there is no

realistic limit to improvement in teaching practice. Changes in technology, behavioral sciences, curricular reforms, and evaluation and learning resources are important factors that deserve in-service training. Lovell and Wiles (1983) also observe that the process by saying the rapid expansion of knowledge both in subject and teaching methodology has important implications for teaching. Even though teachers are assumed to be professionally competent, it is not appropriate to assume that they do not need a highly specialized support system.

This shows clearly how important it is to regularly hold in-service courses. The Kenya government in 2005 came up with a policy framework for education, training and research focusing on teacher development and utilization under which the in-service training of teachers is a primary area (Republic of Kenya, 2005). The government policy further articulates the need for continuous improvement in the quality services through continuous skills upgrading for teachers to make adequate budgetary provision annually to finance in-service courses.

Apart from teachers, there is need for a thorough in-service training of inspectors in the principles and techniques of objective supervision and evaluation and in procedures of hastening self-evaluation by teachers (Wanzare, 2006). Besides, Commission of Inquiry into the Education Systems of Kenya (Republic of Kenya, 1999) has recommended that additional policy on staff development be put in place to continually upgrade the inspectors' qualifications particularly in pedagogical and curriculum changes.

The training and development of the school inspectors on a systematic basis is critical so that they are able to meet effectively the challenges of education and should with confidence new responsibilities they are required to perform in a developing country as Kenya (Wanzare, 2006). Studies done in Kenya and world-wide report that all the respondents expressed the need for in-service training for the QASO. Teachers studied felt that head teachers should be in-serviced in order to update their knowledge of all the subjects taught in schools, that the training of school inspectors was essential as a means of providing them with the necessary skills unique to supervision and to facilitate their understanding of the modern methods and tone regarding inspection (Kithuka, 2006; Othieno, 1996; Etindi, 2000).

In these studies, the respondents involved only head teachers and teachers. However, the present study deviated from this and involved teachers and the QASO themselves. The cited studies employed questionnaire and interview schedule only during data collection, however, the present study included questionnaire and an in-depth interview in order to gather data founded on the policy guidelines regarding the QASO competencies. The studies focused on factors that impede inspection and supervision practices in schools. However; the present study deviated from this and focused on both the identification of generic and specific competencies needed by QASO with a view to including them in their training programme.

An evaluation skill as specific competency is needed by QASO. According to Neagley and Evans (1980) the purpose of evaluation is to help reduce the gap between what is and

what might be. Educational supervisors therefore must attempt to look into the present educational activities in the light of what might be. They have further emphasized that evaluation would help in re-affirming allegiance to stated objectives, planning for the future, and in determining the effectiveness of the institutional programme. They stress peer evaluation because it can establish the strengths and weaknesses of the programme and suggest areas for improvement. In addition the authors advocate pupil evaluation because it stimulates teachers to improve; similarly, QASO would be stimulated if they were evaluated by teachers.

The Ministry of Education has produced a Handbook for Inspection of Educational Institution (Republic of Kenya, 2000). The book, no doubt is a valuable source for QASO by enabling them to improve their self-evaluation capabilities, the book should be reference for teachers, head teachers, inspectors and board members. The new inspection handbook provides a framework for the inspection of schools. Until the Handbook for Inspection of Education Institutions was produced, there was no standardized scale or criteria to assist the QASO qualify the issue being measured. For example, in judging teacher preparedness the schedule did not show the highest and the lowest possible scores to be awarded on this attribute, unlike in the United Kingdom (UK) where these attributes are measured on scale of 1 to 7 points (1 being the highest and 7 the lowest).

The Handbook for Inspection of Education Institutions uses a 4-point scale to quantify the attributes of measurement with Excellence (3), Good (2), Satisfactory (1) and Unsatisfactory (0). The handbook acts as a guide to QASO's of all educational

institutions up to tertiary level. Each type of institution be it primary, secondary, or Non-formal, has its own schedule, for the collection of data. These schedules follow the same format and sequence of headings. They include the following schedules :demographic performance; whole school, human resources and curriculum management; school-community relations; pupils welfare and participation issues; physical environment; text books and other teaching/learning resources; financial management issues; individual teacher observation schedule; overall quality teaching/learning in school; and executive summary in that order.

Even though the handbook provides for a national standardized system of inspection of schools, however, there are no clear guidelines regarding time element associated with school inspection notably the frequency of inspection, repeatedly writing within a prescribed format might be stressful and fatiguing to the QASO and reports would be monotonous and boring. It also gives little emphasis on classroom observation and scrutiny of pupils' work as principal methods of obtaining evidence in inspection. The big question is, are the QASO strictly following the handbook format or they are devising their own format after interpreting the document.

The Handbook is not enough; a lot needs to be done. Another strategy in the improvement of the system of school inspection in Kenya concerns need to introduce a post- inspection questionnaire to be completed by head teachers in consultation with members of the teaching staff at the conclusion of each inspection as a means of evaluating the process and impact of inspection (McGlynn & Stalker, 1995).

The QASO should have knowledge in the production, management, display and storage of instructional materials so as to aid and support teachers effectively in curriculum implementation. Many educationists concur on the importance of teaching aids and instructional materials in the process of teaching. Percival and Ellington (1988) point out that teaching aids are of great importance to a teacher, and a lecturer in providing visual reinforcement for what he is saying and are particularly useful for showing photographs, diagrams, picture and other graphic materials.

Bishop (1985) argues that a teacher who wants to teach well must make use of various instructional materials without which the teachers will almost fail to present the subject matter successfully to pupils. He further contends that if there is to be a change and improvement in education, there must be adequate resources. He refers to these instructional resources as the tools for the job.

Organizing the materials and exposing them to children makes learning to be real. Obanya (1985) adds that the display of materials help learners to pay attention to detail and in so doing the concepts is developed. Display of teaching and learning materials trains children in observation skills, enhances their cognitive development and improves ability to communicate. Teachers are expected to produce teaching aids and to make sure that the content is well presented. This can be possible if they have been provided with materials and skills for constructing these aids and this is the QASO's responsibility. The case of teacher-made teaching aids, teachers should know that these aids are very

effective because they enhance pupils' learning. Teachers should be assisted by QASO to make teaching aids to effect meaningful learning.

Factors above formed some of the variables that were studied in the present study. However, the present study focused mainly on the competencies of QASO to produce instructional materials. QASO can be empowered through training to be competent in instructional materials production. This recommendation formed the basis of the present study. The study went beyond and looked at the opportunities at the teachers' and QASO's disposal that could be used to enhance the production and utilization of these media locally.

Findings of a few local studies have also expressed that lack of text books and other scholastic materials in primary schools as a major draw back to effective teaching. For example, Ajuoga (2000) observes that instructional materials are inadequate in primary schools in Kisumu district and teachers were virtually making no effort to produce them locally. Kithuka (2006) observes that the training of school inspectors was essential as a means of providing them with the necessary skills of producing instructional materials. In these studies, correlation design was used. This design was able to give the relationship between various variables but could not establish or describe the factors as they existed in the field. However, the present study adopted descriptive design which enabled the study to give explanation of the contribution of QASO as they exist in schools.



As we have seen, the QASO exercises various roles in curriculum implementation. That is, the supervisor acts as the coordinator, consultant, group leader and evaluator to assist teachers in the improvement of instruction, curriculum planning and personal and professional growth and development. In doing, the supervisor must bring to bear a wide repertoire of knowledge and skills (Alfonso et al., 1981).

### **2.2.3 Supervisory Approaches**

Supervisory visits to classrooms are often dreaded and seen as occasional events of perfunctory judgement (Grauwe, 2004), they went further to say that, supervisory visits to classrooms may be just as uncomfortable for supervisors as they are for teachers. What teachers and supervisors sometimes forget is that they share the same primary goal to improve student learning. Teachers must believe supervisors are not in their classrooms to “inspect” them, and supervisors must be equipped with the tools they need to give teachers accurate, helpful feedback that will support sound, formative instructional decision making. If these components of the supervision process are not in place, then a disconnect occurs that fosters resentment on the part of teachers and unwelcome feelings of failure on the part of supervisors.

Traditionally, supervision primarily focused on teacher behaviour, assuming that if instruction improved, student learning would likewise improve. However, the research about learning indicates that a supervisor can take a pivotal role in ensuring that students learn. Supervision that includes useful feedback to teachers and assists teachers in providing frequent and useful feedback to students contribute greatly to improved student

achievement. The supervisors' role is to work cooperatively with teachers to make decisions based on researched pedagogical practices. Supervision can share in improving student learning by observing critical decisions that teachers make during their teaching, cooperating in planning and reflecting upon those decisions and using classroom and test data to determine effectiveness and make changes (Pollock & Ford 2009). This kind of tool can be used in clinical approach.

According to Cogan (1973) clinical supervision is defined as the rationale and practice designed to improve teachers' classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and the relationship between teachers and supervisors form the basis of the programme, procedures and strategies designed to improve the students' learning by improving the teachers' classroom behaviour.

Several authors have the notion that clinical supervision if well conducted increases communication and improves the human relations of those concerned and thus increases collegiality with supervisors. According to Goldhammer, Anderson and Krejeski, (1980) teachers value individual conference held after a classroom visitation, the conference provide a chance for commendation.

Moving from a directive to non-directive type of relationship requires specific ways for evaluating teachers. One of techniques for evaluating teachers is through the application of clinical supervision. Glickman, Gordon and Ross-Gordon (2007) simplify this structure into five sequential steps:

- i. Pre-conference with teachers;
- ii. Observation of classroom;
- iii. Analyzing and interpreting observation and determining conference approach;
- iv. Post conference with teacher;
- v. Critique of previous four steps.

Hopkins & Moore (1993) observe that the pre-observation conference, the inspector and the teacher seek to arrive at a shared understanding of the inspection process. They further suggest that data recorded help teachers test reality of their own perceptions and judgements about teaching. During the analysis and strategy stage, both the teacher and the supervisor are able to evaluate own work and confirm their commitment to the process. The post-observation conference both bring together their analyses of the classroom observational data and finally the post-conference analysis assessed by both parties, to check whether supervision has been productive or not and to ascertain its strength and weaknesses. The concept of reflection is central to how the supervision goes about accessing his role in helping the teacher to improve instructions.

In a directive relationship, the supervisor and teacher chart out certain objectives for a particular class that later lead to a critique which can be good or bad techniques; or strengths and weaknesses. Although clinical supervision can be formative in nature, teachers are placed in an artificial scenario since the teacher responses may be influenced by what the supervisor wants to hear. However, there are other evaluative techniques which can offer an alternative technique to evaluating teaching practice in order to improving pupils achievements (Glickman et al., 2007). Further suggests that, brief and

frequent visits to classroom allow supervisors to see how curriculum, assessment and instruction are aligned. Through reflective prompting, supervisors are the vehicle for self-affirmation and contemplation on the part of the teachers. This technique is not meant to be judgemental in nature. Teachers are not asked why they did a particular activity or exercise in class. Instead, the supervisor creates a dialogue with the teacher that embeds suppositions related to what was observed in class.

Supervisory tasks such as clinical supervision tend to favour a no directive stance to leadership over a traditional one. Teachers are given the choice, support and responsibility needed to take on leadership roles, driven by the development of teacher to supervisor relationships. All teachers have a voice and final decisions are reached by consensus. Since clinical supervision allows supervisors to be in close contact with teachers, the teaching practice as a whole becomes more transparent. Supervisors can tailor workshops based on areas of practice that need improvement, and because teachers develop into more reflective learners, risk-taking becomes more prevalent as self-assessment take on a more forward-looking direction (Glickman et al., 2007).

Through clinical supervision the QASO would contribute in classroom management overseeing factors affecting learning, learning atmosphere, lesson presentation, instructional objectives looking at the maintenance of teachers' diary, methodology, pupils involvement, pupils written work, availability and use of instructional materials and effective teaching practices.

#### **2.2.4 Action Research**

One of the roles of QASO is to bring about change and implement in education system or to support those doing so. In the course of duty, QASO would encounter problems which may include problems relating to teaching and learning, curriculum development and implementation and professional improvement. In order to respond to these problems, action research is one of the techniques of investigation that can be used.

Different people have come up with different definitions on the subject of action research. Bell (1993) defines it as the systematic collection of information designed to bring about social change. From the definition above, action research can include; applied research aimed at solving particular problems; is usually small scale and confined to one school or a cluster of schools and; is ongoing and on the job.

According to Mugenda and Mugenda (1999) action research is conducted with the primary intention of solving a specific, immediate and concrete problem in a local setting, to remedy problems identified in a specific situation such as classroom or cluster of schools to bring about improvement in a given situation and to bring change in policy. Edwards and Talbot (1994) observe that the focus of action research is largely upon the impact of your observation on your own understanding and practice. They further suggested that some degree of self evaluation is necessary as the notion of the reflective learning practitioner is in control to the design, data collection methods and ways of analyzing information.

There will be situations where QASO will need to investigate problems affecting instructional curriculum implementation in primary schools. In such situations, action research will help the inspector solve the problem based on research findings (Edward and Talbot, 1994). The QASO needs to develop the basic skills of conducting action research through training. Some of the skills are: problem identification; planning; data collection procedures; data analysis; interpretation of data; drawing of conclusions and recommendations from the research findings; taking action; the recommendation from the research finding are translated into action or implemented; evaluating the course of action and; reviewing to improve practice.. An action research would help establish the impact of the present practices of school inspection in inspectors (Wanzare, 2006).

Action research can be carried out by the following stages summarized in Figure 2.

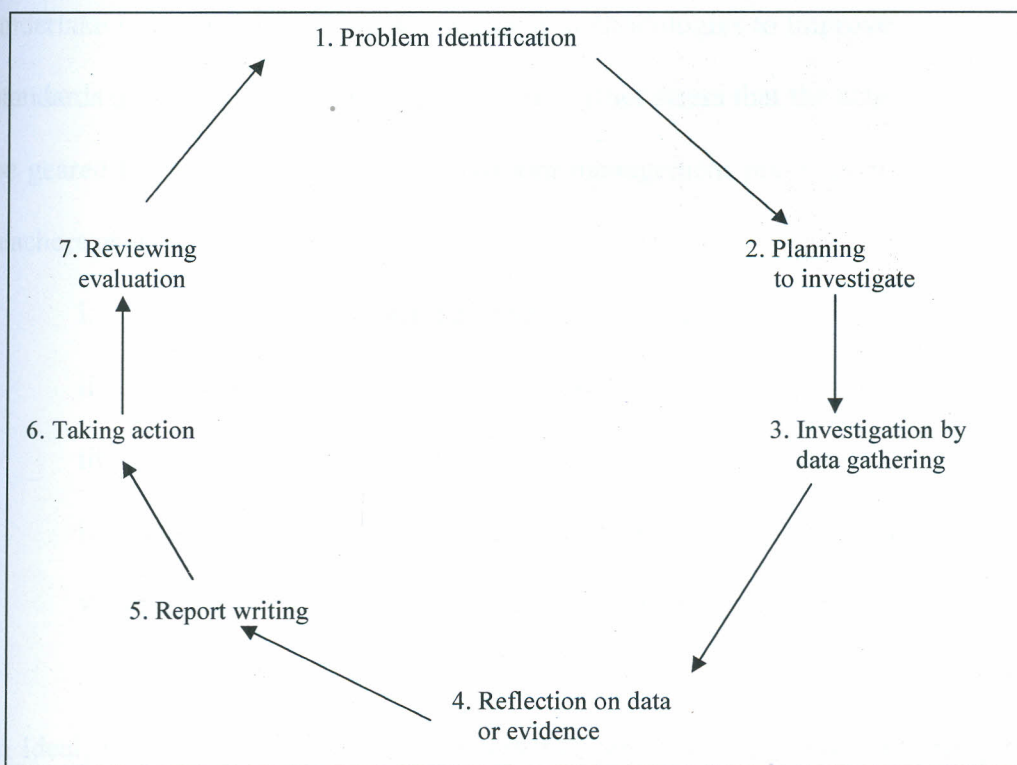


Figure2: Stages of Action Research

Source: Commonwealth secretariat (1998)

Problem identification is made by from felt needs of both the teachers and QASOs. After identifying the problem, planning to investigate the problem is put in place by putting in place the respondents and the instruments to be used, then data gathering in cluster of schools commence. Then in an enabling environment, reflection on data is done. Then report is written with recommendations that would enhance quality of education. Both points of strengths and weaknesses are highlighted and remedial action taken. Relevant persons take appropriate action per the report. Finally evaluation is done to review the whole exercise, to check whether the problem identified has been adequately tackled.

The Policy Framework Strategies (Republic of Kenya, 2005) takes cognizance of action research on quality education by stating that the objective of this component is to undertake research on teaching and learning methodologies to improve quality education standards and performance. The government further stress that the action research should be geared towards supervision on classroom management practices so as to ensure that teachers observe and practice:

- i. use of appropriate teaching methods and techniques;
- ii. correct interpretation of the prescribed syllabus requirements;
- iii. proper planning, preparation and delivery of their lessons;
- iv. adequate mastery of subject matter in their respective subject areas; and
- v. provision of attention to all learners in the classroom.

In ideal, this is a good policy framework but practically it is not happening. Nakitare (1980) in a critical study of supervisory practices in Kimilili division of Bungoma district

(Kenya), reported that 25% of the teachers involved in the study agreed that some inspectors had limited knowledge on most subjects taught in schools and consequently did not advise teachers adequately. School inspectors do not seem to obtain true picture of the state of schools and to reflect on the outcome of inspection (Mwanzia, 1985). He further observed that the inspectors find it difficult to keep themselves abreast with the latest development in the subject areas. Through the action research, ways would be found for improving student achievement. The school community would work collaboratively in creating collective commitments.

### **2.3.5 Report Writing**

Generally, it is considered that the amount of report writing that inspectors do is an important indicator of their productivity. It is indeed a good measure of the extent to which their expertise is available to schools (Wanzare, 2006). It is therefore imperative that report writing form part of QASO's supervisory functions. According to Sillas (2005) report writing demands certain skills, which are summarized as:

- i. the ability to record facts clearly and objectively;
- ii. the ability to formulate and present opinions based on the facts but clearly separated from them as to ways in which a situation may be improved or remedied;
- iii. ability to interpret facts and attribute them to causes.

In Kenya, the Ministry of Education (MoE) has specified a set format to be used when writing a report. Handbook for Inspection (Republic of Kenya, 2000) explained that



school inspectors are expected to prepare inspection reports with detailed recommendations and to avail the reports to the school authorities, the Permanent Secretary (PS), and the Secretary, Teachers Service Commission (TSC) to take any necessary action. However, there is no clear indication regarding accessibility of the reports by teachers, parents and any other interested parties. Wanzare (2006) further suggests that there is a general lack of appropriate post-inspection evaluation by school inspectors at the conclusion of each inspection to determine the views of head teachers and other school personnel regarding the practice and process of inspection.

The Ministry of Education recognizes the key role the inspectorate plays in education, plus the changes which are taking place in Kenyan society today especially in terms of accountability and transparency. It becomes inevitable that its operational activities should now be guided by a specific handbook (Republic of Kenya, 2000). The handbook acts as a guide to the QASO and other stakeholders. The reports written by the QASO should be accessed by all stakeholders including parents in a transparent way. The handbook's main purpose is as stipulated in (Republic of Kenya, 2000):

- i. to have a comprehensive framework for inspection of educational institutions which can be used uniformly by inspectors all over the Republic of Kenya.
- ii. to have a uniform format for writing inspection reports and,
- iii. to ensure that all stakeholders, including parents have access to inspection reports.

Examining Individual Teacher Observation Schedule as shown in appendix "D" by the Kenyan government standards, both the teacher and QASO are required to be actively involved. There should be a free atmosphere for exchanging ideas. Apart from observing

the lesson, QASO should also draw evidence from documents including pupil's **books**, the mark book, wall displays, Schemes of Work and lesson plans.

The report about Individual Teacher Observation Schedule takes cognizance of **all** classroom details and the teaching and learning processes. It comprehensively includes:

- a) Lesson Planning and Development Issues;
- b) The Development of Reading, Writing and Listening skills;
- c) Classroom Communication/Interaction;
- d) Curriculum Knowledge and Interpretation;
- e) Learning methods and development of attitudes and skills;
- f) Gender Issues;
- g) Attention to Individual Needs and Abilities;
- h) Teacher as Behavioral/Role Model;
- i) Teacher Record Keeping;
- j) Assessment and Evaluation;
- k) Organisation of Classroom Resources;
- l) Additional Factual information;
- m) Overall Quality of the Lesson;
- n) Teacher Feedback Comments;
- o) Recommendations for improvement and examples of good practice to follow
  - i. Details of particularly effective aspects of the teacher's performances;
  - ii. Recommendations to guide the teacher in terms of self-improvement;

- iii. Recommended areas for future training, with target dates and sources, where appropriate.

However, it is absurd to note that the QASO have total disregard for MoE guideline, they are still following the old format which was in use twenty years or so, ago. The format the QASO are using can be seen in appendix "F" and "G". Sample of school teacher report written by QASO, the reports are terse and the QASO give no room for teacher comments.

The forgoing are opinions based on individuals' observations without any specific empirical evidence to support. The present study therefore sought to establish the truth by sourcing information from the key players in the supervisory process which included: teachers and the QASO themselves. This would help in verifying whether the opinions already cited above were a true reflection of what was happening in the field of school supervisions. The present study therefore intended to throw light to refine procedures and formats for reporting findings of inspections to make them meaningful and credible.

While looking at the purpose of writing reports, teachers need to be advised on improvement of instruction. This is normally done in the form of recommendations emanating from the strengths and weaknesses identified during visits. Katheru (1989) while comparing traditional and clinical approaches to supervision of teaching practice at Kenya Technical Teachers College observed that the report helps to discuss the issues during the post-lesson conference so that the teacher is not supervised when such remarks appear in the report. It also enables the inspector to write a report which is fair to the

teacher. According to the Commission of Inquiry into the Education System in Kenya (Republic of Kenya, 1999) there are two major uses of inspection reports. These are to facilitate future follow-up inspection and inform the inspectorate about needed special attention by institutions inspected.

Studies by Katheru (1988) failed to suggest the best ways to establish writing reports and how personnel would acquire such skills. The sample size in both studies was small since both used case studies. Katheru (1988) carried out the study in an institution where he had been working that might have promoted halo-effect in reporting due to researcher's familiarity with the study area thus distorting the findings. The present study also adopted survey design where a large sample size of 429 respondents was involved. This was believed to have given a wider perspective in the kind of data gathered as opposed to a case study on one institution.

The QASO need to acquire skill in report writing with regard to educational institutions registration inspection; the initial inspection which is a legal requirement before a school can be registered. They involve the inspection of all school premises and facilities. These inspections are formal and the inspectors have particular aspects to inspect. The inspection is usually thorough and should give reliable information about the school at the time of its initial inspection. Inspection of teachers includes assessment of teachers for promotion, appraisal of competence, grading or regarding and pre-service teachers and final teaching practice (Republic of Kenya, 2000). Follow-up inspection determines to what extent recommendations have been implemented.

According to Handbook for Inspection (Republic of Kenya, 2000) the Ministry of Education has carried out various research which has indicated that there is a problem with recent and current practice in inspection studies done by (Etindi, 2000; Mutua, 1988) revealed that, primary school inspectors are identified and appointed from the head teachers assistant teachers and TAC tutors. The further observed that these are people who have undergone Primary Teachers Training with no training as inspectors of schools. He further stressed that these officers find themselves wanting in report writing. In that study, the number of schools studied, were only ten in one division of Khwisero that is a small number to allow national generalization, the population study view only teacher whereas the present study takes into consideration both teachers and QASO who are directly charged with the function of quality assessment and assurance in their job description. In the sample and sampling procedure in the studies cited above, teachers selected had been inspected between 1977 and 1999 whereas the present study is current looking at what might be in the field by the year 2006. Mutua's (1988) study was limited to the perception of the inspectors and head teachers of the supervisory tasks. The population sample was small consisting of 32 subjects namely: Area Education Officer (AEO), and Teacher Advisory Centre (TAC) tutors who mainly plays advisory role. The study only employed questionnaire for data collection. The present therefore involved a larger (530) sample. The present study also employed a questionnaire and interview schedule for data collection which gave the information gathered a better triangulation.

The art of collecting information and analyzing data is a special one. The QASO in several situations would be required to draw conclusions and make judgements and

recommendations. The QASO is therefore expected to acquire and perfect these skills. Oral feedback is another skill which is vital in report writing. According to Sillars (2005) oral feedback entails communicating information verbally and is within the confinement of professional confidentiality. During oral exchanges, the teachers' views are recognized and when a full report is written, their views should be accommodated. To the teacher, oral feedback is necessary after a lesson observation.

According to Olembo (1992) and Wanga (1988) productive feedback and follow-up initiatives relative to inspection are lacking in the Kenyan inspection system. As Wanga noted, opportunities for follow-up regarding recommendations based on inspection like the need for in-service training of teachers are badly lacking. She further observes that the fact that school inspectors are not members of the school their attempts to provide follow-up initiatives based on their recommendations are highly limited. Therefore, there does not seem to be a sure mechanism for ensuring that improvement initiatives will be undertaken. Teachers are often anxious about the outcome of an inspection visit since this has implication for the effectiveness of their lessons, promotion and job security (Pollock & Ford, 2009). The oral reports therefore should:

- i. be brief and to the point;
- ii. corrective rather than vindictive;
- iii. emphasizes issues under investigation and;
- iv. articulate all issues emanating from the visit.

### **2.3 Challenges Faced by QASO to Curriculum Implementation**

Wilcox (2000) defined inspection as the process of assessing the quality and performance of institutions, services, programmes and projects by inspectors who are not directly involved in them and who are usually specially appointed to fulfill these responsibilities. The Directorate of Quality Assurance and Standards of the Ministry of Education is directly responsible for quality control and maintenance of standards in institutions below the tertiary level. One of the core functions of DQAS entails effective monitoring of curriculum delivery in schools to ensure effectiveness and also to provide advisory services to schools on how best to improve their teaching (Republic of Kenya, 2005).

Kenya government policy framework as reflected in Sessional Paper No.1 of 2005, on a policy for Education, Training and Research illustrates the MOEST's determination to improve access, equity, quality and relevance of through better management of service delivery to learners by overcoming all odds. Unfortunately, DQAS services have not lived up to expectation. This is because the Directorate service is plagued by a number of issues and challenges. Studies carried out by (Etindi, 2000; Othieno, 1996; Kithuka, 2006 and Ogunnu, 2001) revealed that inadequate number of inspectors, inadequate funds for inspection, lack of transportation, lack of training among others were some of the problems encountered by inspectors which negatively affects curriculum implementation in schools.

Tension between teachers and supervisors is a critical challenge. Teachers as a rule, welcome real supervisory help. Yet many of them view supervisors with contempt,

feeling, sometimes rightly and sometime wrongly, that teachers are more capable than supervisors or that supervisors have nothing of value to offer them (Grauwe, 2004). Many teachers simply ignore supervisors, choose not to ask for their help, and avoid opportunities to work with them. It is important to note that negative, fearful or hostile attitude are symptoms of the malaise brought on by uncertainties about the role and effectiveness of supervisory profession. Great needs exist to clarify duties and responsibilities of supervisors, to discover the most effective techniques and skills, and to identify who the supervisors are.

Lack of adequate professional training of QASO is an issue. Canham (1983), observed that looking at the stretch roles of the supervisors, one is compelled to raise some questions about the kind of pre-service training inspectors should. Looking at the Kenyan scenario, by taking a handful of college courses in educational administration, a person becomes certified in supervision. In Kisumu district out of the nine QASO's, only three were under graduate degree holders, the remaining six were certificate holders from primary teacher training colleges. This inadequacy may be due to lack of policy on the recruitment and deployment of inspectors. Meanwhile, there is need to have the right quality of inspectors for effective discharge of their duties. Wasanga (2004) reiterated that inspectors, in order to carry out their duties, should have good academic qualifications, specialized skills and well established staff development programmes to enable them keep pace with the changes in the education sector.



QASO training has usually been done through In-service Education and Training (INSET) courses organized from time to time (Republic of Kenya, 2000). Despite the efforts made to train QASO through INSET, doubts have been raised over the relevance of the INSET course content (Indoshi, 2001). INSET activities would be most effective if the participants are ready for the topics addressed and if they feel that the courses are high on their priority list of problems (Indoshi, 2001). Very seldom however, are structured surveys undertaken to identify the felt needs of the participants (Etindi 2000; Kithuka 2006; Wanzare, 2006). INSET programmes would be more effective if the target group is involved in identifying their own felt needs. However, in-service training opportunities for school inspectors and teachers on school inspection are hopelessly inadequate (Olembo et al., 1992).

Furthermore, addressing curriculum development workshop in Nairobi (Kenya), Rono noted that there existed no comprehensive programmes for inspector in-service training and that induction courses where available had been conducted inadequately due to financial constraints (Achayo & Githagui, 2001). Commission of Inquiry into Education System of Kenya (Republic of Kenya, 1999) also noted that, because school inspectors are incompetent and are untrained, they are unable to monitor and evaluate educational programmes effectively.

At times follow-ups are not done by the QASO effectively due to problem of lack of transport, poor planning and inadequacy amongst QASO. Those inspectors deployed in rural areas constantly face the problem of lack of transport, Commission of Inquiry into

Education System of Kenya (Republic of Kenya, 1999). This problem is aggravated by the fact that some schools are too remote to be reached by the inspectors and during rainy season, some weather roads are impassable. Overtime efforts have been made to enhance the quality assurance functions in the MoE. Recently, efforts have also been made to rationalize work load, operational zones and institutions to ensure that quality assurance services are available to all learners (Republic of Kenya, 2005). Further to improve mobility at all levels. QASO have been provided with motorcycles and financial allocations at the District Education Offices to cater for fuel and other logistics.

The government has undertaken such reforms with an aim to address quality in education; therefore what is done at the district level is expected to be considered with the national policies. The present study therefore sought to establish whether there was improvement on the number of visits QASO make to schools.

School inspection practices in Kenya are marked by poor planning. The Koech Commission (Republic of Kenya, 1999) reports that plans for inspection of schools have been over-ambitious and consequently, they are seldomly carried out. According to Olembo, Wanga and Kiragu (1992) inspection of schools has at times been marked by impromptu, irregular visits by some inspectors with the object of "catching" the teachers doing the wrong. Mwanzia (1985) in a study of the factors that affect inspection and supervision of primary schools in Changnithya and Mulango zones, central division, Kitui district, Kenya, reported that some schools and teachers were visited more frequently than others. A part from report writing skills there is also imbalance in

planning that can make the QASO to be mixed up in reporting because the work is done haphazardly. It is advisable to write several reports to sharpen newly acquired skills but on the contrary visits which would generate report writing are seldom (Republic of Kenya, 2000). In addition to having the right quality and quantity of inspectors, the right tools, enabling environment and effective legal backing is required for the effectiveness of the responsibility of quality assurance agents in the education sector.

#### **2.4 Training Programme for Quality Assurance and Standards Officers**

Training of Quality Assurance and Standards Officers is essential for effective performance of their duties. However, this training is rarely based on the officers own identified needs. (Ajuoga, 2000). They further pointed out that, this diminishes the training relevance and effectiveness. In order to play their role effectively, the Quality Assurance and Standards Officers require special skills specific to the job (Etindi, 2000). However, there is currently no special training of Quality Assurance and Standards Officers in the colleges of education in Kenya. Instead, QASO are appointed from among classroom teachers, head teachers and Teacher Advisory Center (TAC) tutors. Such appointees would normally have merely undergone primary teachers' training without specific training as Quality Assurance and Standards Officers (Etindi, 2000). Therefore, they need special training as Quality Assurance and Standards Officers because this job is not the same as that of teaching. According to the Handbook for Inspection of Educational Institutions (Republic of Kenya, 2000), it is clearly stated that, since the establishment of the inspectorate division in the Ministry of Education, over forty years ago, the inspectors have been operating through circulars and guidelines.

Further observes that, so far commendable work has been done in the area of the In-service Training (INSET) of Inspectors. However, INSET for inspectors has mainly taken the form of induction course which have lacked co-ordination, to the extent that there has been no comprehensive programme or definitive training packages for participants to undergo. Despite the efforts made to train Quality Assurance and Standards Officers through INSET, doubts have been raised over the relevance of the INSET course content (Indoshi, 2001). INSET activities would be most effective if the participants are ready for the topics addressed and if they feel that the courses are high on their priority list of problems (Indoshi, 2001). Very seldom however, are structured surveys undertaken to identify the felt needs of the participants (Etindi, 2000; Kithuka, 2006; Wanzare, 2006).

According to Downey (2004), supervisors must be equipped with the tools they need to give teachers accurate, helpful feedback that will support sound, formative instructional decision making. Training is essential for empowerment to be effective for QASO. Any profession, including Quality Assurance, requires the practitioners to continue their education throughout their entire professional lives. This is necessary to help the practitioners to gain the knowledge and competence they must master, if they are to avoid lapsing into professional obsolescence.

A number of problems in education sector give rise to the need for training for QASOs. These include: QASO regression in level of service, QASO being out of date with the world both technological and social changing trends, new developments in teaching strategies and new subjects, need for academic and professional growth, curriculum

innovations which require QASO to have new knowledge and skills in order to perform effectively in the area of quality education. As earlier observed, teachers as a rule, welcome real supervisory help. Yet many of them view supervisors with contempt, feeling, sometime rightly and sometime wrongly, that teachers are more capable than supervisors or that supervisors have nothing of value to offer them. Many teachers simply ignore supervisors, choose not to ask for their help and avoid opportunities to work with them.

QASO training programmes to incorporate learned, practiced and perfected skills in pedagogy. The problems cited above necessitate development of programme for training to assist QASOs to cope with supervisory challenges in the area of knowledge expertise. However, QASO training activities are most effective if the participating officers are ready for the topics addressed and if they feel that the courses are high on their priority list of problems. In Kenya, induction courses have been haphazard, unsystematic and ad hoc, they have lacked co-ordination, to the extent that there has been no comprehensive programme or definitive training packages for the participants to undergo (Republic of Kenya, 2000).

World over concur that training for QASO is necessary (Wasanga, 2004). However, what peoples mind is struggling with is the answer to the question, what kind of training activities are to be organized, what type of programme duration and resource persons to facilitate. The content of the training programme should be in line with the needs of QASOs. This is necessary in order to ensure that the participants gain maximum benefits

from the training. The training course should cover competencies relevant to the supervision skills where the QASOs are deficient. These competencies include human relations, knowledge expertise, supervisory approaches, report writing and doing action research among others. It is important that QASOs are given the opportunity to participate in choosing the content to be covered in the training programme course because this ensures that course content is relevant to the needs of the participants (Indoshi, 2001).

The training duration should be long enough to provide QASOs with necessary opportunity and time to work all problems and gain confidence in supervision. The course duration should be at least one year. QASOs should also attend INSET courses regularly in order to update themselves on developments in the education industry, resulting from changes in knowledge, technology and methods of instruction. As Orwa (1986) observes, any teacher who stays for more than five years without attending INSET is outdated.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

The chapter deals with Research design, study area, study population, sample and sampling procedures, instrumentation, validity and reliability of instruments and data analysis procedures.

#### **Research Design**

The study was based on descriptive survey design. Kothari (1985) observes that a descriptive survey design is a method that enables one to gather data from relatively large number of cases at a particular time. Surveys are concerned with describing, recording, analyzing and interpreting conditions that exist. Mugenda and Mugenda (1999) adds that descriptive research is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, process that are ongoing and trends that are developing.

#### **3.3 Study Area**

The study was conducted in public primary schools located in the former Kisumu district of Nyanza Province. After the year 2007, five more districts were created out of Kisumu district; therefore currently there is Nyando, Nyakach, Kisumu East, Kisumu West and Kisumu Rural districts. The district headquarters is situated in Kisumu City at the shores of Lake Victoria. Kisumu district is in Nyanza Province and borders Nyando district to the East, Vihiga to the North, Bondo to the West and Siaya to the South. Kisumu district covers 915 square kilometers with a total population of 504,349 out of which 1400 are

teachers in primary schools. Kisumu district lies within the longitude of 34<sup>0</sup>30 E and latitude of 0<sup>0</sup>. The population growth rate is estimated at 2%. The poverty index is at 53% contributing 2% of national poverty level. The locals are engaged in fishing, small businesses, sand mining and peasant farming. The district has four administrative divisions namely Kadibo, Kombewa, Maseno and Winam. The map showing both the location of Kisumu district in Kenya and the Kisumu district administrative boundaries are attached as appendix "H."

### **3.4 Study Population**

The population for this study included 1400 teachers, 189 head teachers and nine Quality Assurance and Standards Officers. The primary school teachers constitute the core of curriculum implementers in primary schools. The Quality Assurance and Standards Officers are responsible for supervision, monitoring and helping the teachers in the process of implementing the curriculum in primary schools. The entire targeted population therefore consisted of 1400 teachers and 9 Quality Assurance and Standards Officers and 189 head teachers.

### **3.5 Sample and Sampling Procedures**

Systematic sampling technique was used to select 420 teachers for the study. The sample for teachers, constituted about  $\frac{1}{3}$  of the entire population of 1400 teachers. Simple random sampling technique was also used to select 8 Quality Assurance and Standards Officers for the study. The sample frame is given in Table 2.



Table 2: Sample Frame

| Category                | Population | Sample | %    |
|-------------------------|------------|--------|------|
| Primary Schools         | 189        | 55     | 29.1 |
| Head teachers           | 189        | 55     | 29.1 |
| Primary School Teachers | 1400       | 420    | 30   |
| QASO                    | 09         | 08     | 88.9 |

Source: Kisumu District Education Office: Statistics, 2006

### 3.6 Instrumentation

The following instruments were used to collect data: questionnaire and interview schedule. Details of each instrument were as explained below.

#### 3.6.1 Questionnaire

Questionnaires were administered to both teachers and QASO. Their details were as discussed below.

##### 3.6.1.1 Teachers' Questionnaire

This questionnaire had 22 items that were categorized in two sections: A and B. Section A sought demographic information and professional qualification of the teachers. Section B was to generate information about contribution of QASO to curriculum implementation and to establish whether QASO were endowed with competences needed for effective supervision. This section was therefore designed on a 5 point Likert scale format. Numerical scores were assigned to 5 response options for each statement. The respondents were expected to indicate by circling their desired options out of the 5 points

given based on their opinions. The same values of Likert scale were assigned as follows: Strongly Agree (SA) =5; Agree (A) =4; Undecided (U) =3; Disagree (D) =2 and Strongly Disagree (SD) =1. A score above three from each item in the Likert scale was taken to represent a positive response while a score less than three was considered a negative response. However, a score of three represented a neutral response or lack of commitment of the respondent. The teachers' questionnaire is attached to this thesis as appendix A.

### **3.6.1.2 QASO's Questionnaire**

This questionnaire had 30 items that were categorized in two sections: A and B. Section A sought demographic information and professional qualification of the QASO. Section B sought information about contributions of QASO to curriculum implementation to primary schools. A 5 point Likert scale format was used. Numerical scores were assigned to 5 response options for each statement. The respondents were expected to indicate by circling their desire options out of the 5 points given based on their opinions. Values of Likert scale were assigned as follows: Strongly Agree (SA) =5; Agree (A) =4; Undecided (U) =3; Disagree (D) =2 and Strongly Disagree (SD) =1. A score above three from each item in the Likert scale was taken to represent a positive response while a score less than three was considered a negative response. However, a score of three represented a neutral response or lack of commitment of the respondent. The QASO's questionnaire is attached to this thesis as appendix B.

### **3.6.2 Interview Schedule**

Interview schedule was used in the study. It was as described below.

#### **3.6.2.1 QASO's Interview Schedule**

This instrument comprised 7 questions which were administered to QASO on a face-to-face interview. The instrument was used to provide clarification on areas where the questionnaire could not gather clear information. This instrument is attached as appendix B.

#### **3.6.2.2 Headteachers' Interview Schedule**

This instrument comprised questions which were administered to headteachers on face-to-face interview in order to provide clarification on areas where the questionnaire could not. It provided in-depth information and also used for the triangulation of the information garnered from teachers. This instrument is attached to this thesis as appendix E.

### **3.7 Validity and Reliability of Instruments**

Before engaging in the actual exercise of data collection, questionnaires and interview schedule were piloted to confirm their reliability and validity.

#### **3.7.1 Validity**

Cohen and Morison (1994) stress that experts should determine the validity of research instruments. A pilot study was conducted in ten primary schools in Kisumu district in

which 10 teachers were involved and one QASO. Those who participated in piloting were excluded from the main study. Three experts on the topic of study from the department in the field of curriculum development at Maseno University were asked to examine the instruments in order to establish their validity. Their comments and judgements were used to revise the instruments and ensure that they address the objectives of the study more effectively. This enabled the researcher to avoid response set, distortion of data and subjectivity of responses.

### **3.7.2 Reliability**

To make instruments reliable, Carinnen (1993) observes that testing the items before actual administration removes possible errors in the instruments. In the pilot study, the questionnaire were administered twice to the same respondents at the interval of two weeks. The percentages of the respondents on the two tests were correlated using the Pearson Product Moment Correlation formula, which yielded a coefficient of 0.87 and 0.70 for both teachers' and QASOs' questionnaires respectively. This was considered high enough to judge the questionnaires as reliable (Fraenkel & Wallen, 2000).

### **3.8 Data Collection Procedures**

The researcher obtained permission to conduct the study from relevant authorities. However, at the District Headquarter, the researcher contacted the District Education Officer to seek permission to go to various schools and to obtain a list of primary schools in the district in order to draw the study sample and to meet teachers. The District Quality Assurance and Standards Officer was also contacted for permission to allow field

DQASO to participate in the study. The researcher then visited schools, booked appointment with teachers for a date of administering the questionnaire and interviews. Both the researcher and teachers agreed on a date. The questionnaire and interviews for the study were then administered. The District Quality Assurance and Standards Officers were interviewed individually, interview guide was used. This enabled the researcher to ask questions intended to lead the respondents towards giving data to meet the study objectives. Respondents' consent was sought to use Taping Machine to record the responses. Questionnaire were distributed and collected same day by the research person.

### **3.9 Data Analysis Procedures**

The data gathered from the questionnaires and interviews were analyzed in different ways. Both quantitative and qualitative methods were used. Below are the various ways data collected were analyzed for each instrument.

#### **i. Questionnaires**

The dominant statistical procedure used to analyze and interpret the quantitative data was descriptive statistics. Data were scored with an aid of SPSS computer package. Fourty questionnaires were coded and vertically entered in the SPSS programme. The responses were calculated in percentages.

#### **ii. Interviews**

Qualitative data obtained from interviews were grouped into themes using codes which were assigned manually. The researcher then categorized data into themes and sub-

themes before analysis to determine the adequacy of information and the credibility of the objectives and research questions. Finally, the interpretation of data and the formulation of generalization were done. The qualitative data collected from the respondents were presented in three themes: contribution of QASO to curriculum implementation, challenges experienced by QASO in performance of their duties and suggestion for topics to be included in QASO's training programme.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter covers data presentation, analysis and discussion of the findings. References to discussions in the literature review done in relationship to the findings in the study. Both quantitative and qualitative methods were used to analyze data. Both study objectives and research questions were used. Verbatim report from the respondents was used in the text to make the report real, informative and expressed various feelings and attitudes from the interviewees. This study was based on the following objectives:

- i. to establish the contribution of QASO to curriculum implementation from the perspectives of teachers, head teachers and the QASO themselves in primary schools at; human relations, knowledge expertise, supervisory approach, report writing and action research
- ii. to find out the challenges experienced by QASO in the performance of their duties.
- iii. to identify the topics to be included in the training programmes for QASO.

The study therefore sought to meet the above outlined research objectives by finding answers to the following research questions:

- i. What are the contributions of QASOs to curriculum implementation from the perspectives of teachers, head teachers and the QASO themselves?
- ii. What are the challenges experienced by QASO when performing their duties?
- iii. What are the topics to be included in training programme for QASO?

The total number of teachers who participated in the study was 417. Out of the total number, 170 were females and 247 were males. Among the respondents, the highest level of education attained was diploma in education. 357 teachers had taught for ten years and above, whereas 60 teachers had been in the teaching profession for less than nine years.

From the demographic data, it is apparent that primary teachers went through primary teacher pre-service training. Most respondents were very co-operative and therefore enabled the study to attain a high return rate as shown on Table 3 below.

Table 3: Return rate of Instruments Administered

| Instrument            | Number Issued | Number completed<br>&<br>returned | %     |
|-----------------------|---------------|-----------------------------------|-------|
| Teacher Questionnaire | 467           | 417                               | 89.3  |
| DQASO Questionnaire   | 08            | 08                                | 100.0 |

The study therefore sought to find out the contribution of the QASO to curriculum implementation in human relations, knowledge expertise, supervisory approach, report writing and action research from the teachers point of view.

#### **4.2 Contribution of QASOs in Curriculum implementation from teachers point of view**

The survey covered perceptions of teachers on the contribution of QASO in human relations, knowledge expertise, supervisory approach, report writing and doing action



research. The findings are based on questionnaire administered to the respondents. The results are as shown in Tables 4, 5, 6, 7 and 8 respectively.

#### 4.2.1 Contribution in Human Relations

Teachers were asked to give their point of view about QASO contribution to human relations. The teachers' responses in human relation competencies were as presented in Table 4.

Table 4: Contribution of QASO to curriculum implementation in human relation from teachers perspective.

| Statement  | Responses  |              |            |             |            |
|--|------------|--------------|------------|-------------|------------|
|  | SA         | A            | U          | D           | SD         |
|  | 5          | 4            | 3          | 2           | 1          |
| 1. QASO nurture conducive relationship with teachers during class observation                                | 22.8% (95) | 46% (192)    | 4.3% (17)  | 22.5% (94)  | 4.4% (18)  |
| 2. QASO are friendly in their approach to supervision  | 17.5% (72) | 52.0 % (217) | 4.6% (19)  | 21.6% (90)  | 4.3% (17)  |
| 3. QASO foster suitable climate where teachers feel free to initiate positive change in Education Curriculum | 13.8% (57) | 30.4% (126)  | 10.4% (43) | 25.4% (105) | 19.0% (83) |

Key: SA- Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree

From Table 4, it can be noted that human relations between QASO and teachers was above average. They nurture conducive relationship with teachers during class observation with a percentage of 68.8%, they are friendly to teachers in their approach to

supervision (69.3%). However, when teachers were asked to indicate whether QASO foster suitable climate where teachers feel free to initiate positive change in education curriculum, 45.5% disagreed whereas 44.2% agreed and 10.4% of the respondents were undecided. This suggests that there could be some uneasiness among the teachers regarding their encounter with QASO. The relationship was not genuine and may appear hypocritical.

Yet the handbook for Inspection of Educational Institution in Kenya (Republic of Kenya, 2000) clearly states the code of conduct for the QASO. They should demonstrate a characteristic of being an outstanding teacher, establish and maintain a good rapport with teachers and display excellent interpersonal skills. There is slight improvement in the area of human relations, in such a context the QASO would be able to help teachers to bring about improvements in curriculum implementation (Reach & Reinhartz, 2000).

#### **4.2.2 Contribution in Knowledge Expertise**

Specific competencies covered under this generic competency were: helping teachers to develop materials, displaying confidence during supervision, evaluating curriculum, knowledge of subject teaching methods, knowledge in organizing orientation courses to beginning teachers and knowledge in helping teachers in organizing induction courses as shown in Table 5.

Table 5: Contribution of QASO to curriculum implementation from teachers point of view in knowledge expertise.

| Statement   | Responses  |            |          |            |            |
|---|------------|------------|----------|------------|------------|
|   | SA         | A          | U        | D          | SD         |
|   | 5          | 4          | 3        | 2          | 1          |
| 1. QASO are competent in aiding teachers to produce instructional materials | 13.6%(56)  | 19.9%(85)  | 7.5%(35) | 32.7%(135) | 25.4%(105) |
| 2. QASO feel confident during supervision                                   | 20.0% (83) | 41.1%(170) | 7.0%(29) | 24.9(108)  | 7.0%(29)   |
| 3. QASO advise teachers on how to evaluate curriculum effectively           | 29.7%(123) | 41.3%(171) | 4.6%(19) | 18.1%(75)  | 6.3%(26)   |
| 4. QASO assist teachers in handling subject teaching methods                | 8.7%(36)   | 24.9%(103) | 7.4%(31) | 29.0%(120) | 30.0%(124) |
| 5. QASO organizes in-service for teachers                                   | 16.3%(67)  | 42.5%(174) | 7.1%(29) | 20.0%(82)  | 14.1%(58)  |
| 6. QASO give orientation to Beginning teachers                              | 10.4%(43)  | 14.5%(60)  | 9.7%(40) | 27.6%(114) | 37.8%(156) |

Key: SA- Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree

Table 5 shows that the contribution of QASO in the area of knowledge is below the average. QASO's had difficulties in aiding teachers to produce instructional materials (58%). QASO lacked adequate knowledge in subject teaching methods they supervised (59%). They also rarely conduct orientation courses for beginning teachers (65.4%). This can be explained by the fact that their pre-service training did not cover supervision knowledge. From the demographic data, the highest level of education attained was

diploma in education. In the past years, QASO were recruited amongst primary school teachers.

Wasanga (2004) noted that the modalities of identifying potential quality assurance personnel in Kenya are based on the track of the records of the applicant in relation to previous and present performances and the level of education of the applicant should be a degree in education with at least three years in teaching experience. However by the time the study was conducted, majority of the QASO had not attained degree level. Indoshi (2001), it emerged from the discussion with the respondents that, induction process during probation period was informal and ad hoc, without a clear programme of activities and evaluation. The induction did not accurately tackle teachers' needs for classroom teaching and interpersonal relationship.

From the teachers' point of view, QASO's are seen to be contributing positively in advising teachers to evaluate the curriculum (71%), and organizing in-service courses for teachers. This achievement can be attributed to the efforts the government has instituted to address the challenges in education industry such as in partnership with UNICEF. The Ministry has started monitoring learning achievement through MALP project, SACMEQ, SBTD and FEMSA initiatives (Republic of Kenya, 2005).

#### **4.2.3 Contribution in Supervisory Approaches**

The supervision approach adopted by QASO is crucial in establishing teaching and learning effectiveness. The teachers' point of view on the QASOs contribution on supervision approach are presented in Table 6.

Table 6: Contribution of QASO to curriculum implementation from teachers' perspective in supervisory approaches.

| Statement  | Responses  |            |           |            |             |
|--|------------|------------|-----------|------------|-------------|
|  | SA         | A          | U         | D          | SD          |
|  | 5          | 4          | 3         | 2          | 1           |
| 1. QASO use traditional approach more often                                  | 6.3%(26)   | 24.2%(100) | 15.1%(62) | 29.5%(122) | 24.9%(103)  |
| 2. QASO do not act as counselors and guiders to teachers                     | 26.5%(110) | 23.2%(96)  | 6.0%(25)  | 30.1%(125) | 14.2%(39)   |
| 3. QASO normally helps teachers with planning and subsequent lesson analysis | 16.0%(66)  | 41.0%(169) | 7.5%(31)  | 19.5%(80)  | 16.0%(66)   |
| 4. QASO are ready to accept suggestions from teachers                        | 9.4%(41)   | 28.9%(119) | 7.9%(32)  | 30.9%(128) | 22.9%(95)   |
| 5. QASO normally seek and value teachers Opinions during supervision process | 8.5%(35)   | 25.8%(107) | 8.5%(35)  | 32.4%(134) | 24.86%(103) |

Key: SA- Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree

Table 6 shows that, QASO are contributing positively to curriculum implementation in the area of modern approach, guidance and counseling and helping teachers to plan and analyze the lesson. 54.4% of the respondents acknowledged that QASO are no longer using traditional approach. QASOs have realized that teachers, as professionals, can be persuaded but not coerced. Grauwe (2001) further opined that, many times, teachers have better answers to their own problems than do the supervisors. 56% of the respondents agreed that QASO normally helps them with planning and subsequent lesson analysis.

However, it was observed that, QASO do not act as guiders and counselors to teachers (49.6%). This can be argued from the fact that, whenever QASO visit primary schools, they first meet teachers during class observation and they take little time with teachers. 53.8% of the respondents said that QASO normally do not seek and value teachers opinion during supervision process. Pollock and Ford (2009) opined that supervisors needs to convey the attitude of valuing and seeking the ideas of others while not appearing to have answers to all the problems teachers face. In Kenyan scenario, that is lacking.

#### 4.2.4 Contribution in Report Writing.

Report writing forms part of QASO's supervisory functions. It is an indicator of the QASO's productivity and a good measure to the extent to which the officers expertise is available to schools.

Table 7: Contribution of QASO to curriculum implementation from teachers perspective in report writing.

| Statement   | Responses       |                 |               |                |                 |
|---|-----------------|-----------------|---------------|----------------|-----------------|
|   | SA              | A               | U             | D              | SD              |
| 1. QASO provide observation reports to teachers   | 5<br>36.0%(150) | 4<br>26.1%(106) | 3<br>3.8%(22) | 2<br>21.8%(91) | 1<br>12.3%(169) |
| 2. Reports written by QASO are comprehensive.   | 6.8%(28)        | 7.8%(32)        | 4.9%(20)      | 39.4%(162)     | 41.1%(169)      |
| 3. QASO normally initiates follow-ups based on the recommendations made during supervision process. | 3.7%(15)        | 10.6%(44)       | 6.5%(27)      | 37.3%(154)     | 41.9%(173)      |

Key: SA- Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree

Table 7 shows teachers point of view about QASO's contribution to curriculum implementation in the area of report writing. There is minimal contribution whereby 80.5% of the respondents said that the reports by QASO are not comprehensive and 79.2% of the respondents said that QASO never initiates follow-ups based on the recommendation made during supervision process. Handbook for Inspection (Republic of Kenya, 2000) has specified a set format to be used by QASO when writing a report as seen in appendix "D". School inspectors are expected to prepare inspection reports with detailed recommendations and to avail the reports to the relevant authorities to take necessary action. Looking at the reports written by QASO in appendices "F" and "G", reports are terse, teachers views not put into consideration and pupils interest not considered. It shallowly reflects what goes on in classroom, whenever the QASO visits for lesson observation. No recommendation reflected. This confirms that the area of report writing is poorly handled by QASO.

The findings are in agreement with Wanzare (2006) who also observed that there is a general lack of appropriate post-inspection evaluation by school inspectors at the conclusion of each inspection to determine the views of head teachers and other school personnel regarding the practice and process of inspection. From this study, it is clear that the views of teachers are not incorporated in the reports.

The purpose of supervision is to improve instruction. Sillars (2005) observed that report writing demands certain skills to be able to perform the functions, the QASO must have the following abilities:

- i. to record facts clearly and objectively
- ii. to formulate and present opinions based on the facts but clearly separated from as to ways in which a situation may be improved or remedied.
- iii. ability to interpret facts and attribute them to courses.

It is vital to note that the abilities stated above are reported missing among most QASOs.

#### 4.2.5 Contribution at Doing Action Research

The policy framework strategies (Republic of Kenya, 2005) takes cognizance of action research on quality education by stating that the objective of this component is to undertake research on teaching and learning methodologies to improve quality education standards and performance opinions expressed by teachers are shown in Table 8.

Table 8: Contribution of QASO to curriculum implementation from teachers point of view in doing action research.

| Statement  | Responses |            |           |            |            |
|--|-----------|------------|-----------|------------|------------|
|  | SA        | A          | U         | D          | SD         |
|  | 5         | 4          | 3         | 2          | 1          |
| 1. QASO always conduct research aimed at solving problems in schools and teachers participates   | 12.5%(50) | 4.3%(18)   | 4.9%(20)  | 37.3%(154) | 41.0%(173) |
| 2. Research findings from a cluster of schools can be used to bring about improvement and change in policy; QASO never conducts such research. | 22.5%(93) | 40.2%(166) | 21.7%(89) | 7.5%(31)   | 7.2%(28)   |

Key: SA- Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree



Table 8 shows that the contribution of QASO in Action Research is very poor. 79.2% of the respondents indicated that QASO never invoke the participation of teachers in conducting research at solving problems in schools. 62.7% of the respondents indicated that QASO never conduct action research. There is need for QASOs to have action research knowledge to undertake research on teaching and learning strategies to improve quality of education standards and performance.

### **4.3 Contribution of QASO in Curriculum Implementation From Headteachers' Perspective**

#### **Perspective**

The survey covered the contribution of QASO in human relations, knowledge expertise, supervisory approach, report writing and doing action research. From the interview findings the results are presented below:

Glickman (1985) included the work of many researchers who emphasized that self-analysis and reflection on the part of teachers were critical to teaching success. This emphasis brought about the implementation of personal portfolios for professional growth. He further expresses that, prominent individuals who conducted research during this time proposed that effective supervision requires understanding of the developmental level of teachers regarding their decision making about teaching actions and students' responses. The supervisor needs to be aware of teachers personal, humanistic concerns and data taking steps to guide teachers through reflective and decision making processes that focus on the relationship between practices and pedagogy. All head teachers acknowledge that quality assurance services are beneficial to teachers. Typical comments were:

*Teachers work diligently if they know someone is checking on them.*

*“For fear of the officers getting in any time, teachers normally stay in school all day and absenteeism becomes a thing of the past”*

*Officers are too familiar to teachers, the way some officers carry themselves is questionable, for example, asking us to prepare good meal.*

The study revealed that quality assurance services are of great value to Instructional Curriculum Implementation. This suggests that if teachers stay in school as required, do diligent and thorough work then they would be able to complete the syllabus on time hence no tuition during holidays. The study further revealed that, majority of schools were visited once in the year 2006. In relationship to the significance of supervision services to school that is inadequate. The respondents gave varied reasons why they think the frequency is low. This is what they said:

*My school was not visited at all, I attribute that to bad road leading to the school.*

*I think lack of transport is a problem because at times they come on foot.*

*During rainy season, they are always in a hurry to leave, the mud on the road is impassable. Even us, when we see rain coming, we run away or else you sleep in here.*

#### **4.3.1 Human Relations**

The respondents revealed that the relationship between QASO and teachers was warm and friendly. Typical comments of respondents on this issue were:

*These days there is a big positive change. They are cordial, they do not create tension to teachers as before.*

*The inspectors only identified the teacher's weaknesses and strengths and then advised teachers accordingly*

*They enable teachers to get curriculum updates in good time because I must visit his office on a weekly basis.*

However, to a greater extent they perceived the relationship as cold and poor and their typical comments were:

*Some teachers look down upon the inspectors that they were trained teachers like them and therefore should not supervise them since they would get virtually nothing from their visits.*

*Some say that the inspectors visits did not promote professional growth, since they always look for faults.*

*Some teachers fear harassment particularly when inspectors look at their schemes of work and lesson plans.*

*Some QASO are cruel in the face, they are at times do not feel like extending hand to greet.*

*Some officers normally enter the school through the fence and would concentrate on scrutinizing the scheme of work instead of looking at the syllabus coverage.*

*Officers devoted much time to the administrative function at the expense of the lesson delivery.*

Mohanty (1995) observes that separating administration from supervision would provide the solution to the problem. However, he further points out that studies done in India shows that this arrangement could not produce any striking results as the supervisors who had no administrative control over the teachers did not get regular compliance of their suggestions given in the course of supervision.

#### **4.3.2 Knowledge Expertise**

The study revealed that the contribution of QASO in professional guidance and knowledge base was below average. Teachers are not receiving professional guidance from the officers, based on preparation of professional document and records. Their typical comments were:

*Teachers normally copy the samples of Scheme of Work prepared by the Oxford Publishers.*

*It is the deputy head teachers or Senior Master or Mistress who assist teachers to write Schemes of Work and lesson plan and to supervise teaching work.*

*Teachers write lesson plans daily and at times use them before they are approved.*

*Teachers have difficulty in handling some subjects especially in methods of teaching mathematics and sciences. Instead of QASO assisting them, they are too handicapped.*

*Inspectors do not offer guidance and counseling to pupils, they just look at the pupils exercise books and do not give pupils time to raise issues.*

The study therefore revealed that, QASOs only evaluate the professional documents which had been prepared by teachers but do not assist them make them. The study further revealed that QASO are not organizing INSET courses for teachers especially in schools citing lack of money.

#### **4.3.3 Supervisory Approach**

In teaching and learning, the concept of reflection is central. The QASO get opportunity to access and analyze the classroom and to ascertain whether supervision has its strengths and weaknesses. The study revealed that QASO never hold pre-observation and post observation meeting with teachers before meeting them in their class or in the staff meeting. Commonwealth Secretariat (1998) observes that pre-observation and post observation gives both teachers and QASO the opportunity to test reality of their own perceptions and judgements about their abilities. In summary, during the analysis stage, both the teachers and the QASO are able to evaluate own work and confirm their commitment to the process. The post observation conference, both the QASO and the

teachers would bring together analyses of the classroom observational data and finalize on the whole process. The respondents typical comments were:

*Whenever inspectors walks into the school, they report to me, signs the visitors book, then ask for master timetable. After which he/she chooses which class to visit and see the teacher teaching.*

*The officers meets individual teacher in class while teaching and they look at the lesson plans after the lesson.*

*During staff meeting with inspectors, teachers normally play passive role audience.*

*Reprimand or harsh rebuke is viewed by teachers as embarrassment and they do not take it well even if the officer felt otherwise.*

*Teachers value honest praise.*

*Teachers value individual conferences than a staff meeting.*

From the foregoing it can be concluded that QASO do not provide a ground where both teachers and QASO can seek to arrive at a shared understanding of the supervision process. If pre-observation is done, then the officer would be able to gauge the intentions of the teachers and premise on which the teachers are operating. The study therefore revealed that QASO are using traditional approach of supervision against modern approach.

#### **4.3.4 Report Writing**

The respondents revealed that report writing as effected by QASO is below average. They are never taught how to write reports and even how to handle reports. The respondents pointed out that the reports written by QASO are not easy to interpret, very

brief and only one copy is given to be filed in the office. This implies that teachers do not access them easily. Their typical comments were:

*QASO normally ask for files which we usually show them and when they find a mistake, they tell us to plan to attend Kenya Education Staff Institute (K.E.S.I) courses on management.*

*It is difficult to interpret what the QASO means in some reports. For example, the comment can read, the lesson objective were not achieved but the lesson presentation was good.*

#### **4.3.5 Action Research**

Action research is essential skill of solving particular problems. The study revealed that the competence of QASO at doing action research is poor. Teachers have never participated in any convened or conducted by QASO. The Kenya Policy Framework on Education, Training and Research (Republic of Kenya, 2005) recognizes action research as a basis for attaining quality education. Hence, there is need for QASO to have action research knowledge to undertake research on teaching and learning methodologies to improve quality of education, standards and performance. Respondents responded by:

*Saying No, never, never*

*Am almost retiring and have never seen*

#### **4.4 Contribution of Quality Assurance and Standards Officers in Curriculum**

##### **Implementation from their own Perspective**

The survey covered the contribution of QASOs on their competencies in human relations, knowledge of subject, supervision approach, report writing and action research as presented below:

#### 4.4.1 Contribution in Human Relations

The QASO were asked to indicate the extent to which they contribute to curriculum implementation in primary schools under the generic competency of human relations. The QASOs responses were as presented in Table 9.

Table 9. Contribution of QASO to curriculum implementation on their human relations.

| Statement   | Responses |          |          |          |         |
|---|-----------|----------|----------|----------|---------|
|   | 5<br>SA   | 4<br>A   | 3<br>U   | 2<br>D   | 1<br>SD |
| 1. Teachers warmly welcome me<br>in their class.    | 37.5%(3)  | 37.5%(3) | 25.0%(2) | ---      | ---     |
| 2. I inform teachers of my visit<br>in advance.     | 37.5%(3)  | 62.5%(5) | ---      | ---      | ---     |
| 3. Teachers willingly discuss<br>teaching problems. | 12.5%(1)  | 25.0%(2) | ---      | 62.5%(5) | ---     |
| 4. Teacher preparation is enhanced<br>when I visit. | 37.5%(3)  | 37.5%(3) | ---      | 25.0%(2) | ---     |

Key: SA- Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly

From Table 9, it can be noted that human relations between QASO and teachers was minimal. In particular, teachers showed unwillingness to discuss their professional documents with the QASO. This suggests that there could be some uneasiness among the teachers regarding their encounter with QASO. Typical comments of the respondents were:

*We have to keep teachers on toes and that makes them strive not to get a bad label on them.*

*Some teachers copy scheme of work and lesson plans prepared by Oxford publishers hence find it hard to apply.*

*At times we catch them unawares and detects that they go to class without lesson plan and notes.*

*Some teachers feign sickness when they see us.*

*I demand to see the professional documents, none voluntarily give me seeking help.*

This implies that teachers acted out of fear. The relationship was not genuine and may appear hypocritical. QASOs chief responsibility is to bring about improvement and to help teachers adapt to the changing needs of the society and of pupils. May be the attitude reflected above by the QASO makes teachers shy away from seeking their help.

Grauwe (2001) noted that teachers as a rule, welcome real supervisory help, yet many of them view supervisors with contempt. Many teachers choose not to ask for help and avoid opportunities to work with them. Indoshi (2001) observed that the approaches used by the school inspectors while interacting with teachers was patronizing. He quoted what one of the respondents said. "The inspectors came to impose ideas on me regardless of my circumstances. They did not want to take time to understand my point of view. There was one guy who just prescribed to me how to plan and teach. His suggestions could not work in my class."

Yet the Handbook for Inspection of Educational Institutions in Kenya (Republic of Kenya, 2000) clearly states the code of conduct for the QASO. They should demonstrate a characteristic of being an outstanding teacher, establish and maintain a good rapport



with teachers and display excellent interpersonal skills. Lack of adherence to this diminished the QASO effectiveness.

However, 75% of the respondents indicated that teachers warmly welcome them to their class. During interview, the respondents said:

*I normally take tea or soda in the school I supervise.*

*Teachers no longer run away from us as they used to do in the past.*

*Head teachers are courteous they serve as lunch.*

*Whenever I walk into any class, teachers offer me seat.*

Interestingly enough, QASO did not look at the welcome interns of professional guide and counsel. It is worth noting that the above offers they receive in schools are organized by head teachers. All QASO's (100%) said that they inform teachers of their intended visit in advance. They commented:

*Teachers fear harassment particularly when officers look at their professional records; therefore they would prepare in advance.*

*Teachers deliver lessons without lesson plan, they only update them when they get information that QASO may visit the schools.*

#### **4.4.1 Contribution in Knowledge Expertise**

Specific competencies covered under this generic competency were; knowledge in organizing induction and knowledge in helping teachers to develop materials, knowledge of contemporary issues, knowledge of guidance and counseling and knowledge of subject content and teaching methods. The QASO's responses were reported as shown in Table 10.

Table 10: Contribution of QASO to curriculum implementation at knowledge expertise.

| Statement   | Responses |          |          |          |          |
|---|-----------|----------|----------|----------|----------|
|   | 5<br>SA   | 4<br>A   | 3<br>U   | 2<br>D   | 1<br>SD  |
| 1. Am knowledgeable in in-service course organization for teachers    | 50.0%(4)  | 50.0%(4) | ----     | ----     | ----     |
| 2. Am knowledgeable in development of teaching and learning materials | 25.0%(2)  | ----     | 37.5%(3) | 37.5%(3) | ----     |
| 3. Am conversant with contemporary issues in teaching                 | 12.5%(1)  | 12.5%(1) | 12.5%(1) | ----     | 62.5%(5) |
| 4. Am competent in student guidance and counseling                    | 37.5%(3)  | 25.0%(2) | ----     | 25.0%(2) | 37.5%(3) |
| 5. Am knowledgeable in subject content and methods that I supervise.  | 12.5%(1)  | 25.0%(2) | ----     | 25.0%(2) | 37.5%(3) |

Key: SA- Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly

Table 10 shows that QASOs contribution at knowledge is below average. They lacked adequate knowledge in developing teaching and learning materials (37.5%), were undecided and 37.5% strongly disagreed. They had difficulties in being conversant with contemporary issues in teaching. They also lacked adequate knowledge in subject content and methods they supervised. This can be explained by the fact that their pre-service training did not cover supervision knowledge. From the interview, only three officers were graduates and the remaining were trained as primary school teachers. These officers were not confident to supervise teachers who are academically higher than them.

One of the objectives under KESSP programme is to enhance quality of education through provision of textbooks and other instructional materials. The Ministry of Education Report on the Sector Review and Development, September 2003, points out

that according to the survey carried out in Kenya (SACMEQ, 1999) there was a **critical** shortage of textbooks and other learning materials. The teaching aids can be produced both locally or can be bought. Only 25% of the respondents are capable of aiding teachers to produce teaching aids.

Typical comments of the respondents on this issue were:

*It is the responsibility of the TAC tutors to assist teachers in the area of learning and teaching resources.*

*We have a lot of work, schools are many and the officers are few.*

*Management of teaching media are time consuming, display and storage is difficult because most classes are never locked.*

*I was never trained in making them, I only wrote charts during teaching practice periods.*

According to (Republic of Kenya, 2005), the rationale for the heavy investment is to provide instructional materials for attainment of quality education. Teaching aids facilitates learning and teaching. It is absurd that QASO who are supposed to promote their use are handicapped to do so.

One of the officers roles include professional guidance and counseling to teachers and pupils. The study revealed that QASO are not offering this service and this is what they said:

*I pick at random the pupils' note books to check on syllabus coverage.*

*I get concerned with pupils discipline unless some outrageous indiscipline case has happened in the school.*

Bearing in mind that guidance and counseling is being encouraged instead of corporal punishment, the officers do not guide and this could be happening due to lack of adequate and relevant training on the subject of guidance and counseling among officers.

The purpose of supervision is to improve instruction. Lovell and Wiles (1983) observed that for QASOs to be able to perform the functions, the QASOs must have the following qualities:

- i. Willingness and eagerness for continued learning
- ii. Qualified with sound, up to date knowledge of the subject areas
- iii. Well trained in the techniques of evaluation and research methodology.
- iv. Experienced in teaching.

It is vital to note that the functions stated above are reportedly missing among most QASOs. The training of QASOs is essential as a means of providing them with the necessary skills unique to supervision and to facilitate their understanding of the appropriate methods regarding quality assurance and standards (Kithuka, 2006; Othieno, 1996; Nakitane, 1980; Mwanzia, 1985; Etindi, 2000; Glaser, 1990; Republic of Kenya, 1999).

#### 4.4.2 Contribution in Supervisory Approaches

Table 11: Contribution of Quality Assurance and Standards officers in curriculum implementation on their supervision approach competence.

| Statement                                  | Responses |          |          |          |          |
|--|-----------|----------|----------|----------|----------|
|  | 5<br>SA   | 4<br>A   | 3<br>U   | 2<br>D   | 1<br>SD  |
| 1. I establish a rapport with teachers     |           |          |          |          |          |
| during pre-observation meeting             | ---       | ---      | 37.5%(3) | 25.0%(2) | 37.5%(3) |
| 2. I discuss lesson plan with teachers     |           |          |          |          |          |
| before observing their lesson              | 12.5%(1)  | 25.0%(2) | 37.5%(3) | 25.0%(2) | ---      |
| 3. I inquire on the characteristics of the |           |          |          |          |          |
| Learners before observing the lesson       | 12.5%(1)  | 25.0%(2) | 25.0%(2) | ----     | 37.5%(3) |
| 4. I consider teachers views during        |           |          |          |          |          |
| post-observation                           | 25.0%(2)  | 37.5%(3) | 37.5%(3) | ----     | ----     |

Key: SA- Strongly Agree, A-Agree, U-Unclassified, D-Disagree, SD-Strongly

The supervision approach adopted by QASO is crucial in establishing rapport and effectiveness. The QASOs perceptions of their contributions on supervision approached are summarized in Table 11.

Table 11 shows that QASOs contribution to supervision approach is minimal. They could not effectively establish rapport (62.5%) and discuss the lesson plan with teachers before observing the lesson (62.5%).

From table 10 above, all the respondents disagree with the fact that QASO enjoy showing their authority rather than acting as professional counselor and guide to teachers. During

interviews with the officers, all of them reported that if they walk into a school, they never ask teachers whether they are willing to be observed teaching or not. They go by the dictate of time tables. This suggests that the officers use their authorities on teachers. The study therefore revealed that as much as QASO tend to be changing away from traditional supervision, they are still engaged in practices that would rate them to be autocratic.

The study sought to know whether during pre-observation meeting QASO normally establish rapport with teachers 62.5% of the respondents agreed to the statement, 37.5% of the respondents remained non-committed. It is of great concern when some officers are not sure and this can be explained by the fact that both the QASO and teachers do not engage in pre-observation conference. From interviews with the officers, it was revealed that they only observe teachers delivering a lesson, this therefore means that their interpersonal relations is strained. Earlier in this chapter, teachers had expressed that they do not interact with the QASO during pre-observation. This study suggests that to those officers who said that they create good rapport with teachers may be are referring to the welcome they get from the head teachers when they visit the office. The study therefore revealed that QASO do not create rapport with teachers at the initial stage of supervision. Inquiry made whether QASO normally discuss the lesson plan with teachers before observing the lesson; 37.5% agreed; 37.5% had no idea and 25.0% of the respondents remained non-committal. The diversity of the answers received from the QASO are worrying. For instance, those who disagreed and those who did not give views total to 62.5% do not inquire about the learners' characteristics. The learner is a key stakeholder in school life. The performance of the pupil determines whether the curriculum is

worthwhile or not. The study therefore established that the QASO are negatively contributing towards curriculum implementation in this area.

The study sought to know whether during post-observation meeting QASO accept remarks from teachers: 62.5% of the respondents agreed with the statement. However, 37.5% of the respondents did not commit themselves to this fact. From interviews with the officers, they admitted that they always convene post-observation conference in staffroom immediately after supervisory process. In the meeting, the officers give oral feed back about the whole exercise of supervision. The remarks may be both negative and positive. The QASO reported that teachers normally do not give negative report pointing on the behaviour of the QASO during supervision process.

The study established that the officers were not at peace with negative remarks from teachers. This was absurd in the sense that the officers were never supervised while doing their work. This approach did not help to create rapport with teachers during supervision. QASOs were still applying traditional supervisory approach which is autocratic in nature (Wanzare, 2006). In autocratic style there is no room for dialogue between QASOs and teachers.

#### 4.4.3 Contribution in Report Writing.

Report writing is an indicator of the officers' productivity and a good measure of the extent to which the QASOs expertise is available to schools. Opinions expressed by QASO on their competence on this skill are shown in Table 12.

Table 12: Contribution of QASO at report writing.

| Statement  | Responses  |            |            |            |          |
|--|------------|------------|------------|------------|----------|
|  | 5<br>SA    | 4<br>A     | 3<br>U     | 2<br>D     | 1<br>SD  |
| 1. I avails supervision report to teachers                               | 25.0 %( 2) | 12.5 %( 1) | 62.5 %( 5) | ---        | ---      |
| 2. I use standardized assessment tool in evaluating teacher performance. | ---        | 12.5 %( 1) | 37.5%(3)   | 12.5 %( 1) | 37.5%(3) |
| 3. I consider teachers opinion when writing my report.                   | 37.5%(3)   | 12.5%(1)   | 37.5%(3)   | 12.5%(1)   | ---      |
| 4. I specify follow-up activities for teachers In my reports             | ---        | ---        | ---        | 62.5 %( 5) | 37.5%(3) |
| 5. My supervision reports are usually comprehensive                      | 62.5 %( 5) | 37.5 %( 3) | ---        | ---        | ---      |

Key: SA- Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly

Report writing is an indicator of the QASOs productivity and a good measure of the extent to which the QASOs expertise is available to schools. Opinions expressed by QASOs on their competence on this skill are shown in Table 12.

Table 12 shows that QASOs perceived their contribution on report writing as below average. They felt particularly not doing well in follow up of teachers to encourage improvement (100%) and in writing a comprehensive report (100%). Asked whether QASO avails supervision report to teachers, 37.5% disagreed whereas 62.5% did not commit themselves. Typical comments of the respondents on this issue were:



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| 3. I consider teachers opinion when writing my report.                   | 37.5%(3)   | 12.5%(1)   | 37.5%(3)   | 12.5%(1)   | ---      |
| 4. I specify follow-up activities for teachers<br>In my reports          | ---        | ---        | ---        | 62.5 %( 5) | 37.5%(3) |
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*I normally give the report to the head teacher after supervision for filing.*

*I give the report to head teacher who has a duty to read the relevant sections to teachers.*

*Teachers do not keep files, the files are kept by the head teacher and another file is kept at the DEO's office.*

A higher percentage (62.5%) remained undecided may be because they are not sure whether the reports are accessible by teachers or not since they are in custody of head teachers. The reasons given by the officers were flimsy. Out of the reports, the QASO is required to make recommendations for the teachers' professional development by organizing in-service courses. What the QASO are doing is contrary to the guidelines of the Ministry of Education which recommends that QASOs write their reports including detailed recommendations and avail them to the teachers (Republic of Kenya, 2000).

When asked whether they are using standardized assessment tool in evaluating teacher performance, 12.5% of the respondents agreed, 50% disagreed and surprisingly 37.5% of the respondents did not commit themselves. From the findings, it seems that the QASO either do not know what scale for standardized assessment is all about or they are not using it at all. They are not using individual teacher observation schedule.

The individual teacher observation schedule 8 is attached to this thesis as appendix D.

Some of their comments are reported below:

*The format given by the Ministry of Education is cumbersome and time consuming.*

*Nowadays, we are doing a friendly inspection so we do not need to bother with all nitty-gritty and we have many schools to visit, time is always limited.*

*Scoring the marks as is reflected in the handbook is not an easy task.*

Asked whether they consider teachers' opinion when writing their reports, 50% of the respondents agreed, 12.5% of the respondents disagreed and 37.5% remained non-committed. During the interview they said:

*I talk to the teacher after class observation and I will have a written report. I am using format I got from my predecessor, there is no slot for posting teachers views.*

*During staff-room meeting after inspection, teachers tend to take passive*

*Audience they are only ready to receive from the inspectors.*

*I never asked them for their opinions.*

From the interview, it is clear that QASO are not considering teachers opinions when writing report. That is why a good number, four out of eight disagreed and remained non-committed. If teachers are given the opportunity, they would be able to express their felt needs (Indoshi, 2001).

#### 4.4.4 Contribution at Doing Action Research.

Table 13: Contribution of QASO to curriculum implementation in primary school about doing Action Research.

| Statement  | Responses |          |           |           |           |
|--|-----------|----------|-----------|-----------|-----------|
|  | 5<br>SA   | 4<br>A   | 3<br>U    | 2<br>D    | 1<br>SD   |
| 1. I am competent in Action Research skills                    | ---       | ---      | ----      | 12.5 %(1) | 87.5 %(7) |
| 2. I carry out Action research to improve education practices. | 37.5%(3)  | 12.5%(1) | 50.0%(4)  | ---       | ---       |
| 3. I collaborate with teachers in doing action research.       | ---       | ---      | 50.0 %(4) | 12.5%(1)  | 37.5%(3)  |

Key: SA- Strongly Agree, A-Agree, U-Uncecided, D-Disagree, SD-Strongly

Action research is an essential skill of solving particular problems. Specific areas looked into were skills in action research, improving education practice and collaboration with teachers on research. QASOs responses are tabled in Table 13.

Table 13 shows that the contributions of QASO at doing action research was below average. They were particularly weak in action research skills (100%) and collaboration with teachers to carry out action research as required (100%). The Kenya Policy Framework on Education, Training and Research (Republic of Kenya, 2005) recognizes action research as a basis for attaining quality education. Hence, there is need for QASOs to have action research knowledge to undertake research on teaching and learning methodologies to improve quality of education, standards and performance.

During the interview, below were their typical comments:

*I have been serving as a teacher for over twenty years, I have never seen any inspector do research and I do not have the skills and funds. Where do I take report. It is you scholars and NGO fellow who do research.*

*We are overwhelmed by pressure of work, schools are many and we are very few with no office assistants.*

*I have no idea about action research and I have never done research in my life.*

*We have no funds and time for doing research.*

*Our supervisors are not bothered about our empowerment, who will give you permission to do research?*

Looking at the response from the QASO about doing research, it appears they do not appreciate research. It would make it difficult to identify the deficiency in the education system empirically. Inquiry was done whether the officers' visit to schools are rare and inadequate. The results were as shown in Table 14 below.

Table 14: Frequency of Visits to Schools by QASO

| Number of Times | Frequency | Percent (%) |
|-----------------|-----------|-------------|
| Once            | 101       | 26.2        |
| Twice           | 129       | 33.4        |
| Three times     | 81        | 21.0        |
| Four times      | 21        | 5.4         |
| Five times      | 7         | 1.8         |
| None            | 47        | 12.2        |
| Total           | 386       | 100.00      |

#### 4.5 Challenges Faced by QASO to Curriculum Implementation.

All the QASOs interviewed said that the total number of schools to be supervised is overwhelming compared to the number of QASO, meaning there is inadequate number of QASOs. Their comments were:

*I have other duties to perform which include supervision of the national examination.*

*Constituency Development Fund within the constituencies has led to the establishment of many primary schools in the district. We have to do evaluation for registration*

*I have chain of meetings to attend and seminars to facilitate.*

*In schools, I supervise both the teachers teaching and administrative work too.*

*We get directives from PDE and DEO's so even following planned program is **not** possible, for example if they hear that there is exam leakage or any scandal such as parents closing school gate for head teacher.*

QASOs pointed out lack of sufficient funds to run office and carry out regular supervision. From the interview session, it was apparent that they are working under difficult circumstances. Typical comments of the respondents were:

*The money is kept with the DEO and it is at his/her discretion to grant the amount one requests for.*

*I have no office assistant even to clean the office.*

*All my typing work must be done through the DEO's office where there are secretaries work overstay and at time not done.*

*I lack even stationeries to use in the office.*

Lack of training and retraining old QASO's on job effectiveness and on new trends in supervision was seen by five QASO's as a problem.

This is what they said:

*I feel incompetent to inspect a teacher who is academically higher than me. When I visit special needs schools, I spend the whole day with the head teacher who tells me what goes in the school.*

*I use the TAC tutor to reach to special schools at least one of them is specialized in sign language and braille.*

*We need courses in line with our job but always when we are called it is always less than a week and that does not help and the topics focuses on FPE administration.*

*I find it hard to use the inspection guideline given by MoE, it is so detailed and complicated to interpret.*

Lack of vehicles for inspection is a challenge to effective performance, according to the QASOs. Their comments were:

*I hate motor bikes, they either make you limp or develop grey hair due to stress... the roads are bad hence you get accidents.*

*When the vehicle is available, then there is no fuel.*

There seems to have been a realization that the quality of teaching and learning has declined due to ineffective and inefficient inspection of schools. Their contributions to curriculum implementation seem to be minimal due to the problems cited above as a factor. Inspection as a mechanism for accountability is expected to lead to desirable change that would lead to the production of quality outputs in the school system. The statutory functions of DQAS are carried out through regular inspection of schools to ensure that effective teaching and learning is going on in schools, follow up visits to ensure implementation of recommendations provision of national guidelines for inspection and monitoring learning achievements among others. It is mandatory that these responsibilities are enormous and require good training of QASO and huge amount of money to meet these needs especially the provision of serviceable and appropriate vehicles and other means of transport.

Induction of new inspectors and capacity building for practicing QASO is very vital. Formal education and experience do not always go together. Sometimes, someone would have the right of educational qualification with the necessary experience required for the job of inspection. To bridge the gap and to expose recruited personnel to their expectations, requires induction and development of expertise in inspection. It is very important that the course content of the induction should be able to ultimately enable the QASO in training to make right judgement based on quality assessment.

In order to keep a breast with current trends in inspection and innovations in the school systems, there is need for appropriate training of inspectors throughout their career

(Kithuka, 2006). If this is fine then, there would be positive impact in their contributions in curriculum implementation in primary schools. Ochuba (2008) opined that such workshops should be organized both at the state and zonal levels to ensure continuous capacity building of inspectors for effective performance.

It becomes necessary especially now that training opportunities are made available to teachers so that the QASO's do not become less qualified and experienced than those they inspect. The training should encompass the responsibilities addressed in (objective 1). It is important that after the acquisition of inspection skills, there should be periodic assessment to determine the areas for further training.

Wilcox (2000) noted that inspection should be the kind of profession that provides the inspector with continuing satisfaction and challenges throughout his/her career.

Employment of adequate qualified and experienced QASOs would sort out the problem of few QASOs against many primary schools. The criteria for the selection of inspectors are crucial as the quality of the service depends on competencies of those appointed to it. Unfortunately, recruitment of QASO does not seem to take cognizance of the right qualities required for effective performance. According to Handbook for Inspection (Republic of Kenya, 2000) the modalities for appointment of QASO are based on:

- i. The track record of the applicant, in relation to the previous and present.
- ii. Performance
- iii. Level of education of the applicant. They should be graduates, or equivalent, with at least three years teaching experience.



It further state that, it is recommended that a sufficient number of those with primary teaching experience and training be considered for posts as Educational Inspectors. It is important to note that, in Kenyan scenario, owing to acute shortage of QASOs, some teachers without the required level of education are recruited as QASOs. It is important to realize that if people recruited into the DQAS do not have the necessary qualification required for its crucial role of ensuring quality education in the school system will not be achieved.

There is need therefore for the right quantity and quality of QASO's to ensure regular visits to schools and the expected outcome which is improved quality of education hence improved performance to the learners.

#### **4.6 Areas of Need for a Training Programme**

In order to establish contents of a training programme for QASO, the study sought opinions of the officers. Their suggestions are outlined in order of priority as shown in Table 15.

Table 15: Prioritized Training Needs for QASOs (n=8)

| Needed supervision competence            | Frequency | Percent | Rank |
|--|-----------|---------|------|
| 1. Supervisory skills                    | 8         | 100     | 1    |
| 2. Curriculum evaluation                 | 7         | 87.5    | 2    |
| 3. Action research                       | 6         | 75      | 3    |
| 4. Guidance and counseling               | 6         | 75      | 3    |
| 5. Human relations                       | 6         | 75      | 3    |
| 6. Communication skills                  | 6         | 75      | 3    |
| 7. Report writing                        | 5         | 62.5    | 7    |
| 8. Management of instructional materials | 5         | 62.5    | 7    |
| 9. Knowledge of IT                       | 4         | 50      | 9    |
| 10. Special needs education              | 3         | 37.5    | 10   |

Table 15 shows that supervisory skills were the most needed competence for the QASOs job performance. This may be based on the fact that they were appointed without prior training in instructional supervision. The training required for the QASOs may be considered on priority basis. This is essential in order to maximize resource use and training relevance for application in the job performance (Indoshi, 2001).

QASOs unanimously agreed that they needed additional training before and after recruitment. They felt that they do not appear credible at sometime because they are normally picked from classroom without prior training in supervisory functions. The induction courses they get are too short to help them learn adequately about supervision.

The prioritization of the training of QASOs is essential in addressing the question of maximizing use of resources against competing needs (Indoshi, 2001).

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

#### 5.1 Introduction

The research was conducted to find out the contribution of QASO in curriculum implementation in primary schools in Kisumu district. The study was guided by the following research questions:

- Q1: What are the contribution of Quality Assurance and Standards Officers to curriculum implementation in primary schools from teachers, head teachers and QASOs perspectives?
- Q2: What are the challenges experienced by QASO when performing their duties?
- Q3: What are the topics to be included in the training programme for QASO?

#### 5.2 Summary

The findings of the study about the contribution of Quality Assurance and Standards Officers to curriculum implementation from teachers, head teachers and Quality Assurance and Standards Officers perspectives revealed that:

The contribution of Quality Assurance and Standards Officers to curriculum implementation at human relations, knowledge of the subject, supervisory approach, report writing and action research was inadequate.

On the issue of challenges experienced by Quality Assurance and Standards Officer when performing their duties, the findings of the study established that challenges that

negatively affect the effective contribution of QASO to perform their duties included: QASO staffing; lack of sufficient funds; lack of training and in-service; and inadequate logistical support.

On the issue of needed areas for further training, it is revealed that further training is required in: Knowledge; supervisory skills; Action research; guidance and counseling; human relations; report writing among others.

### **5.3 Conclusions**

The following conclusions are based on the findings of the study:

**First objective:** To establish the contributions of Quality Assurance and Standards Officers to curriculum implementation in primary schools at human relations, knowledge of the subject, supervisory approach, report writing and doing action research both at teachers, head teachers and Quality Assurance and Standards Officers point of view.

On the contribution of QASO on human relations, it can be concluded that the QASOs contribution was average. In particular, teachers showed unwillingness to discuss their professional documents with Quality Assurance and Standards Officers. The relationship was not genuine and may appear hypocritical. The QASO should demonstrate a characteristic of being an outstanding teacher, establish and maintain a good rapport with teachers and display excellent interpersonal skills. Lack of adherence to this diminished the Quality Assurance and Standards Officers effectiveness. QASOs contribution to knowledge subject was average. They lacked adequate knowledge in subject content and

methods they supervised and also had difficulties which can be explained by the fact that their pre-service training did not cover supervision knowledge and skills.

The contribution of Quality Assurance and Standards Officers to supervisory approach was revealed as below average. They could not effectively establish rapport and discuss the lesson plan with teachers before observing the lesson. They also entered any class without prior information to teachers concerned. This approach did not help to create rapport with teachers during supervision. Quality Assurance and Standards Officers were still applying traditional supervisory approach which is autocratic in nature- where there is no room for dialogue between QASOs and teachers.

The contribution of Quality Assurance and Standards Officers to report writing was established to be average. QASOs felt particularly less competent in follow up of individual teachers to encourage improvement and in writing comprehensive report. It was also established that the supervision reports were given to head teachers for filing but not to individual teachers, contrary to the guidelines of the Ministry of Education which recommend that QASO write their reports including detailed recommendations and avail them to teachers.

The contribution of QASO at doing action research was revealed to be poor. They were particularly weak in action research skills and collaboration with teachers to carry out action research as required. The Kenya Policy Framework on Education, Training and Research recognizes action research as a basic for attaining quality education. Hence,

there is need for QASOs to have action research knowledge to undertake research on teaching and learning methodologies to improve quality of education, standards and performance.

In conclusion, the contribution of QASOs to curriculum implementation in the skills of human relations, knowledge of the subject, supervisory approach, report writing and action research is minimal.

**Second objective:** To find out challenges experienced by QASO in the performance of their duties. The study revealed that there are many challenges that negatively affect effective contribution of QASO to their duties. They are conclude:

- i. Inadequate number of QASO against many schools to be supervised;
- ii. Lack of sufficient funds to run office and carry out regular supervision;
- iii. Lack of training and retraining old QASO's on job effectiveness and on new trends in supervision;
- iv. Inadequate logistical support including funding for supervision work;
- v. Lack of serviceable vehicles and other means of transportation;

**Third objective:** To identify topics to be included in training programmes for Quality Assurance and Standards Officers.

On the issue of needed areas for further training, it is concluded that further training is indeed required on priority areas: supervisory skills; curriculum evaluation action

research; guidance and counseling; human relations; report writing; management of instructional materials knowledge and special needs education. High on the list of priorities are skills in supervision, curriculum evaluation, action research, guidance and counseling, human relations and communication.

#### **5.4 Recommendations**

In the light of the conclusions of the study, it is evident that for Quality Assurance and Standards Officers to contribute effectively in curriculum implementation in primary schools, they should have adequate skills in human relations, knowledge expertise, supervisory approach, writing report and action research. It is evident that the QASOs qualification and varied strategies to address challenges that hinders QASOs effective performance and addressed further training for Quality Assurance and Standards Officers are determinants for effective curriculum implementation.

In view of this, the following recommendations are made for the improvement of QASOs contribution to curriculum implementation in Kisumu district and the country at large.

- a) To establish contributions of Quality Assurance and Standards Officers to curriculum implementation in primary schools at human relations, knowledge of the subject, supervisory approach, report writing and doing action research at teachers, head teachers and Quality Assurance and Standards Officers point of view.
  - i. Training of old Quality Assurance and Standards Officers, regular refresher courses and workshops should be planned, organized and conducted for Quality Assurance and Standards Officers to update their knowledge, skills in human relations, supervisory approach, report writing and action research.



ii. The Ministry of Basic Education should initiate a definite policy for training of QASO to Masters of Education degree level because this is a specialization level. This may allow the officers to effectively train in the skills required of them in the implementation of the curriculum.

iii. Induction of new Quality Assurance and Standards Officers and capacity building for practicing QASOs to enable them effectively implement the curriculum.

b) To find out challenges experienced by Quality Assurance and Standards Officers in the performance of their duties:

i. Employment of adequately qualified and experienced QASO graduates who should have higher qualifications than the teachers they supervise for the sake of credibility and resourcefulness.

ii. QASOs should be facilitated to monitor and supervise schools more often and regularly by providing adequate funds and vehicles for transportation.

iii. Ministry of Basic Education to put a mechanism in place to supervise the QASO too as they carry out their duties; nobody supervises the QASO to ascertain whether they meet expectations in the implementation of the curriculum.

c) To identify areas to be included in training programme for Quality Assurance and Standards Officers.

A well-targeted training programme effort should begin from needs assessment before considering statement of objectives, organization of the programme, selection of delivery

system and evaluation procedures. This is necessary because needs assessment **will** enable establishment of the course demands and training priorities.

### **5.5 Suggestion for further Study**

This study covered the contribution of Quality Assurance and Standards Officers **in** Kisumu district public primary schools. The study therefore proposes that a research **be** done throughout the country in order to come up with a comprehensive view **nationally** for generalizations. A similar study to be done in private primary and municipal schools too for myriad sponsors including churches, NGOs and local government authorities **have** well established departments to look in education quality assurance.

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