THE ROLE OF QUALITY ASSURANCE AND STANDARD OFFICERS IN
PROMOTING EDUCATION IN PRIVATE SECONDARY SCHOOLS IN
LIMURU DISTRICT, KIAMBU COUNTY

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DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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To my beloved husband Laban, my children Collins, Mwaura and Njeri for their love, encouragement and support in the course of my studies.
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Special thanks to the Almighty God for His love, providence and for giving me wisdom to accomplish my work.

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God bless you all.
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### ABBREVIATIONS AND ACRONYMS

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<th>Acronym</th>
<th>Description</th>
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<tr>
<td>QASO</td>
<td>Quality Assurance and Standards Officers</td>
</tr>
<tr>
<td>SMCs</td>
<td>School Management Committees</td>
</tr>
<tr>
<td>DQAS</td>
<td>Directorate of Quality Assurance and Standard</td>
</tr>
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</table>
ABSTRACT
The purpose of the study was to investigate the role of Quality Assurance and Standard Officers in promoting education in private secondary schools in Limuru district, Kiambu County, with a view of finding out how QASOs’ supervisory role enhances the quality of education and frequency of carrying out supervision. The study objectives were; investigate the role of QASOs in promoting staff development; and to establish the extent to which QASOs monitor education standards based on all round performance indicators in private secondary schools in Limuru District Kiambu County. The study employed a descriptive survey design targeting all the Quality Assurance and Standards Officers (QASOs), the District Education Officer (DEO), teachers, and head teachers of all the private secondary schools in Limuru district. Ten private schools were randomly sampled to take part in the study. Purposive sampling was used to select 10 principals, one Quality Assurance and Standards Officer and one District Education Officer. Thirty teachers from the sampled schools were randomly selected to take part, giving rise to 42 participants. Questionnaires and interview schedules were used for data collection. Before the actual data collection a pilot study was carried out to help improve the validity and reliability of the instruments. The research yielded data that requires both qualitative and quantitative analysis. Descriptive statistics was used to analyze the quantitative data obtained. The statistics used include frequency counts, percentages means and standard deviations. Qualitative data was analyzed thematically in line with the research questions. Then results of data analysis were presented using frequency tables. The study established that QASOs supervision had a positive impact towards staff development in Limuru district. The study established that the exercise helped both principals and teachers to perform their duties more effectively and also became better educators. The major roles played by QASOs during curriculum supervision were visiting teachers in the classroom to observe their teaching methodologies; checking lesson preparation, checking records and schemes of work and also ensuring teachers have adequate teaching and learning materials. Regarding the extent to which QASOs’ activities address all round performance indicators, the study concludes that the major activities that QASOs in Limuru districts engaged in were monitoring and advising schools on academic performance; advising schools on sports, games, drama and music; and advising on curriculum delivery and assessment. However, the results of the analysis revealed that majority of the QASOs were not engaging in monitoring and advising schools on environmental conservation and school provision of career guidance. The major challenges experienced by QASOs while carrying out their roles were poor transport system, inadequate directorate of quality assurance and standard staffs, lack of qualified personnel in the directorate and teachers’ negative attitude towards the officers. From the findings the study finally concludes that without proper supervision by the QASOs, the education system will be jeopardized and its implications will lead to poor quality education and outcome. The study recommends that the Ministry of Education should allocate more funds towards recruitment of the QASOs to curb the problem of understaffing in the district; QASOs should visit schools more frequently for supervision and also have a follow-up mechanism in order to ensure that their recommendations are implemented; among other recommendations.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

In all countries of the world, a large portion of national resources, both public and private, are devoted to education (Psacharopoulos and Patrinos, 2004). Quality education, beginning with primary education, is fundamental to endow individuals with the capacity to successfully pursue their private goals. At the same time, it equips them with the knowledge and skills, as well as the values and attitudes, necessary to contribute effectively to the economic, social and political development of their societies. Education not only empowers individuals to live a better life but also makes an enormous contribution to the development of a country by, among several other things, reducing illiteracy, poverty and infertility, while at the same time improving nutrition and health, the productivity of labour and the quality of governance (World Bank, 1998).

Improving quality and maintaining standards in education have been a major concern in most education systems of countries all over the world. Continued efforts by most governments to provide quality education have all along been ensured through regular supervision of the educational institutions. Different countries organize their supervision of curriculum implementation in different ways, depending on its role and what is expected of it. The United Nations Educational, Scientific and Cultural Organization (UNESCO) 2007 points out that, the supervision service is supposed to offer regular advice and support to teachers and schools. The Organization goes further to note that, most countries have very similar supervision structures, with education officers playing a key role in supervision of schools.
According to Leithwood and Jantzi (2005) unique challenges related to the increasingly complex and diverse nature of the pupil population and behaviour in secondary schools calls for greater knowledge, understanding and awareness of relevant legislation. This includes understanding of the role, structure and function of service providers, demonstrating skills in people management including adolescents, and in curriculum planning and management. For this reason, many countries have invested in making reforms towards empowering their education sectors and education officers. Subsequently, many countries have embarked on major reforms to improve their systems to adapt to their needs and realities.

The Quality Assurance and Standards Officers (QASO) are the main liaison agents between the top of the education systems, where the norms and rules are set, and the schools where education really takes place. In the words of former Malaysian chief Inspector of schools, their unique role is to act as the link between policy makers and administration practices, (Watson, 1994). Most European countries set up their school supervision systems, generally known as the inspectorate in the 19th Century. Those agencies have had a core responsibility in the development of modern education. Their task was not only to supervise the implementation of rules and regulations, but they also carried out functions such as advice, guidance information and stimulation (Braaksma and Heinink, 1993).

In East Africa, Uganda is one of the countries that have embraced the idea of quality assurance in education. The Ministry of Education and Sports, notes that the government and stakeholders are obliged to ensure the provision of quality education for Uganda's children regardless of gender, status, ethics, social or cultural origin. This is not only
necessary for the learner, but also for the achievement of other national aspirations and objectives like economic development, social progress, peace and democracy. In the need to achieve these aspirations, Uganda embraced the idea of participating in a pilot project on quality assurance in basic education in the Nairobi Cluster of five countries supported by UNESCO (Republic of Uganda, 2005). The primary objective of the project was to develop quality assurance mechanisms to ensure relevance of aims, practice and outcomes of basic education in Uganda. To achieve this, the project identified essential elements in quality assurance in education and school effectiveness. These include: education management, methods of teaching/learning, monitoring, assessment and community participation. It also identified the main actors, namely head teachers, School Management Committees (SMCs), teachers, inspectors of schools and community leaders as core partners in the process of attaining quality in education. Training materials were developed to assist the key players in each category to improve or acquire knowledge and skills necessary for providing quality education (Ministry of Education and Sports - Uganda, 2005). Kenya is one country that has applied skills provided by the pilot project. Training material, teachers, QASOs, and Board of Governors have been put in place in an effort to promote quality education.

In Kenya, the section of the Ministry of Education charged with the responsibility of supervision of schools is the Directorate of Quality Assurance and Standards. The directorate is given the mandate by the Education Act Cap 211 of the laws of Kenya to enter and inspect schools. The Kenya Government through the Ministry of Education has made several efforts to improve this directorate in order to provide quality education (Republic of Kenya, 2005), for example recruitment of the Officers is done by the Public
Service Commission and is on merit. One must be a graduate to qualify. The Government has also come up with policy and statutory documents such as Handbook for inspection to guide the QASOs. Seminars and workshops for QASOs are frequently carried out.

The major functions of the Directorate include: supervision, advisory and giving feedback through reports and, to ensure curriculum maintenance and implementation. According to Okumbe (2007), supervision is concerned with the improvement of standards and quality of education and should be an integral part of a school improvement programme. The directorate role of supervision involves examining deteriorating systems to try and identify their state in order to effect some repair, replacement and maintenance action. The rationale for the improvement of standards is based on: the universal recognition of the right of every child to receive high quality education appropriate to their needs and aptitude.; the effectiveness in the need to the education system as a key influence on economic well-being of every nation; and the recognition of the need to equip students with the kind of education that will enable them to contribute to increasingly complex and changing society. According to Republic of Kenya (1999), some of the reasons for school inspection in Kenya include; To have an overview of quality education in Kenya based on agreed all-round performance indicators; provide guidance to schools on how they can improve and monitor and improve teaching and learning in schools.

The MOEST handbook for inspection gives the main purpose of Quality Assurance and Standards as to ascertain whether there is value added in education (Republic of Kenya, 2000). To promote quality education, QASOs carry out assessment in schools and advice on capacity building and organization resources to achieve the quality education. The
officers are meant to supervise the implementation of school curriculum, help diagnose the problems and shortcomings in the implementation of curriculum and provide guidance to schools on how they can improve. According to newskenya (2012), constant supervision improves performance. Quality assurance and standards officers have the role of carrying out regular and full panel assessment of all institutions on a regular basis (Mwinyipembe, 2005). Through regular visits, QASOs are expected to give advice on curriculum, provision of proper adequate physical facilities and equitable distribution of teachers. The Directorate Quality Assurance and Standards mission is to establish, maintain and improve education standards. The Directorate checks on the quality of implementation of education policies at various levels of education. This covers quality of instruction materials, equipment and facilities and quality training (OFSTED, 1995).

The directorate however, suffers from inadequate human resources to enable it to efficiently and effectively deliver services (Republic of Kenya, 2003). As Olembo, Wanga & Karugu (1992) noted, the number of school inspectors is highly inadequate. On this point, Wanga (1992) observed that the number of schools supersedes the capacity of the existing number of inspectors because of the alarming rate at which enrolments of schools is increasing. Further, another study found out 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. Commenting about the inadequacy of school inspection, Daily Nation Editor (2001) reported that, in general, Kenya schools are rarely inspected. Also, Adongo (2000) noted lack of inspection of schools by the Inspectorate department of the Ministry of Education. The Task Force on the re-alignment of education sector to the new constitution commented that the
application of standards and quality assurance measures are not comprehensive enough. Minimum quality standards are not achieved as schools are not regularly inspected and therefore teachers and school management in general are not held into account for declining educational achievements in the country (MoE, 2012). Further to this, the amount of observation of classroom teaching by inspectors is uneven and disturbingly small. This raises the question of whether the QASOs are in a position to provide quality services in schools. As such, this study sought to assess the role of QASOs in promoting education in private secondary schools in Limuru District, Kiambu County.

1.2 Statement of the Problem
School supervision by QASOs is aimed at promoting quality of education. To promote quality education, QASOs carry out assessment in schools and advice on capacity building and organization resources to achieve the quality education (Republic of Kenya, 2000). The QASOs are expected to carry out supervision, provide advisory services and give feedback through reports, and ensure curriculum maintenance and standards. Members of the directorate are expected to visit schools regularly, conduct seminars and in-service courses for teachers, promote advisory services among other activities (Ministry of Education, 2012). They also recommend registration of schools. It is expected that if QASOs perform their roles effectively, the quality of education in schools would improve. In Kenya, school performance is measured by examination performance portrayed by KCSE results at the end of the year. The general performance and the learning conditions in the private secondary schools in Limuru District are wanting given that for the past five years (2008-2012), the KCSE results indicate a decline and a mean of below 3.5 yet the schools are registered and have been in operation
for several years. According to Central province KCSE examination analysis for the period 2008-2012, results indicate that in 2008, the mean for private secondary schools in Limuru district was 3.34, 3.28 in 2009, 3.27 in 2010, 3.20 in 2011 and 3.0 in 2012. Further in 2012, only 9 students scored a mean grade of above C+ which is the minimum entry requirement into to a Kenyan University (KNEC 2008-2012). More private schools are coming up and QASOs are expected to help improve performance. What role therefore, do QASOs play in promoting education in private secondary schools in Limuru district, Kiambu County?

Table 1.1: Limuru District KCSE Merit

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE</td>
<td>3.34</td>
<td>3.28</td>
<td>3.27</td>
<td>3.20</td>
<td>3.00</td>
</tr>
<tr>
<td>PUBLIC</td>
<td>5.06</td>
<td>4.94</td>
<td>5.31</td>
<td>4.98</td>
<td>5.10</td>
</tr>
</tbody>
</table>

Source, Limuru District Education Office

1.3 Purpose of the Study

The purpose of the study was to examine the role of Quality Assurance and Standard Officers in promoting education in private secondary schools in Limuru district, Kiambu County.

1.4 Objectives of the Study

The study sought to

(i). Investigate the role of QASOs in promoting staff development in private secondary schools in Limuru District, Kiambu County

(ii). Examine the extent to which QASOs monitor education standards based on all Round performance indicators in private secondary schools in Limuru District Kiambu County
1.5 Research Questions

1. To what extent do QASOs’ promote staff development in private secondary schools in Limuru District, Kiambu County?

2. How effective are QASOs advisory assessments in private secondary schools in Limuru District, Kiambu County?

3. What role do QASOs play in curriculum supervision in private secondary schools in Limuru District, Kiambu County?

4. To what extent do QASOs activities address all round performance indicators in Private secondary schools in Limuru District Kiambu County?

5. What challenges are faced by QASOs in carrying out supervision in private secondary schools in Limuru Districts, Kiambu County?

1.6 Significance of the Study

The findings of this study may be of benefit to education planners, school head teachers and the government in the following ways. To QASOs themselves, the study acts as a self-assessment tool. QASOs benefit from the study in that they acquire information to guide them on the need to sharpen their skills in providing quality education through inspection, advising, giving feedback, implementing and maintaining the school curriculum. The study could also be of benefit to school head teachers and teachers by providing important information that may guide them in professional development in the areas of management and teaching methodology. The study may prompt other researchers to do similar studies in other regions or levels of education.
1.7 Limitations of the Study

The purpose of the study was to assess the role of QASOs in promoting education in private secondary schools in Limuru district. The study was limited to selected private secondary schools. Private schools differ depending on the developer and location. For a more comprehensive report the data should have been collected from all private secondary schools which was not possible due to limited funds. Purposive sampling was used in the selection of schools.

1.8 Delimitation of the Study

The respondents included selected teachers from the selected private secondary schools and QASOs within Limuru district as they are the only people who were in a position to give the information that answered the study objectives. Teachers were selected randomly.

1.9 Assumptions of the Study

The study was based on the following basic assumptions:

i. The respondents would be cooperative and give correct and valid information to the researcher

ii. That the QASOs and teachers who would participate in the study have stayed in their work stations for a long period. Such respondents would be able to give adequate and reliable information which yielded valid results.

1.10 Theoretical Framework

The study was based on the Instructional Supervision Model by Lucio and McNeil (1979). According to this model, the instructional supervisor plays a variety of roles within
certain domains, and the expertise demonstrated in the particular domains is derived from a number of bases or foundations. The model contends that the best way to explain the dimensions of supervisory behavior is in the form of a conceptual model. Figure 1.1 depicts the concept of supervision. The model shows three large domains or territories within which supervisors work (instructional development, curriculum development, and staff development) and the four primary roles of the supervisor within those domains (coordinator, consultant, group leader, and evaluator). The domains and roles rest on a foundation – the supervisor’s knowledge and skills.

**Figure 1.1: Instructional Supervision Model**

![Instructional Supervision Model](image)


The model conveys the notion that supervision is both service-oriented and dynamic. The supervisor serves teachers dynamically by playing all or any of the roles within all or any of the domains. The two-headed arrows connecting the three domains show that all are interrelated. For example, a supervisor who works as a group leader in curriculum
development (say, in Mathematics) may at the same time work in the domain of instructional development (e.g., by helping teachers try out new techniques of presenting geometric concepts) and/or the domain of staff development (e.g., by conducting seminars on new techniques).

A model can clearly reveal the concepts held by the person who designs it. Thus one could take this same basic design but follow a different set of assumptions. Some people, for example, might take issue with the three domains, cut them into one or two, or expand them beyond three. They might eliminate supervisory duties in curriculum development, leaving only instructional development and staff development. They might restrict supervision to instructional development and limit it to clinical supervision. They might remove instructional development as well as curriculum development, allowing only staff development to remain (e.g., if they feel that staff development means assistance to teachers in improving both personal and professional qualities, then instructional development becomes a by-product or part of staff development). In restricting the domain of supervision to staff development alone, these people might perceive the roles of the supervisor as dual: consultant to individual teachers and consultant to groups of teachers. Some might go even further and restrict the supervisor to one role: consultant to individual teachers, or simply trusted colleague.

QASOs carry out the major role of instructional supervision by ensuring proper implementation of curriculum and approving curriculum materials. Assessing the teacher in the classroom and evaluation of curriculum makes them recommend for teacher development and are thus in charge of in servicing of teachers.
1.11 Conceptual Framework

The purpose of the study was to determine the role of QASOs in promoting education in private secondary schools in Limuru District. Figure 1.2 illustrates the conceptual framework on the roles of QASOs.

Figure 1.2: Conceptual framework on the roles of QASOs

<table>
<thead>
<tr>
<th>Role of the QASOs</th>
<th>Independent variables</th>
<th>Dependent variables</th>
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<tbody>
<tr>
<td>Coordinators</td>
<td>Instructional development</td>
<td>Improved facilities</td>
</tr>
<tr>
<td>Group leaders</td>
<td>Curriculum development</td>
<td>Promoting performance</td>
</tr>
<tr>
<td>Consultants</td>
<td>Staff development</td>
<td>Curriculum maintenance</td>
</tr>
<tr>
<td>Evaluators</td>
<td></td>
<td>Providing advice</td>
</tr>
</tbody>
</table>

Source: Researcher

The study sought to find out the role of Quality Assurance and Standard Officers in promoting education in private secondary schools in Limuru district. The role of QASOs is to promote quality education through instruction, curriculum and staff development which are the independent variables of the study. When these roles are performed effectively, they lead to quality education in private schools which is measured by academic performance, improved facilities, curriculum maintenance and teachers’ competence through in-service courses.
1.12 Definitions of Operational Terms

All round performance indicators: Parameters that show whether the standard has been attained in academic and co-curricular activities.

Supervision: An organized examination or formal evaluation exercise. It involves the measurements, tests, and gauges applied to certain characteristics in regards to an object or activity.

Quality assurance: The process of assessing and reporting on educational institutions to ensure smooth co-ordination of the teaching/learning process.

Quality education: Refers to how much and how well the knowledge gained by learners translates to a range of personal social and developmental benefits such as interaction, careers and intelligence.

Staff development: Further training undertaken to provide teachers with necessary training, skills and experience to enable them upgrade their roles and responsibilities where needs are identified.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter covers literature review on the role of Quality Assurance and Standard Officers in promoting education in private secondary schools in Limuru district, Kiambu County. The literature is reviewed on the following sub-headings: role of QASOs in curriculum supervision, role of QASOs in promoting staff development, role of QASOs in monitoring education standards, and effectiveness of QASOs in learning institutions.

2.2 Promoting Staff Development

Quality Assurance and Standard Officers play a major role in promoting staff development activities in education (Wasanga, 2004). Within educational settings, training and development, or professional development, refer to any experience designed to enhance teacher performance with the ultimate aim of promoting student learning (Wanzare and Ward, 2000). Literature provides various definitions of professional development. For example, Sparks and Loucks-Horsley (1989) note that staff professional development includes those processes that improve the job related knowledge, skills or attitudes of teachers. Parker (1990) regarded staff development as a process designed to influence positively the knowledge, attitudes or skills of professional education to enable them to design instructional programs to improve student learning. Further, in the opinion of Oliva and Pawlas (1997), staff development is a program of activities planned and carried out to promote the personal growth of teachers. Similarly, according to Lodiaga (1987) staff development is the process of increasing or extending the capacity of staff for performance of various duties. It could involve enrichment of an
employee’s capacity for performance in the current post but it could also mean preparing an officer for another assignment into which he or she will be deployed after preparation.

Traditionally, the role of QASOs has been to ensure quality delivery of the curriculum in the classroom. However, as pointed out by Waititu and Orado (2009), with the rising demand to promote education quality, QASOs have found their mandate expanded in matters beyond the classroom. For instance, after the inception of Strengthening of Mathematics and Science in Secondary Education (SMASSE) project, QASOs roles were expanded to include participation in the planning of in-service training (INSET) at district level and ensuring INSET attendance by teachers (Waititu & Orado, 2009). The involvement of QASOs in staff development activities is seen as an avenue to improve quality of education.

The potential for in-service education to secure a systematic improvement in the quality of education has been recognized since the 1960s. The 1966 Recommendation concerning the Status of Teachers emphasizes the teacher’s right and obligation to stay current in education (UNESCO, 1998). Formal officially organized programmes became common from the 1960-70s onwards. In some countries in Africa, Asia and Latin America, it was necessary to train entire cohorts of unqualified teachers who had been hastily recruited to meet the demand due to the expansion of student enrolments. In other countries the impulse came from major changes in school curricula, e.g. the introduction of a new mathematics approach (UNESCO, 1998).

In-service training or continuing education is a linchpin of educational quality and career development and has to be clearly marked as a necessary element undoubtedly improving
the effectiveness of a school as part of the learning environment (ILO, 1996). Appropriate continuing in-service education is all the more important in view of the “ageing phenomenon” (Brandt and Rymenans, 2000) of educational personnel and the simultaneously increasing speed of technical and methodological progress and innovation.

Several Kenyan writers have advocated the need for in-service training for teachers and head teachers. For example, Sitima (1987), in considering the newly established 8-4-4 system of education declared that ‘the trained teachers require some in-servicing to tune them up for the 8-4-4 system of education’. Also Eshiwani (1993) advised that because the improvement of education depends mainly on the improvement of teacher competency, there is a need for systematic upgrading and training programs for primary, secondary and third-level teaching staff through long-term and short-term courses and for upgrading the management skills of the head teachers through in-service training.

Wanga (1988), in commenting on in-service training for schools heads, concluded that there is a great need for courses to be provided for head teachers and the senior staff to enable them to train and supervise their staff more effectively. Therefore, in-service training is vital to professional growth for teachers and head teachers. On this point, Hunter (1984) noted that head teachers and teachers need continuing professional development in order to maintain and upgrade their skills and incorporate effective procedures identified in current research. Heidenman (1990) found that head teachers who attended workshops and seminars on their administrative roles improved their performance significantly. Such teachers have better understanding of the school and this enhances public recognition that the school is basically in the right track. Also Mugiri
(1986) recommended that teacher education must be seen as a gradual sequence of experiences in professional growth that begins at the initial stage at the college and is followed by further in-service training cycles. There must be continuity and reinforcement of training and growth throughout the teacher’s career.

In Kenya, in-service education has five main purposes: to implement government-approved innovations in Kenyan schooling, for example, 8-4-4 system of education (Ministry of Education 1994); to prepare teachers for assignments in new areas e.g. the in-servicing of some selected qualified serving teachers in Special Education at the Kenya Institute of Special Education to enable them to teach disabled and handicapped students (Republic of Kenya, 1988); and to provide opportunities for untrained teachers to become eligible for certification (Ministry of Education, 1994). These purposes of in-service education can be achieved if the role of QASOs in staff development is expanded. As pointed out by Wasanga (2004), one of the roles of QASOs is assisting quality development service with the design of in-service training programmes for teachers. From the literature reviewed above, it’s evident that in-service training had a positive impact toward teachers’ performance. However, little had been done on the impact of QASOs in promoting staff development in private secondary schools, which the current study sought to address.

2.3 Curriculum Supervision

Quality Assurance Standards in schools is the process of bringing improvement in instruction and school management in general through visits by Quality Assurance and Standards Officers to the individual schools. According to Wango, (2009) Quality Assurance is aimed at promoting the highest possible standards through external
evaluation of the school work. According to Wasanga (2004), the Ministry of Education (MoE) in 2003 was structured into departments which coordinate and oversee the implementation of all the education sector policies. These departments are: (1) Basic Education, (2) Higher Education, (3) Quality Assurance and Standards, (4) Technical Education, and (5) Educational Planning and Policy. The Department of Quality Assurance and Standards which was established in 2004 used to be called “the Inspectorate”. It changed this in 2004 to be called the “Department of Quality Assurance and Standards”. This demonstrates the importance the Government of Kenya is placing on issues of quality education. The mandate of this department is to ensure quality and standards in education in Kenya by working closely with other stakeholders in the education sector.

According to Republic of Kenya (2000), the mission of the Department of Quality Assurance and Standards (DQAS) is ‘to establish, maintain and improve educational standards in the country’ while the vision is ‘to provide quality assurance feedback to all educational institutions in Kenya’. Wasanga (2004) cites that the purpose of quality assurance in education is to have an overview of the quality of education in Kenya based on agreed ‘All round performance’ indicators of the performance of an educational institute. According to Republic of Kenya (2000), experience has shown that some schools are good at recycling their inefficiencies in the name or under the cover of tradition and experience. Supervision is therefore carried out with the purpose of ascertaining whether the institutions have added value to the education of their pupils. To establish value added the QASO compare the entry behaviour of learners with the end results. Therefore, the DQAS does this with an aim of reporting back to the educational
institutions, so that they can plan to improve the standards of education that are being offered to their pupils. It operates under two complementary objectives - quality assurance and quality development.

Quality assurance is achieved through supervision of institutions and reporting on these supervisions to the institutions and to the Ministry of Education. It is also achieved through assessing the curriculum through valid and reliable national examinations whose results are used as indicators of quality of education in the country. Quality development is achieved through the work of advisory services, the provision of staff development opportunities and the development of teaching and learning materials. Therefore, the major responsibilities of the DQAS include conduct of public examinations in conjunction with the Kenya National Examinations Council (KNEC), approval of syllabus as well as instructional materials before being used in schools in conjunction with Kenya Institute of Education (KIE), and supervision of learning institutions.

According to the Republic of Kenya (2000), the role of the DQAS is three fold: advisory, inspectorial, and administrative. The advisory role involves inspecting all educational institutions regularly and compiling appropriate reports. During QASOs visits, the officers carry out classroom assessment, meet with teachers after the assessment and discuss on areas that need enhancement and the ones that need remedy. The administrative role involves establishing and maintaining professional linkages with institutions of higher learning and providing career guidance to educational institutions. It also involves establishment and maintenance of register for inspectors of these institutions.
Wasanga (2004) spells out the role of the DQAS in depth as: inspecting all educational institutions regularly and compiling appropriate report; advising the government on the type and quality of education being offered in the country; advising the government on the trends in the learning institutions in areas of equity, access, equality, gender enrolment, wastage and retention among others; reviewing the teaching and learning materials in collaboration with KIE; advising on curriculum evaluation in collaboration with KNEC; assisting quality development service with the design of in-service training programmes for teachers; advising stakeholders on education matters pertaining to curriculum delivery assessment and the provision of resources; monitoring and advising on standards in education based on ‘all round standard performance’ indicators for various areas including: sports, games, drama, music, science congress and environmental conservation among others; establishing and maintaining professional linkages with institutions of higher learning on matters of educational standards; providing career guidance to educational institutions; developing curricular based on market demands and aligned to the country’s national goals and aspirations; and developing quality national examinations to assess the quality of education in the country.

The DQAS executes its responsibility through its officers known as Quality Assurance and Standards Officers (QASO) or Educational Inspectors. An Educational Inspector according to the Republic of Kenya (2000) is an official of the MoEST who identifies and provides feedback on strengths and weaknesses in educational institutions so that these institutions can improve the quality of education provided and the achievement of their pupils. They do this by carrying out visits to schools during which they get to know
the condition and quality of facilities, equipment, administration, and knowledge of the teacher in actual teaching. According to Ontiria (2003), this enables QASOs to make a report on any observations made and also recommendations to correct the situation. QASOs therefore play an important role in the education system and their work is aimed at achieving higher standards of education for pupils as well as professional development and individual fulfilment for teachers. They are seen as advisors who are expected to offer guidance to teachers and schools and also enforce certain rules.

According to Casteel (1999), the role of the QASO can be summarized as: assessing and evaluating the educational programmes at all levels; assisting in identifying children with learning disabilities for the purpose of providing appropriate education programmes; providing educational support to teachers; liaising with KNEC on all matters related to examinations setting, moderation, proof-reading, administration and supervision; co-ordinating inspection at all levels; co-ordinating donor funded project such as SPRED and PRISM; and organizing and co-ordinating co-curricular activities.

Previous studies have outlined roles of the QASOs as advisorial, inspectorial and administrative. The main goal of carrying out these roles is to achieve higher standard of education for pupils as well as professional development for teachers. However, results from Limuru district education office revealed that academic performance in private schools registered a decline for the five consecutive years. The study therefore, sought to find out role played by the QASOs in curriculum supervision and also establish how effective are QASOs advisory assessment in private secondary schools in Limuru district.
2.4 Monitoring Education Standards

One of the objectives of this study is to investigate effectiveness of QASOs in monitoring education standards based on all round performance indicators in private secondary schools. According to Wasanga (2004), a major role of QASOs is monitoring and advising on standards in education based on ‘all round standard performance’ indicators. This role is aimed at promoting the quality of education and improving academic achievement. Low quality of schools is widely recognized as a serious problem in the developing countries. There is substantial evidence of decline in quality of education in many developing countries even at a time when donor assistance has been directed towards the improvement of education (Psacharopolous and Woodhall, 1985). Atkinson (1987) observes that the problem of poor performance in examinations is costly for any country since education is a major contributor to economic growth.

According to Wango (2009) quality assurance is aimed at promoting the highest possible standards through external evaluation of the school work. The Education Act (1968) Cap 211 of the Laws of Kenya section 18, has mandated Quality Assurance and Standards Officers to enter and inspect any school or place at which it is reasonably suspected that a school is being conducted at any time with or without notice, inspect and audit the accounts of the school or advice the manager of the school on the maintenance of accounting records for the purpose of inspection or audit. Quality Assurance and Standards is related to learner’s welfare and participation. These entail to gender, guidance and counselling, clubs and games and special needs education. The purpose of Quality Assurance and Standards is to ascertain whether there is added value on education (MOEST, 2000). In this respect the Quality Assurance and Standards Officers
seek to monitor whether there is improvement in teaching and learning as well as other areas of school activities.

In a research conducted in Kenya, Watsulu and Simatwa (2011) investigated on the challenges and opportunities for quality assurance and standards in secondary schools. These researchers argued that monitoring of education standards through regular assessment is an important part of the provision of quality education as it is one of the essential functions for the operation of good schools. According to their findings, the head teachers 12 (39.9%) whose schools had undergone panel assessment explained that the assessments had been carried out with a view to examining the strengths and weaknesses of the schools and suggesting interventions that were to be administered for the improvement of educational standards. They indicated further that the panels usually consisted of the Provincial Quality Assurance and Standards Officer, Directorate of Quality Assurance and Standards, Zonal Quality Assurance and Standard Officer and Provincial Auditor from the provincial director of education’s office and district auditor from the district education office.

It was however noted that before assessment, notices were not given, hence most head teachers and teachers were caught unawares. Such assessments cannot be more meaningful and moreover were carried out in one day, when the durations should have been at least two days as recommended (Republic of Kenya, 2000). Whereas this is the main type of assessment that should be carried out after every three years, as pointed out by all 30 (100%) head teachers during interviews, only 2 (6.6%) of the head teachers indicated that this condition had been fulfilled, though no secondary school had been assessed three times. The researchers argued that this may be one of the factors that have
affected adversely the quality of secondary school education in Kakamega Central District as indicated by poor Kenya Certificate of Secondary Education results for the same school year period 2005-2009 (Watsulu and Simatwa, 2011).

According to the Ministry of Education, the purpose of QASOs is to ascertain whether there is added value on education (MoEST, 2000). Quality Assurance and Standards seek to determine whether there is improvement in teaching and learning as well as other areas of the school. Quality Assurance and Standards is concerned with quality development. Quality development deals with development technology and learning services and provision of opportunities for staff development. Advisory services are given for school management, curriculum implementation, teaching and learning and examinations. This supports the Ministry of Education vision which is quality education for development, (MoEST, handbook for inspection 2000). Quality Assurance therefore is a mechanism used to evaluate the efficiency and appropriateness of teaching and learning in schools so as to ensure the delivery of high quality education. It is also a holistic method of identifying and resolving problem within the educational system in order to ensure continuous quality improvement. It can also be described as means of disseminating information regarding the quality of primary education. The enrolment of children in school, the challenges of access, quality and quality of teaching and facilities must be resolved if schools are to offer quality education.

According to Wango (2009), Quality Assurance includes defined standards of achievement, documented procedures for all identified processes, established ways of responding to issues and clear accountability for outcomes. The maintenance of Quality Assurance and Standards substantially depends on the Quality Assurance and Standards
Officers, the quality and competence of the school principals, teachers and a large extent the parents of the school. One of the concerns of the study was to determine the role of QASOs in monitoring education standards in private schools in Kenya.

Studies reviewed above showed that QASOs monitored education standard with an aim of promoting the quality of education and improving academic achievement. However, these studies did not clearly show the frequency in which QASOs visit private schools and how effective their recommendations are implemented.

2.5 Challenges Faced in Educational Quality Assurance and Standards

There is a growing concern by various stakeholders about the status of education in Kenya. Abagi and Odipo (1997), report that the government, parents, non-governmental organizations and donors recognize that although major strides have been made in education, there are serious shortcomings in the education system. There is a burgeoning national debate on the quality of teaching and learning, with Odhiambo (2008), noting that at the core of the challenges facing Kenya’s education in quality.

In a widely read paper, Kenya’s Ministry of Education Science and Technology recently admitted that there is a problem with the quality of the teaching force and blamed this for the lack of quality in Kenya’s education. The ministry of Education, Science and Technology (2004), states that these factors included the fact that many teachers took teaching career as a last and only available option, others are trained or selected to join teaching not in the areas of their interest but in a field where vacancies existed and the lack of comprehensive teacher in-servicing programme. It further states that apart from such challenges, ineffectiveness of the Department of Quality Assurance and Standards
hampers the achievement of quality education that Kenya longs for. Yet, the vision of Kenya’s Ministry of Education Science and Technology is “Quality education for Development”.

Wasanga (2004), noted that the work of the Department of Quality Assurance and Standards is hampered by the following:

(i). Inadequate legal provision which limits enforcement of inspection recommendations;

(ii). Inadequacies in requisite skills. This is mainly due to lack of a specific policy on recruitment and deployment of Inspectors. Such a policy should take into account an officer’s academic background and experience in the education sector;

(iii). Lack of a definite staff development policy. Although a number of inspectors undergo some induction course when they are deployed to the Inspectorate, others are never inducted. In addition, there are no regular in-service courses for inspectors; and

(iv). Inadequate budgetary allocations and tools.

Wasanga (2004), recommended that in order to ensure that the education offered at the school level continues to be of good quality, various measures are necessary: first, the Education Act Cap 211 of 1968 should be revised to provide the Inspectorate function with the requisite legal enabling powers; second, a specific policy on recruitment and deployment of inspectors; third, a staff development policy for Inspectors; and fourth, adequate budgetary allocations to facilitate quality assurance services.
Quality of Education is determined by the inputs such as curriculum content, instructional materials and equipment, school culture, teacher pupils ratio, costs and guiding policies, quality assurance, learning duration and above all the quality of the teachers and management practices. It is also determined, by the products of an education system and the focus should therefore be broad and not limited to teacher performance only even though there is much, which needs to be done concerning the development of teachers. However, Odhiambo (2008), note that most of these variables are lacking in Kenya’s education system and those being introduced such as quality assurance lack details and are introduced without wide consultation with those involved especially the teachers. The current study therefore, sought to find out challenges that are faced by QASOs in carrying out supervision in private secondary schools in Limuru District, Kiambu County.

2.6 Summary of the Literature Review

Literature reviewed from existing studies show that provision of quality education has not met the expectations of the Ministry of education and remains a great challenge. The Quality Assurance and Standard Officers have not been felt to impact aspects of quality education in the institutions. Study has not been carried out on their impact in private institutions. The study tried to examine their role in promoting quality education in private secondary schools in Limuru district.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that will be used to conduct the study. It focuses on research design, target population, sample and sampling procedures, research instruments, and data collection and analysis.

3.2 Research Design

The study employed a descriptive survey design to investigate the role of Quality Assurance and Standard Officers in promoting education in private secondary schools in Limuru district, Kiambu County. According to Orodho (2012), descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Mugenda and Mugenda (2003) on the other hand give the purpose of descriptive research as determining and reporting the way things are. The study aimed at collecting information from respondents on the role of QASOs in private secondary schools in Limuru district. Information collected through interviews and questionnaires was organized and then interpreted. Other sources of information included KNEC Analysis, Limuru district statistics on schools from the DEO’s office and the number of teachers from Limuru District Staffing Officers’ (DSO) office.

3.3 Study Location

The study was conducted in private secondary schools in Limuru district, Kiambu County. As Singleton (1993) notes, the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the
informants. The choice of Limuru district is as a result of its accessibility in terms of communication, convenience and suitability of the study given that no similar study has been conducted in the district.

3.4 Target Population

Limuru district comprised of 15 private secondary schools with a population of 182 teachers and 15 principals. The study was based on private secondary schools because several studies have been carried on public schools for example Nyarire (2012), Barrow (2010). The target population for this study consisted of the 1 Quality Assurance and Standards Officer (QASO) in charge of secondary schools since they are the main target of the study, 1 District Education Officer (DEO) who oversees the activities of QASOs in the district, 182 teachers, and 15 principals of all the private secondary schools in Limuru district, Kiambu County who act as beneficiaries of QASOs assessments.

3.5 Sample and Sampling Procedures

It is agreed that the larger the sample the smaller the sampling error. For this study, the DEO and QASOs were automatically selected, because of their small number. The researcher obtained a list of 15 private secondary schools from the DEO’s office and systematic random sampling was used to select 10 private secondary schools to participate in the study. This is equivalent to 67% of the target population. Gay (2003) recommends 20% minimum sample size. From each of the 10 schools, all the principals were included in the study. Together with the principals, simple random sampling was used to select 3 teachers per school to take part in the study, giving a total of 30 teachers. Therefore the study sample comprised of one District Education Officer, 1 Quality
Assurance and Standards Officer, 10 head teachers, and 30 teachers from 10 private secondary schools in Limuru district.

3.6 Research Instruments

The study employed two main types of instruments for data collection: interview schedules and questionnaires.

3.6.1 Questionnaires

Questionnaires are considered appropriate for the study because as Mugenda and Mugenda (1999) noted, they allow measurement for or against a particular viewpoint, in this case the role of Quality Assurance and Standard Officers in promoting education in private secondary schools. They also enable a researcher to collect large amount of information in a reasonable quick space of time. The questionnaires were used to gather data from principals and teachers on the frequency of QASOs visits to schools, impact of QASOs in curriculum supervision, effectiveness of QASOs in promoting staff development, and the effectiveness of QASOs in monitoring education standards based on all round performance indicators in private secondary schools in Limuru District Kiambu County.

3.6.2 Interview Schedules

Interview schedules are recommended when the respondents are few. An interview schedule allows the researcher to probe, thus enabling him/her to get in-depth information. Interview schedule also allows the researcher to gather a large body of data as it does not restrict to seek for clarification from the respondent. It also helps the interviewer to cover all dimensions of the investigation. Under normal circumstances,
more people are willing to communicate orally than in writing so, it provides data as it does not restrict the respondent. Two interview schedules were used for data collection, one for the DEO and one for the QASOs.

3.7 Piloting the Research Instrument

The instrument was piloted with a small representative sample, identical to but not including the group the researcher surveyed. The pilot study helped the researcher to improve the validity and reliability of the instruments.

3.7.1 Validity of the Research Instruments

According to Orodho (2005), validity is concerned with the degree to which empirical measure or several measures of a concept accurately represent that concept. Mugenda and Mugenda (1999), say validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under study. It has to do with how accurately the data obtained in the study represents the variables of the study. To validate the research instruments of this study, the researcher sought the opinion of her supervisors on content, clarity, ambiguity, level of language used and any other additional information on the questionnaires to make the instruments more comprehensive and to ensure it measures the variables intended for the study.

3.7.2 Reliability of the Research Instruments

Bell (1993) noted that piloting is one way of checking reliability of instruments. Items that were left blank or unanswered in ways that the researcher did not predict were modified and clear instructions were given to respondents so as to avoid misinterpretation.
Borg and Gall (1989) define reliability of a research instrument as its level of internal consistency or stability over time. A reliable instrument therefore is one that constantly produces the expected results when used more than once to collect data from two samples randomly drawn from the same population. Reliability of the instruments were determined by establishing whether there are ambiguities in any item and whether the instruments elicited the type of data anticipated and also if the type of data desired were meaningfully analyzed in relation to research questions.

A reliability of a standard test is usually expressed as a correlation coefficient, which measure the strength of association between variables. Such coefficients vary between 0.00 and 1.00 with the former showing that there is no reliability whereas the later shows perfect reliability which is very difficult to achieve in practice. Reliability coefficient shows the extent to which an instrument is free of error variance.

The research instruments were tested in order to assess their reliability. Two private secondary schools in Limuru district were selected for piloting the instruments. The questionnaires were given to the respondents to fill in, and then after one week, the same questionnaires were again administered to the same respondents. To attest the reliability of the instruments, test retest were used to compute the correlation coefficient of the instruments. The researcher accepted validity of items at a correlation coefficient of 0.7, which is recommended by Kiess and Bloomquist (1985).

3.8 Data Collection Process

After approval from the University, the researcher obtained a research permit from the National Council for Science and Technology (NCST). Thereafter the District Education
Officer (DEO) Limuru District was notified of the intention to carry out data collection in the district. Principals of the selected schools were informed in writing and an appointment made with them when the researcher would visit their schools for data collection. The questionnaires were personally administered by the researcher to the respondents. The researcher gave the respondents sufficient time to respond to the items on the questionnaires and the questionnaires were collected at an appropriate agreed upon time. The researcher then booked appointments with the DEO and the QASOs on an appropriate date when to conduct interviews. The researcher personally interviewed the respondents and ensured that she created adequate rapport with them to allow for ease of information gathering.

3.9 Data Analysis Procedures

After data collection, the researcher coded all the data and entered it in the computer for analysis using the Statistical Package for Social Sciences (SPSS). As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. This research yielded data that requires both qualitative and quantitative analysis. Descriptive statistics was used to analyze the quantitative data obtained. The statistics used included frequency counts, percentages, means and standard deviations. On the other hand, qualitative data was analyzed using descriptive statistical tools such as frequencies, percentages and means (Mugenda and Mugenda, 1999). Borg and Gall (1983) hold that, the most widely used and understood standard proportion is the percentage. The results of data analysis were presented using frequency tables and bar graphs.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter presents data analysis and discussions of the study findings. The main objective of the study was to assess the role of Quality Assurance and Standard Officers in promoting education in private secondary schools in Limuru district, Kiambu County. The quantitative findings are based on the five research questions within which aspects of the qualitative results are integrated. The study findings are presented based on the following restated research questions:-

i. To what extent do QASOs promote staff development in private secondary schools in Limuru District, Kiambu County?

ii. How effective are QASOs advisory assessments in private secondary schools in Limuru District, Kiambu County?

iii. What role do QASOs play in curriculum supervision in private secondary schools in Limuru District, Kiambu County?

iv. To what extent do QASOs activities address all round performance indicators in Private secondary schools in Limuru District Kiambu County?

v. What challenges are faced by QASOs in carrying out supervision in private secondary schools in Limuru Districts, Kiambu County?

Data for the study was collected from 30 teachers, 10 principals, 1 DEO and 1 QASO, giving a total of 42 respondents. The information gathered from the field was presented
using frequency tables. Then discussions of the results were made based on the five research questions and the literature reviewed.

4.2 Extent to which QASOs Promote Staff Development in Private Secondary Schools

Quality Assurance and Standard Officers play a major role in promoting staff development activities in education (Wasanga, 2004). In this regard, the first research question of the study sought to find out the extent to which QASOs’ promote staff development in private secondary schools in Limuru District, Kiambu County. To answer this research question, the study respondents were asked to state their levels of agreement and disagreement on aspects measuring impact of QASOs role in staff development. A likert scale comprising of four levels was used, with 1 denoting strongly disagree, 2 representing disagree, 3 agree and 4 strongly agree. The midpoint of the scale was a score of 2.5. Therefore, any score above 2.5 denoted that respondents agreed with the statements while scores below 2.5 denoted that respondents disagreed with the statements. Table 4.1 illustrates results obtained
Table 4.1: Teachers’ views towards the impact of QASOs role in staff development

<table>
<thead>
<tr>
<th>Impact of QASOs roles</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The QASOs exercise helps teachers in private schools to perform their teaching duties more effectively</td>
<td>3</td>
<td>19</td>
<td>8</td>
<td>0</td>
<td>2.83</td>
</tr>
<tr>
<td>Comments from supervision panels help me become better educator</td>
<td>2</td>
<td>21</td>
<td>7</td>
<td>0</td>
<td>2.83</td>
</tr>
<tr>
<td>QASO supervision helps me improve performance</td>
<td>5</td>
<td>13</td>
<td>11</td>
<td>1</td>
<td>2.73</td>
</tr>
<tr>
<td>QASO supervision helps in developing innovative programs</td>
<td>3</td>
<td>9</td>
<td>14</td>
<td>4</td>
<td>2.37</td>
</tr>
<tr>
<td>QASO supervision is aimed at faultfinding and threatening teachers to make them work</td>
<td>2</td>
<td>5</td>
<td>18</td>
<td>5</td>
<td>2.13</td>
</tr>
<tr>
<td>QASO supervision helps me to curb unwarranted absenteeism</td>
<td>1</td>
<td>5</td>
<td>13</td>
<td>11</td>
<td>1.87</td>
</tr>
<tr>
<td>QASO supervision exercise is of no importance to teachers and they would rather do without it</td>
<td>0</td>
<td>1</td>
<td>23</td>
<td>6</td>
<td>1.83</td>
</tr>
</tbody>
</table>

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

As shown in Table 4.1, 73.3% of the teachers’ agreed that QASOs exercise helps them to perform their teaching duties more effectively, 76.7% indicated that supervision panel helped them to become better educators while 60.0% approved that supervision helped them to improve their performance. On the other hand, 96.7% of the respondents disagreed that supervision exercise is of no importance to teachers and they would rather do without it. In addition to this, 76.7% of the respondents disagreed that supervision aimed at faultfinding and threatening teachers to make them work. These findings indicate that majority of the teachers had positive perceptions towards QASOs role of supervision and also felt that it had a positive impact towards their development.
Table 4.2 shows principals’ views towards the impact of QASOs role in promotion of staff development.

**Table 4.2: Principals’ views towards the impact of QASOs role in promotion of staff development**

<table>
<thead>
<tr>
<th>Impact of QASOs roles in promotion of staff development</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>QASO supervision helps headteachers to develop skills in school management</td>
<td>2</td>
<td>20.0</td>
<td>7</td>
<td>70.0</td>
<td>1</td>
</tr>
<tr>
<td>The QASO exercise helps head teachers in private schools to perform their management duties more effectively</td>
<td>2</td>
<td>20.0</td>
<td>4</td>
<td>40.0</td>
<td>4</td>
</tr>
<tr>
<td>QASO supervision helps in developing innovative programs</td>
<td>2</td>
<td>20.0</td>
<td>4</td>
<td>40.0</td>
<td>4</td>
</tr>
<tr>
<td>Comments from supervision panels help head teachers become better managers</td>
<td>2</td>
<td>20.0</td>
<td>3</td>
<td>30.0</td>
<td>5</td>
</tr>
<tr>
<td>QASO supervision help head teachers to curb unwarranted absenteeism among teachers</td>
<td>1</td>
<td>10.0</td>
<td>5</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>QASO supervision is aimed at faultfinding and threatening head teachers to make them work</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
</tr>
<tr>
<td>QASO supervision exercise is of no importance to head teachers and they would rather do without it</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
</tr>
</tbody>
</table>

**Key: SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree**

Results in Table 4.2 illustrate that 90.0% of the principals agreed that supervision helped them to develop skills in school management, 60.0% of them agreed that the exercise helped them to perform their management duties more effectively while another similar proportion (60.0%) stated that the exercise helped them to develop innovative programs. On the other hand, all (100.0%) the respondents disagreed that the exercise is of no importance to them and it aimed at faultfinding and threatening them to make them work.
Based on these findings, the results of the analysis revealed that majority of the principals viewed QASOs role of supervision as effective towards staff development. Table 4.3 presents the overall scores obtained by the principals and teachers on the extent to which QASOs promote staff development.

**Table 4.3: Extent to which QASOs promote staff development**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Agree</th>
<th>Disagree</th>
<th>Total no. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Principals</td>
<td>2</td>
<td>20.0</td>
<td>8</td>
</tr>
<tr>
<td>Teachers</td>
<td>16</td>
<td>53.3</td>
<td>14</td>
</tr>
</tbody>
</table>

As depicted in Table 4.3, 80.0% of the principals and 46.7% of the teachers reported that QASOs role did not promote staff development while 20.0% and 53.3% of them felt that QASOs supervision role promoted staff development respectively. This shows that QASOs supervision positively influenced staff performance in schools. According to Farrant, (1980) the role of QASOs is dual; the first of these is to act as administrative inspectors with the purpose of ensuring that the educational systems worked efficiently and the standards were maintained. The second major role is to improve the performance of teachers by offering professional encouragement, guidance and counseling and by seeing to it that they got whatever in-service training they needed to do their jobs effectively.

Mounting of seminars and workshops on curriculum and instruction is one of staff development programmes which is crucial since it aimed at refreshing teachers to keep them conversant with the current educational trends. In this view, the study sought to find out whether QASOs in Limuru district recommended principals and teachers for
seminars and workshops. Results of this analysis were summarized and presented in Table 4.4.

**Table 4.4: Principals’ and teachers’ views in relation to QASOs recommendations for seminars and workshops**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>QASOs recommend seminars and workshops</th>
<th>QASOs never recommend seminars and workshops</th>
<th>Total no. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Principals</td>
<td>10</td>
<td>100.0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers</td>
<td>18</td>
<td>60.0</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 4.4 shows that all the principals (100.0%) and 60.0% of the teachers stated that QASOs recommended them for seminars and workshops. This was a clear indication that QASOs in the district were promoting staff development through recommendation for in-service training. According to Eshiwani (1993), improvement of education depends mainly on the improvement of teacher competency; therefore there is a need for systematic upgrading and training programs for primary, secondary and third-level teaching staff through long-term and short-term courses and for upgrading the management skills of the head teachers through in-service training. This implies that in-service training is vital to professional growth for teachers and head teachers. Similarly, Guskey (2003) noted that head teachers and teachers need continuing professional development in order to maintain and upgrade their skills. Another study by Heidenman, (1990) also found that head teachers and teachers who attended workshops and seminars on their administrative roles improved their performance significantly. Such teachers
have better understanding of the school and this enhances public recognition that the school is basically in the right track.

4.3 Effectiveness of QASOs Advisory Assessments in Private Secondary Schools

The second research question was to find out how effective QASOs are in advisory assessments in private secondary schools in Limuru District, Kiambu County. To address this research objective, the study first sought to find out the frequency in which QASOs’ visited schools in the district. Results of this analysis are tabulated in Table 4.5

Table 4.5: Frequency of supervision by QASOs

<table>
<thead>
<tr>
<th>Frequency of supervision</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Yearly</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>After 2-4 years</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>After 5-10 years</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As shown in Table 4.5, out of the 10 principals who took part in the study, 4 (40.0%) indicated that QASOs visited their schools yearly, 5 (50.0%) stated after 2-4 years with only 1 (10.0%) stating after 5-10 years. Among the 30 teachers, 76.7% said yearly, 5 (16.7%) reported after 2-4 years while 2 (6.7%) stated that they are never visited by QASOs in their schools. To verify these findings the researcher conducted an interview with the DEO and quality assurance and standard officer who noted that QASOs visited private schools once a year or when the need arise. This proved that QASOs were not visiting private schools frequently. This could therefore mean that principals were not receiving advisory services especially on curriculum implementation and hence a challenge on teachers preparation. These findings were in line with those of KIPPRA.
(2007), which indicated that many private schools were not inspected as required and this was likely to affect the quality of teaching and education. Edukugho (2007) also indicated that lack of the inspection of schools was one of the drawbacks in the education sector leading to academic decay. Kamunge report (1988), further highlighted the importance of maintaining standards of education programmes through enhancement of inspection and supervisory services (Republic of Kenya, 1988).

Table 4.6 illustrates principals’ and teachers’ relationship with QASOs’ during supervision process.

**Table 4.6: Principals and teachers’ relationship with QASOs during supervision process**

<table>
<thead>
<tr>
<th>Relationship with QASOs</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>As friends</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>As juniors and seniors</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As shown in Table 4.6, majority of the principals (80.0%) indicated that they related with QASOs’ as friends whereas the remaining 20.0% of them stated that they related as juniors and seniors. A healthy environment for supervision means supervisors get comprehensive information about the institution. This opens way for advice and thus helps raise education standards. However, among the teachers, 50.0% of them stated that they related as friends while the remaining half (50.0%) said that they related as juniors and seniors. This shows that principals’ relationship with QASOs was good compared to teachers-QASOs relationship.
In agreement with the findings, UNESCO (2005) stated that many teachers were unhappy with QASOs because they were more of “fault finders” than professional advisors. The teachers said the officers intimidated them instead. However, this indicated that the working relations between Quality Assurance and Standards Officers (QASOs) and the teachers have been characterized by fear and suspicion. This shows that teachers view inspection of the school with reservations and this may be the detriment of effective instruction in schools.

The study further sought to identify whether principals received feedback from QASOs after supervision. Table 4.7 shows results of this analysis.

**Table 4.7: Feedback from the QASOs after supervision**

<table>
<thead>
<tr>
<th>Feedback from the QASOs’</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Yes</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings presented in Table 4.7 indicate that all the principals (100.0%) and 18 (60.0%) teachers confirmed that they received feedback from the QASOs after supervision while the remaining 12 (40.0%) teachers stated that they never received feedback after supervision. Among those who received feedback all of them stated that it was helpful in their work performance especially in eliminating performance deficiencies, motivating staff members and also justifying administrative decisions.

Table 4.8 shows respondents’ (principals and teachers) ratings of teachers’ implementation of the recommendations from the supervision process.
Table 4.8: Respondents’ ratings of teachers’ implementation of the recommendation from the supervision process

<table>
<thead>
<tr>
<th>Implementation of the recommendations from the supervision process</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Good</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Fair</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Never receive feedback</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.8 shows that 50.0% of the principals and 13.3% of the teachers rated teachers’ implementation of the recommendation from the supervision process as good while 50.0% and 46.7% of them rated it as fair respectively. Twelve (40.0%) teachers said that they never received feedback. According to the DEO and quality assurance and standard officer, most of the teachers were not putting into action advice given by QASOs after supervision. This clearly indicates that recommendations made by QASOs were not fully implemented in schools and therefore this could be one of the factors negatively influencing quality of education in schools despite QASOs supervision.

4.4 Role QASOs play in Curriculum Supervision

One of the chief roles of the QASOs entails monitoring of curriculum delivery in schools to ensure effectiveness. To realize effective curriculum delivery, QASOs are expected to provide advisory services to schools on how they can improve teaching. In this view, the third research question of the study was “what role do QASOs play in curriculum supervision in private secondary schools in Limuru District, Kiambu County?” To respond to this question, principals and teachers were asked to indicate roles played by
QASOs in curriculum supervision using a yes and no responses. Table 4.9 shows teachers responses.

Table 4.9: Teachers’ responses on roles played by QASOs in curriculum supervision

<table>
<thead>
<tr>
<th>QASOs roles in curriculum supervision</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visiting lesson sessions in the classroom to observe teaching methodologies employed by the teachers</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Checking teachers lesson preparation</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>Check records and schemes of work</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Assessing availability of teaching and learning materials</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Check teachers lesson notes</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Check students assignment and continuous assessment test scripts to ensure regular marking takes place</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Check the coverage of teaching syllabus</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

Results in Table 4.9 revealed that 66.7% of the teachers agreed with the statement that QASOs visited them in the classroom to observe their teaching methodologies, 63.3% stated that they checked their lesson preparation while 60.0% reported that they checked records and schemes of work. In addition to this, 56.7% of the teachers said that QASOs assessed availability of teaching and learning materials. This show that majority of the teachers felt that QASOs were playing their roles effectively in some areas in curriculum supervision. However, over 50.0% of them indicated that not all QASOs were engaging in checking of syllabus coverage and also students’ assignments and continuous assessment scripts to ensure regular marking takes place. Syllabus coverage is vital since it is the one used by KNEC in public examinations. The national examination is the major
parameter in measuring school performance. Failure by QASOs to supervise the syllabus may mean that the syllabus is not fully covered and thus contribute to poor performance.

Table 4.10 presents principals responses on the roles played by QASOs in curriculum supervision

Table 4.10: Principals’ responses’ on roles played by QASOs in curriculum supervision

<table>
<thead>
<tr>
<th>QASOs’ roles in curriculum supervision</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking teachers lesson preparation</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Visiting lesson sessions in the classroom to observe teaching methodologies employed by the teachers</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Check records and schemes of work</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Ensuring teachers have adequate teaching and learning materials</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Check teachers lesson notes</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Check students assignment and continuous assessment test scripts to ensure regular marking takes place</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Check the coverage of teaching syllabus</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

The findings presented in Table 4.10 illustrate that all (100.0%) principals agreed with the statements that QASOs checked teachers’ lesson preparation and also visited teachers in the classroom to observe their teaching methodologies. Majority of them (90.0%) also stated that they checked records, schemes of work and also ensured teachers have adequate teaching and learning materials. Other roles that were reported by over 60.0% of the respondents included checking of teachers’ lesson notes and students’ assignment and continuous assessment scripts to ensure regular marking takes place.
4.5 Extent to which QASOs Activities Address All Round Performance Indicators

The fourth research question was to find out the extent to which QASOs activities address all round performance indicators in Private secondary schools in Limuru District Kiambu County. In order to answer this research question, respondents were asked to state the extent to which QASOs activities address all round performance indicators in the district. Table 4.11 illustrates teachers’ responses.

Table 4.11: Teachers’ responses on extent to which QASOs activities address all round performance indicators

<table>
<thead>
<tr>
<th>Performance indicators</th>
<th>Yes</th>
<th></th>
<th>No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>QASOs monitor and advice my school on academic performance</td>
<td>30</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>QASOs monitor and advice my school on sports, games, drama and music</td>
<td>27</td>
<td>90.0</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>QASOs advice teachers on curriculum delivery and assessment</td>
<td>25</td>
<td>83.3</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>QASOs advice on proper and adequate provision of physical facilities</td>
<td>25</td>
<td>83.3</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>QASOs identify educational needs for improvement</td>
<td>16</td>
<td>53.3</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>QASOs identify the teachers’ needs and advice on improvement</td>
<td>13</td>
<td>43.3</td>
<td>17</td>
<td>56.7</td>
</tr>
<tr>
<td>QASOs provide career guidance to my school</td>
<td>5</td>
<td>16.7</td>
<td>25</td>
<td>83.3</td>
</tr>
<tr>
<td>QASOs monitor and advice my school on environmental conservation</td>
<td>3</td>
<td>10.0</td>
<td>27</td>
<td>90.0</td>
</tr>
</tbody>
</table>

As reflected in Table 4.11, all teachers reported that QASOs monitor and advice schools on academic performance, 90.0% stated that they advice schools on sports, games, drama and music, 83.3% indicated that they advice on curriculum delivery and assessment while
another similar proportion (83.3%) stated that they give advice on proper and adequate provision of physical facilities. However, results of the analysis revealed that 90.0% and 83.3% of the teachers reported that not all QASOs in the district were monitoring and advising the school on environmental conservation and provision of career guidance in schools respectively. Table 4.12 shows principals responses on the extent to which QASOs activities address all round performance indicators.

Table 4.12: Principals’ responses on extent to which QASOs activities address all round performance indicators

<table>
<thead>
<tr>
<th>Performance indicators</th>
<th>Yes</th>
<th></th>
<th></th>
<th>No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>QASOs monitor and advice my school on academic performance</td>
<td>10</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>QASOs monitor and advice my school on sports, games, drama and music</td>
<td>10</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>QASOs advice teachers on curriculum delivery and assessment</td>
<td>10</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>QASOs advice on proper and adequate provision of physical facilities</td>
<td>10</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>QASOs identify educational needs for improvement</td>
<td>8</td>
<td>80.0</td>
<td>2</td>
<td>20.0</td>
<td></td>
</tr>
<tr>
<td>QASOs identify the teachers’ needs and advice on improvement</td>
<td>6</td>
<td>60.0</td>
<td>4</td>
<td>40.0</td>
<td></td>
</tr>
<tr>
<td>QASOs monitor and advice my school on environmental conservation</td>
<td>3</td>
<td>30.0</td>
<td>7</td>
<td>70.0</td>
<td></td>
</tr>
<tr>
<td>QASOs provide career guidance to my school</td>
<td>3</td>
<td>30.0</td>
<td>7</td>
<td>70.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.12 shows that all (100.0%) the principals reported that QASOs’ monitored and advised schools on academic performance; sports, games, drama and music. Results
further illustrate that they advised teachers on curriculum delivery and assessment and also advised schools on proper and adequate provision of physical facilities. Other activities reported by 80.0% of the principals QASOs engaged in were; identification of teachers’ educational needs and advising them on how to improve. However, two similar proportions of the respondents (70.0%) indicated that not many QASOs in the district were engaging in monitoring and advising schools on environmental conservation and on school provision of career guidance.

Based on the study findings presented in Tables 4.11 and 4.12 above, it emerged that majority of the QASOs in Limuru districts were adhering to their roles as spelt out by Wasanga (2004). However, the results of the analysis revealed that majority of the QASOs were not engaging in monitoring and advising schools on environmental conservation, school provision of career guidance and identifying teachers’ needs and advising them on improvement. This therefore, calls for an improvement in these areas in order to ensure proper curriculum implementation in the district.

4.6 Challenges Faced by QASOs in Carrying out Supervision in Private Secondary Schools

The fifth research question was “what challenges are faced by QASOs in carrying out supervision in private secondary schools in Limuru Districts, Kiambu County?” To answer this research question, study respondents were asked to give their views in the relation to the factors hindering effective role performance of QASOs’ in private schools supervision. Presented in Table 4.13 are results of this analysis.
Table 4.13: Factors hindering effective role performance of the QASOs as stated by principals and teachers (multiple responses)

<table>
<thead>
<tr>
<th>Challenges faced by QASOs</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Poor transport system</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>Resistance by the teachers to embrace new ideas</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>Inadequate quality assurance and standard officers</td>
<td>9</td>
<td>90.0</td>
</tr>
<tr>
<td>Lack of qualified personnel</td>
<td>9</td>
<td>90.0</td>
</tr>
<tr>
<td>Negative attitude from the teachers and principals</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Lack of frequent assessment by QASOs</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Ineffective regulations governing directorate</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Low retention of teachers in private schools</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Lack of co-operation from the teachers and principals</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Lack of comprehensive in-service training programme</td>
<td>5</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Table 4.13 shows that all (100.0%) the principals and 90.0% of the teachers were of the view that poor transport system was one of the factor hindering effective role performance of the QASOs. This is a clear indication that lack of reliable transport system to and from the schools was a key reason for low inspection by the QASOs. Inadequate quality assurance and standard officers was another challenge mentioned by 90.0% of the principals and 63.3% of the teachers. This shows that the district was experiencing deficit of the officers which as a result could lead to available officers being overworked. To confirm these results, one of the quality assurance and standard officer noted that the major challenge faced in the directorate was inadequate human resource. These findings were consistent with the results by MOE (2005) report which stated that Directorate of Education and Directorate of Quality Assurance have 2,199 and 960
members of staff respectively, against the approved establishment of 3,210 and 1,696. This problem has arisen as a result of exits through natural attrition and past embargo on new employment. Due to the lack of personnel, the remaining staff is overworked. Similarly, Kinayia (2010) established that some of the problems experienced by QASOs in their job includes; inadequate personnel, inaccessible schools, resistance from teachers, hostile environment and poor communication.

Another factor mentioned by majority of the respondents (90.0% of the principals and 96.7% of the teachers) was lack of qualified personnel in the directorate. In agreement with the findings, Burrow (2005) noted that QASOs is an institution lack the capacity to assure quality as desired due to poor preparation in the formal training. Most of them are trained teachers, who receive neither training nor orientation when they take up their roles. This has resulted in poor service delivery.

Negative attitude and lack of cooperation from the teachers and the principals were also cited as other challenges hindering effective role performance of the QASOs. The results concur with Wanjohi (2005) who contends that teachers perceive inspectors as fault finders who are only interested in reporting them to the MoEST instead of giving them advice to enable them improve their teaching techniques. Results in the table further indicate that lack of frequent assessment, ineffective regulation governing the directorate and lack of comprehensive in-service training also influenced effective role performance of the QASOs. Furthermore, DEO Limuru district lamented that most of the teachers in private schools felt that the main goal of the supervision is faultfinding. This as a results influenced them to develop a negative attitude towards the exercise which also translate to poor implementation of the recommendations made after supervision. Ontiria (2003)
and Kariuki (2008) found out that QASOs have not been effective in their work due to: lack of experience, skills and knowledge, irregular and inadequate supervision, poor attitude of the teachers and lack of facilities such as vehicles, stationery and funds.

Table 4.14 illustrates measures that can be employed by the QASOs to overcome challenges they experience while performing their duties.

**Table 4.14: Measures that can be employed to overcome challenges faced by QASOs as reported by principals and teachers (multiple responses)**

<table>
<thead>
<tr>
<th>Measures</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting qualified QASOs</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>Training more QASOs</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>Organize frequent seminars and workshops with an aim of changing principals and teachers negative attitude towards QASOs’</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Creating friendly environment with teachers and principals</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Provision of good transport system</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>Increase resource allocation for QASOs</td>
<td>6</td>
<td>19</td>
</tr>
</tbody>
</table>

To overcome challenges presented in Table 4.10, over 70.0% of the respondents were of the view that there is need to recruit qualified QASOs and also train more QASOs to minimize workload of the available officers in the district. Eight (80.0%) principals and 21 (70.0%) teachers also suggested that there is need to organize seminars and workshops with an aim of changing their negative attitudes towards QASOs, whereas 70.0% of the principals and 80.0% of the teachers felt that QASOs should be provided with good
transport system. Other measures recommended were increase resource allocation for QASOs and creating of friendly environment with teachers and principals.

Through the interview, the researcher noted that DEO and QASO Limuru district recommended that; the government should employ more QASOs in the district to curb the problem of understaffing; Ministry Of Education should organize more in-service training to upgrade QASOs’ supervisory and advisory skills; and also improve QASOs working facilities such as transport system.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter a summary of the study, conclusions, recommendations and suggestions of the research based on the analysis of the data is presented. The study findings are summarized based on the following research questions.

i. To what extent do QASOs promote staff development in private secondary schools in Limuru District, Kiambu County?

ii. How effective are QASOs advisory assessments in private secondary schools in Limuru District, Kiambu County?

iii. What role do QASOs play in curriculum supervision in private secondary schools in Limuru District, Kiambu County?

iv. To what extent do QASOs activities address all round performance indicators in Private secondary schools in Limuru District Kiambu County?

v. What challenges are faced by QASOs in carrying out supervision in private secondary schools in Limuru Districts, Kiambu County?

5.2 Summary of the Study

The main objective of the study was to assess the role of Quality Assurance and Standard Officers in promoting education in private secondary schools in Limuru district, Kiambu County. The study was based on the Instructional Supervision Model by Lucio and McNeil (1979). The study employed a descriptive survey design targeting all the Quality Assurance and Standards Officers (QASOs), the District Education Officer (DEO),
teachers, and head teachers of all the private secondary schools in Limuru district. Ten private schools were randomly sampled to take part in the study. Purposive sampling was used to select 10 principals, 1 Quality Assurance and Standards Officer and 1 District Education Officers. Thirty teachers from the sampled schools were randomly selected to take part, giving rise to 42 participants. Questionnaires and interview schedules were used as the main tools for data collection. The following is the main study findings.

5.2.1 Extent to which QASOs Promote Staff Development in Private Secondary Schools

The study established that over 50.0% of the teachers’ agreed that QASOs exercise; helped them to perform their teaching duties more effectively, helped them to become better educators and to improve their performance. Among the principals, the study found out that majority of them (90.0%) approved that supervision helped them to develop changes in private school management, 60.0% stated that the exercise helped them to perform their management duties more effectively while another similar proportion (60.0%) stated that the exercise helped them to develop innovative programs. In addition to this, majority of the respondents (principals and teachers) disagreed with the statement that supervision exercise is of no importance to them and supervision aimed at faultfinding and threatening them to make them work. These findings indicate that majority of the teachers had positive perceptions towards QASOs role of supervision and also felt that it had a great impact towards their development.

Another way of staff development was through training. The study established that all the principals (100.0%) and 60.0% of the teachers stated that QASOs recommended them for
seminars and workshops. This was a clear indication that QASOs in the district were promoting staff development through recommendation for in-service training.

5.2.2 Effectiveness of QASOs Advisory Assessments in Private Secondary Schools

In relation to this objective, the study established that half of the principals reported that QASOs visited their schools after 2 to 4 years. Among the 30 teachers, 76.7% said yearly, 5 (16.7%) reported after 2-4 years while 2 (6.7%) stated that they are never visited by QASOs’ in their schools. This indicates that QASOs were not visiting private schools frequently. This could therefore mean that principals were not receiving advisory services especially on curriculum implementation and hence a challenge on teachers preparation.

Regarding the feedback after supervision, all the principals (100.0%) and 18 (60.0%) teachers confirmed that they received feedback from the QASOs after supervision. Among them, 50.0% of the principals and 13.3% of the teachers rated teachers’ implementation of the recommendation from the supervision process as good while 50.0% and 46.7% of them rated it as fair respectively. Twelve (40.0%) teachers said that they never received feedback. This shows that recommendations made by QASOs were not fully implemented in schools and therefore this could be one of the factors influencing quality of education in schools despite QASOs supervision.

5.2.3 Role QASOs Play in Curriculum Supervision

Results findings revealed that over 60.0% of the teachers agreed with the statement that QASOs visited them in the classroom to observe their teaching methodologies; they checked their lesson preparation, records and schemes of work. In addition to this, 56.7%
of the teachers said that they ensured that teacher have adequate teaching and learning materials. On the same note, all (100.0%) principals agreed with the statements that QASOs checked teachers’ lesson preparation and also visited teachers in the classroom to observe their teaching methodologies. Majority of them (90.0%) also stated that they checked records, schemes of work and also ensured teachers have adequate teaching and learning materials. This show that majority of the respondents felt that QASOs were playing their roles effectively in some areas in curriculum supervision. However, over 50.0% of the teachers indicated that not all QASOs were engaging in checking of syllabus coverage and also students’ assignments and continuous assessment scripts to ensure regular marking takes place.

5.2.4 Extent to which QASOs Activities Address All Round Performance Indicators

From the study findings, it emerged that majority of the QASOs in Limuru districts were monitoring and advising schools on academic performance; advising schools on sports, games, drama and music; and also advising on curriculum delivery and assessment. The results also showed that QASOs in the district were giving advice on proper and adequate provision of physical facilities. However, the results of the analysis revealed that majority of the QASOs did not monitor and advise schools on environmental conservation, school provision of career guidance, identify teachers’ needs and advise them on improvement. This therefore, calls for an improvement in these areas in order to ensure proper curriculum implementation in the district.
5.2.5 Challenges Faced by QASOs in Carrying out Supervision in Private Secondary Schools

Based on the study findings, the major challenges hindering effective role performance of the QASOs in Limuru District were; poor transport system, inadequate quality assurance and standard officers, lack of qualified personnel in the directorate, negative attitude and lack of cooperation from the teachers and the principals. Other challenges mentioned were lack of frequent assessment, ineffective regulation governing the directorate and lack of comprehensive in-service training.

5.3 Conclusion

Arising from the study findings, the following conclusions were made:

i. QASOs supervision had a positive impact towards staff development in Limuru district.

ii. On the effectiveness of QASOs advisory assessment, the study concluded that QASOs rarely visited schools. There was a common agreement from the respondents that QASOs visited schools once a year or after 2-4 years. Further, the study revealed that principals’ relationship with QASOs’ was good compared to teachers-QASOs relationship. This led to low implementation of the recommendations made by QASOs after supervision and this could be one of the factors negatively influencing quality of education in the private schools.

iii. QASOs in Limuru district were carrying out their duties on curriculum supervision. The major areas they supervised included; teaching methodologies; lesson preparation, checking records, schemes of work and assessing availability of teaching and learning materials.
iv. QASOs in Limuru districts were engaging in monitoring and advising schools on academic performance and co-curricular activities except in two areas, that is environmental conservation and school provision of career guidance.

v. The major challenges which hinder QASOs from carrying out their duties effectively were poor transport system, inadequate quality assurance and standard officers, lack of qualified personnel in the directorate and teachers’ negative attitude towards the officers.

vi. From the findings the study finally concludes that without proper supervision by the QASOs, the education system will be jeopardized and its implications will lead to poor quality education and outcome.

5.4 Recommendations of the Study

Based on the study findings, the following recommendations were made:-

i. QASOs should visit schools more frequently for supervision and also have a follow-up mechanism in order to ensure that their recommendations are implemented.

ii. QASOs should always give feedback after supervision in order to help teachers and the principals to know their weaknesses and also to polish up their strength in teaching.

iii. In terms of curriculum supervision, QASOs should improve on checking of syllabus coverage and also students’ assignments and continuous assessment scripts to ensure regular marking takes place.
iv. Since one of the major challenges faced by QASOs was understaffing, the current study suggests that Ministry of Education should allocate more funds towards recruitment of the QASOs to curb the problem of understaffing in the district.

5.5 Suggestions for Further Research

i. The current study was carried out in private secondary schools in Limuru district, there is therefore a need to conduct a similar study in public secondary schools to find out whether the same findings would be obtained.

ii. Investigate on training and development of QASOs.
REFERENCES


APPENDIX 1

PRINCIPALS’ QUESTIONNAIRE

This research is meant for academic purpose. The questionnaire aims at finding out the role of QASOs in promoting education in private secondary schools. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please tick [✓] where appropriate or fill in the required information on the spaces provided.

Section 1  Background Information

1. Gender  [ ] Male  [ ] Female

2. Highest level of education

  [ ] Untrained teacher
  [ ] Diploma
  [ ] Degree
  [ ] Post graduate

Any other (specify) ……………………………………………………………

Section 2  Role of QASOs in Private Schools.

1. How often do QASOs supervise your school?

Yearly [ ]  after 2-4 years [ ]  after 5-10 years [ ]  never [ ]
2. The following statements are among the roles played by the QASOs in maintaining quality assurance standards in private schools. State whether the roles are carried out in your school

<table>
<thead>
<tr>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>They monitor and advice my school on academic performance</td>
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<td></td>
</tr>
<tr>
<td>They monitor and advice my school on sports, games, drama and music</td>
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<tr>
<td>They monitor and advice my school on environmental conservation</td>
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<tr>
<td>Provide career guidance to my school</td>
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<td></td>
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<td>Advice teachers on curriculum delivery and assessment</td>
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<tr>
<td>Identify educational needs for improvement</td>
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<tr>
<td>Advice on proper and adequate provision of physical facilities</td>
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<td></td>
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<tr>
<td>Identify the teachers needs and advice on improvement</td>
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3. How do most of your teachers relate with the QASOs during the supervision process?

[ ] as enemies       [ ] as friends       [ ] as juniors and seniors (official)

4. (i) After the supervision does the QASO give feedback to teachers?

Yes [ ] No [ ]

(ii) If yes, is it useful?

Yes [ ] No [ ]

5. (i) How would you rate the teachers implementation of the recommendations from the supervision process?

[ ] good       [ ] Fair       [ ] poor

(ii) If they poorly implement the recommendations give the reasons

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6 (i) Do QASOs recommend teachers for seminars and workshops?

Yes [ ]

No [ ]

(ii) If YES, on what areas? .................................................................

Section 3 Views on Impact of QASOs’ Role in Private Schools

Please respond to the following statements expressing your views on impact of quality assurance and standards exercise in private schools. Please circle where appropriate.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<td>4</td>
</tr>
</tbody>
</table>

1. QASOs supervision exercise helps head teachers in private schools to perform their management duties more effectively

   1 2 3 4

2. Comments from supervision panels help head teachers become better managers

   1 2 3 4

3. QASOs supervision helps head teachers to curb unwarranted absenteeism

   1 2 3 4

4. QASOs supervision helps in developing innovative programs

   1 2 3 4

5. QASOs supervision helps headteachers in developing skills in school management?

   1 2 3 4

6. QASOs supervision exercise is of no importance to head teachers and they would rather do without it

   1 2 3 4

7. QASOs supervisions are aimed at faultfinding and threatening head teachers to make them work.

   1 2 3 4

9. In your own view does supervision generate positive changes geared to effective teaching and learning in private schools in areas of;
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<tr>
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<td>Check students assignment and continuous assessment test scripts to ensure regular marking takes place</td>
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<tr>
<td>7</td>
<td>Check the coverage of teaching syllabus</td>
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</table>

(b) If no, give reasons

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10. What challenges do you face as a private school manager in relation to supervision of curriculum instruction?

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11. What role do the QASOs play in assisting you to overcome these challenges?

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12. What factors hinder the effective role performance of QASOs in private school supervision?

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13. Suggest ways through which the QASOs can be assisted to overcome the obstacles they face

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14. What other comments do you have regarding the role of QASOs in supervision of curriculum implementation in private schools?

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APPENDIX 2

TEACHERS’ QUESTIONNAIRE

This research is meant for academic purpose. The questionnaire aims at finding out the role of QASOs in promoting education in private secondary schools. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please tick [√] where appropriate or fill in the required information on the spaces provided.

Section 1  Background Information

1. Gender  [ ] Male  [ ] Female

2. Highest level of education

[ ] Untrained teacher
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[ ] Degree
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Any other (specify) ……………………………………………………………

Section 2  Role of QASOs in Private Schools

1. How often do QASOs supervise your school?

Yearly [ ] after 2-4 years [ ] after 5-10 years [ ] never [ ]
2. The following statements are among the roles played by the QASOs in maintaining quality assurance standards in private schools. State whether the roles are carried out in your school.

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3. How do you relate with the QASOs during the supervision process?

[ ] as enemies       [ ] as friends       [ ] as juniors and seniors (official)

4. After the supervision, does the QASO give feedback to teachers?

   Yes [ ]              No [ ]

   (ii) If yes, is it useful?       Yes [ ]       No [ ]

5. (i) How would you rate the teachers implementation of the recommendations from the supervision process?

   Good [ ]       Fair [ ]       poor [ ]

   (ii) If you poorly implement the recommendations give the reasons

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6 (i) Do QASOs recommend you for seminars and workshops? 

Yes [   ]  

No [   ]

(ii) If YES, on what areas? …………………………………………………………………………………

Section 3 Views on Impact of QASOs’ Role in Private Schools

Please respond to the following statements expressing your views on quality assurance and standards exercise in private schools. Please circle where appropriate.

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1. QASOs supervision exercise helps teachers in private schools to perform their teaching duties more effectively  

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2. Comments from supervision panels help me become better educator 

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3. QASOs supervision helps me to curb unwarranted absenteeism 

   1 2 3 4

4. QASOs supervision helps me improve performance 

   1 2 3 4

5. QASOs supervision helps in developing innovative programs 

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7. QASOs supervision exercise is of no importance to teachers and they would rather do without it 

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8. Supervisions are aimed at faultfinding and threatening teachers to make them work. 

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9. In your own view does supervision generate positive changes geared to effective teaching and learning in private schools in the areas of;
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(b) If no, give reasons

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10. What challenges do you face as a private school teacher in relation to supervision of curriculum instruction?

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11. What role do the QASOs play in assisting you to overcome these challenges?

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12. What factors hinder the effective role performance of QASOs in private school supervision?
13. Suggest ways through which the QASOs can be assisted to overcome the obstacles they face

14. What other comments do you have regarding the role of QASOs in supervision of curriculum implementation in private schools?
APPENDIX 3

QASOs INTERVIEW SCHEDULE

1. What roles do the QASOs play in private school supervision?
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2. How often do you supervise the private secondary schools within your area of jurisdiction?
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3. For what reasons do you visit the private secondary schools?
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4. What are the reactions of private school teachers’ to the supervision process?
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5. In terms of curriculum implementation materials, how well are the private school teachers prepared?

6. Do you always discuss the supervision report with the individual teachers and the school administration?

7. To what extent are the supervision recommendation implemented in private schools?

8. What challenges do you face in relation to adequacy of working tools and resources for effective curriculum supervision in private schools?
9. How can quality assurance and standards officers be assisted to offer effective school supervision services to private schools in Kenya?

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14. What are your comments regarding the working conditions of QASOs in this district?

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APPENDIX 4

DEOs INTERVIEW SCHEDULE

1. What roles do the QASOs play in private school supervision?
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2. What is the frequency of quality assurance and standards officers’ visits to private schools in the district?
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3. What challenges do your QASOs have in relation to adequacy of working tools and resources for effective private school curriculum supervision?
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   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

4. What problems do your quality assurance and standards officers face in reference to attitudes of private school teachers toward supervision?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
5. To what extent have your quality assurance and standards officers been adequately in-
serviced to handle curriculum supervision?

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6. How can quality assurance and standards officers be assisted to offer effective school
supervision services to private schools in Kenya?

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