ROLE PERFORMANCE OF QUALITY ASSURANCE AND STANDARDS OFFICERS IN INSTRUCTIONAL SUPERVISION. A CASE OF SECONDARY SCHOOLS IN BURETI DISTRICT, KENYA

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DECLARATION

This Research is my original work and has not been presented for a degree in any other University

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This Research has been submitted with our approval as University supervisors.

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ABSTRACT

The study examined the role performance of Quality Assurance and Standards Officers in (QASO’s) in instructional supervision (both internally and externally). This was carried out in Bureti district Kericho County. The study also looked at the problems faced by QASO’s and their possible interventions. The significance was stated as a provision of knowledge to be used by interested parties. Performance based contract being a new phenomenon in the civil service, would advice the ministry of education on the performance of individual QASO’s. Schools could be encouraged to strengthen their internal supervision. The study was guided by the Role theory by Mead. The objectives of the study were, to determine performance of QASO’s in relation to their tasks as perceived by other stakeholders., problems and possible interventions to sort out the problems. The research design adopted descriptive survey design in which out of 67 schools 20% of schools in each division approximately totaled 18 schools. The study used three questionnaires for data collection. They were those of 18 heads department, 18 head teachers and two. QASO’s. The questionnaires were developed with the help of two supervisors to collect information on the role of QASO’s in instructional supervision. Data was collected by researcher with the help of research assistant for two weeks. Data analysis was done with the help of Statistical Package for Social Sciences (SPSS) and MS excel. Data was organized into frequency distribution tables. Graphical charts and bar graphs. The findings were as follows; For QASO’s heads of departments, head teachers, majority had Education Degrees and minority had A levels and Masters in Education. They had also attended a number of seminars organized by KEMI, meant to prepare them for leadership roles. The attitude of teachers to QASO’s was found to be good and majority indicated they were visited once per year. A number of skills were used in instructional supervision management by QASO’s, head teachers and heads of department. The areas that were checked by QASO’s were the tasks mostly performed by head teachers. Other findings cited were: other literature relevant to instructional supervision was provided by ministry of education to help QASO’s work better and effectively. Challenges facing QASO’s were identified as lack of finances, necessary skills, transport, understaffing, action not being taken on their reports, poor road work, lack of staff development policy and uncooperative DEO’s and lack of legal enabling powers to compel heads to implement recommendations. Measures cited to mitigate the problems included the following: increase funding through exploring other funding agencies e.g. NGO’s, CDF, for transport explore possibility of use of taxis to transport QASO’s while on duty. Understaffing-more QASO’s be hired and consider gender balancing. Education Act be reviewed so as to give legal backing the need to implementation recommendations by QASO’s. Ministry of public works to be encouraged to repair roads in the district and a staff development policy be put in place to ensure QASO’s were promoted on time. As for recommendations, the following were highlighted: regular assessment be held and follow up visits be strengthened. More QASO’s be hired to bridge the gender gaps. More vehicles be purchased and possibility of hiring taxis was proposed. The directorate of quality should be made autonomous to enable it carry out its programme. Tools be developed that would help in measuring impart of role performance in instructional supervision on quality education.