

**ROLE PERFORMANCE OF QUALITY ASSURANCE AND
STANDARDS OFFICERS IN INSTRUCTIONAL SUPERVISION.**

A CASE OF SECONDARY SCHOOLS IN BURETI DISTRICT, KENYA

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF
EDUCATION IN PARTIAL FULFILMENT OF REQUIREMENT OF THE
AWARD OF MASTER OF EDUCATION DEGREE, KENYATTA
UNIVERSITY

NOVEMBER 2012

DECLARATION

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

This book is dedicated to the following:

My loving wife Rose, for being understanding, helpful and supportive during my study time.

My Children Chepngeno, Chepkemoi, Kiprotich and Kipkoech who missed my company during the study time.

My primary school Head teacher who mentored me into what I am today through encouragement to study all along. Long live Mr. Jonathan Kibaibai Rogony.

My loving parents late Mzee Kobi, Late Mama Sofia Kobi who themselves never went to school but educated me up to where I have reached using their meager resources.

My brothers and sisters who endured with us the difficult moments of being in real poverty during our childhood. Of particular mention were few sisters who were never allowed to go to school because of cultural inhibitions.

Entire Kipkelion community for providing the necessary infrastructures for schooling purposes and being good role models

ACKNOWLEDGEMENTS

I appreciate the contribution of the following; the Ministry of Education for funding the study, my both supervisors Dr. G.A Onyango and Mr. D. Wesonga for timely advise on various areas and DEO's office Bureti for total support given, Heads Association of Bureti for all the help extended to me in terms of answering all questions in the questionnaires and availing them on time.

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, 18head 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.

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ACRONYMS AND ABBREVIATIONS

AIDS:	Acquired Immune Deficiency Syndrome
EFA:	Education For All
HOD:	Head Of Department
HIV:	Human Immuno Virus
BOG	Board of Governors
DEO:	District Education Officer
CHE	Commission for Higher Education
CDE:	County Director Officer
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KNEC:	Kenya National Examination Council
KIE	Kenya Institute of Education
KSSP:	Kenya Education Sector Support Programme
MOE:	Ministry Of Education
MDG's	Millennium Development Goals
PTA	Parents Teachers Association

PSC:	Public Service Commission
QASO	Quality Assurance and Standards Officer
DEB	District Education Board
CFBT	Centre for British Teacher
TIVET	Technical, Industrial, Vocational & Entrepreneur Training
UNICEF:	United Nation Children Fund
TAC Tutor:	Teachers Advisory Centre
TSC:	Teachers Service Commission

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CHAPTER ONE

INTRODUCTION

1.1 Background Of the Study

Quality of Education provided to learners has been a concern of many education stakeholders globally. According to Education For All for (EFA), Global Monitoring Report (GMR), the quality of education is an imperative. The report made provision of principles that characterize definition of quality in education. The report argued that learners' cognitive development was major undisputable objective of all education system. Quality education determined how much and how well children learn and the extent to which their education extent translated into a range of personal, social and development benefits (Global Monitoring report, 2005). The secondary emphasizes education role in promoting values and attitude of responsible citizenship and in nurturing creative and emotional development. This argument shares the same thought with goal six of Dakar framework for action, which emphasizes the need of a stimulating pedagogy. The goal brought in a thought, that, it was the teaching and learning process that brought the curriculum to life and determined what happened in the classroom and subsequently quality of the outcomes (Dakar Framework for Action, 2000).

United Nation Children Fund (UNICEF, 2000) report on education provided a framework for determining quality in education. The framework acknowledges quality in education where: The learners are healthy, well-nourished and ready to participate and learn and supported in learning by their families and communities; Environment was healthy, safe, protective and gender-sensitive and provide adequate resources and facilities; Content that was reflected was in relevant curricular and materials for acquisition of basic skills, especially in the areas of literacy, numeric and skills for life and knowledge in such nutrition; HIV/AIDS prevention and peace was included through trained teachers using child centered teaching approaches in well-managed classrooms and skilful assessment to facilitate learning and reduce disparities; More importantly where outcome encompasses knowledge, skills and attitudes and were linked to national goals for education and positive participation in society.

Other schools of thoughts on the quality education emphasize on: Strong leadership and vision; quality instruction; clear standards, assessment and accountability; adequate and

equitable resources; Family participation and community involvement (www.springfield.k12.co.us 05. 04.2004 17:45)

In Kenya there are two ministries that deal with Education. These were Ministry of Education and Ministry of Higher Education of Science and Technology. But on the other hand they had common Directorate of Quality Assurance and Standards whose core function was supervision of educational programs in pre-school, primary, secondary and Technical Industrial Vocational and Entrepreneur Training institutions (TIVET). The officers in the directorate were named Quality Assurance and Standards Officers (QASO`s), also known as inspectors of schools. It was headed by a Director of quality assurances and standards based at the headquarters. Other officers were located at County, district, zones and finally head teacher and heads of departments at school level. Their mandate was derived from Education Act Chapter 211 Sections 18 which allows them to enter a school with or without notice where learning was suspected to be taking place. The quality aspects in public and private universities were under the docket of Commission for Higher Education (MOE, 2003)

According to MOE Sector Review and Development Direction (2003), key determinants that impact on quality of education included curriculum, instructional, materials and equipment, physical facilities, teachers assessments and examinations, instructional management and instructional environment. The report noted that, improvement of quality of education focused on setting standards for these determinants and ensuring the standards were adhered to. The report considered instructional supervision as important since, public (tax-payers) have investment in education (Free Primary Education (FPE) and Free Secondary Education implemented 2003 and 2008 respectively). It was also noted that instructional supervision enabled the Quality Assurance and Standards officers, principals to monitor whether teaching was going on well. The report also acknowledged its importance in assisting beginner teachers to translate theories learnt in colleges/universities into classroom practices. Supervisors were also seen to assume a major role in provision of service education not only to keep teachers area of professional advance but also to prepare them for implementing new programme. In addition the report viewed it as a legal duty quality assurance and standards officers to supervise teachers. According to Okumbe, (1998), he attribute that supervision was considered as that dimension or phase of educational administration, which was concerned with improving instructional effectiveness.

He further shed light on supervision by saying that it was divided into general and instructional supervision. General supervision took supervision activities that take place outside classroom e.g. writing and revision of curricular, preparation of units and materials of instruction, the development of processes and instruments for reporting to parents and evaluation of formal Educational Programme. Instructional Supervision on the other hand was concerned with students learning in classroom.

Improvement on quality of Education focuses on setting of standards for these determinants and ensuring the standards were adhered to. Currently QASO`s are put on performance contracts in which each was given specific target that had to be achieved in a given financial year. Therefore this study sought to establish whether QASO`s perform their role of in structural supervision.

The study had also been of opinion that the situation at Bureti District secondary schools quality of education was not satisfactory. Following the data on the district performance of KCSE for years 2002-2007. It was evident that there was a cause of alarm, and the role of QASO`s in instructional supervision raised some questions.

Table 1.1 Showing performance of Bureti District from 2002 to 2007

Year	No. candidate	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	MEAN GRADE
2002	2908	0	12	46	78	173	266	303	401	513	596	373	23	4.65
2003	3067	0	11	57	117	170	253	353	438	616	592	407	30	4.69
2004	2851	0	6	57	126	144	209	267	541	478	547	455	21	4.34
2005	3953	1	42	88	162	238	367	492	622	704	687	482	45	4.20
2006	3371	1	26	77	139	196	297	371	531	604	64	449	43	4.39
2007	2722	0	13	75	99	155	276	263	412	452	492	277	20	4.45

Source: District Education Officer – Bureti

The results in Table 1.1 shows deteriorating results or stagnant results compared to the same years results Kamusinga secondary school in western Kenya Fig 1.2 which has registered the following results in the same period: Benchmarking with Bureti District was done because the school was situated in a rural set up and main source of income for parents was sugarcane whereas in Bureti District was tea. That is both were located in agricultural areas but Kamusinga secondary had always done well in KCSE examination.

Table 1.2 Showing Performance of Friends School Kamusinga Secondary school in KCSE examination in Western Province

YEAR	MEANS CORE	GRADE
2002	9.47234	B
2003	9.906683	B+
2004	10.12422	B+
2005	9.85057	B+
2006	10.18447	B+
2007	9.75490	B+

(Source: Kenya Heads Association Newsletter 2008)

Upon this background the study was interested in investigating the role performance of QASO`s in instructional supervision in Bureti District secondary schools.

1.2 Statement of the Problem

Following major reform in the Directorate of Quality Assurance and Standards which was previously accused of being fault finders, police officers, autocratic and poor listener (MOE: Annual QASO report 2005/06). The directorate was now charged with ensuring, quality in all aspects of education and training. Its new approach was based on recognition of other opinions, dialogues and exploring of other available opportunities. To achieve this, it was encouraged that QASO`s approach to assessment must take cognizance of basic tenets of principle centered leadership approach. Their tenets included personal relationship (integrity), team work, trust worthiness, believing others, results based assessment, realistic comparison, well read, well informed and competence based assessment, realistic comparison. The second was for quality control officers to work on courtesy. This involved asking the concerned teacher to allow the QASO`s to enter his/her class despite the fact that the Education Act empowers the QASO`s to enter a class without having to ask for permission.

Secondary school principal occupy a very sensitive position in Educational Administration of schools to which they were appointed to head by the Teachers Service Commission (TSC). They were actually supervisors by nature of their positions (they are internal quality assurance officers). Similarly, Head of Department was a position which one was appointed either by TSC or internally by the principal. Their roles were also supervisory. Little seemed

to have changed since the onset of reforms, including the change of its name. This may lead to shortage in manpower necessary for county's development.

There have been a lot of complaints from stakeholders, politicians, and general public in relation to quality of teaching/Learning in various secondary schools in Kenya. The problem was attributed to many factors, According to MOE report on the Sector Review and Development (2003) the problem was attributed to: teachers, inadequacy, ineffectiveness and motivation; poor physical facilities affect performance in KCSE exams. The report recommended that supervision of instruction to be used to offer instructional improvement within the education system. It was also advised that skills and techniques devised to use in assessing and evaluating the teachers' role in classrooms. There was a little research done in Kenya on the instructional supervisory practices used by QASO's, Principal and Heads of Departments (HODs). The study aimed at unearthing the role performance of QASO's in instructional supervision in secondary schools in Bureti Districts and problems they face and possible interventions to address the same.

1.2.1 Purpose of the Study

The purpose of the study was to investigate the role performance of QASO's in instructional supervision and establish how it affects the quality of education. To do this the study investigated ways in which the QASO's carry out their duties. The study went further and examined the academic and professional education that QASO's, Principals and HOD's received in preparation for the supervisory roles that they played in instructional supervision. The study also had a keen interest on whether QASO's, Head teachers and Heads of Departments carried out the necessary instructional supervisory practices and if so how often. The study also investigated the problems facing QASO's and possible interventions of the same,

1.3 Objectives of the Study

The objectives of the study were:-

- i. To determine the role performance of QASO's in relation to their tasks as perceived by other education stake holders.
- ii. To identify the problems faced by QASO's in their role performance.
- iii. To come up with measures that could be adopted to alleviate the problems QASO's face in carrying out their roles

1.4 Research Questions

- i. What is the performance of QASO's in relation to their tasks as perceived by other education stake holders?
- ii. What problems were QASO's facing in carrying out their roles?
- iii. What measures could be adopted to alleviate the problems QASO's' face in carrying out their roles?

1.5 Significance Of the Study

The study was important to various education stake holders. To Ministry of Education The study would provide a reference document on current practices in instructional supervision. This was useful to those in service and pre service teachers and other stakeholders. The study was also to provide \basis on which performance based contracts were signed by QASO`s. This enabled the ministry to gauge performance of individual QASO`s. The study was likely to prompt curriculum development body (KIE) and individual senate of public universities to include a unit on instructional supervision to prepare education managers. The findings of the study could play a major role in enabling Public Service Commission (employer of QASO`s) and Teachers Service Commission (employer of Head teacher and Heads of Departments) to establish criteria for appointment of supervisors who could manage instructional supervision effectively.

For the schools the study would promote the strengthening of internal supervision leading to improved results in KCSE exams. For Quality Assurance and Standards Officers the study could be of help to directorate of quality assurance and standards in coming up with curriculum and programme for capacity building and induction for newly appointed officers, Head teachers and Heads of Departments. This would equip them with the necessary operational skills in instructional supervision. It would also stimulate serving QASOs, Head teachers and Heads of Departments to initiate and conduct more in-service courses and seminars for themselves and teachers they supervised. Study could also be of good help in fostering positive attitude to QASO`s by teachers.

1.6 Limitation Of the Study

The study confined itself to population of Bureti District Secondary Schools only. Due to financial and time related constraints, the study employed a research design that do not allow

for the determination of causation. The study therefore limited itself to the establishment of interests without the intent to conclude that one variable caused the other and vice versa.

1.7 Delimitation Of the Study

Bureti District is one of the Districts in Rift Valley. Its neighboring Districts included: In the South Rift:- was Nyamira and parts of the newly created Masaba District to the East was Bomet District, to the North was Kericho District and North East was Mau forest in Nakuru District. Portion of northern part was fully occupied by the Multinational Tea Estates with its seven tea factories. The district was served by one main tarmac road and three feeder tarmac roads which cross – crossed the East, South and West of the District. To the North was the all murram road. Hence the conditions in the District may be different from those of other settings.

1.8 Assumptions Of the Study

The assumption for the study were

- i) Secondary Schools in the District were frequently supervised by QASOs, Principals and Heads of Departments.
- ii) The respondents provided truthful and direct responses to the questions in the questionnaires
- iii) All secondary schools in Bureti District were equitably supervised

1.9 Theoretical Framework

The study was guided by Role theory by Mead. This was a perspective in social psychology that considered most of the everyday activity to be living up to their roles or expectations of others.

Mead conceived the following about social behaviors:- People spend much of their lives in groups; Within these groups people often take distinct positions; Each of these positions could be called a role with a whole set of functions that are molded by the expectations of others; Formalized expectations become norms when enough people felt comfortable in providing punishment and rewards for expected behaviors; Individuals were generally conformists and in so far as that was true, they conformed to roles; The anticipation of rewards and punishment inspire this conformity.

Mead's argument was that people had internal schemas about the role of leaders, based on what was read, discussed and so on. We simply send these expectations to our leaders, acting as role senders for example through the balanced of decisions. We take upon ourselves and the decision we leave to the leader. Leaders were influenced by these signals, particularly if

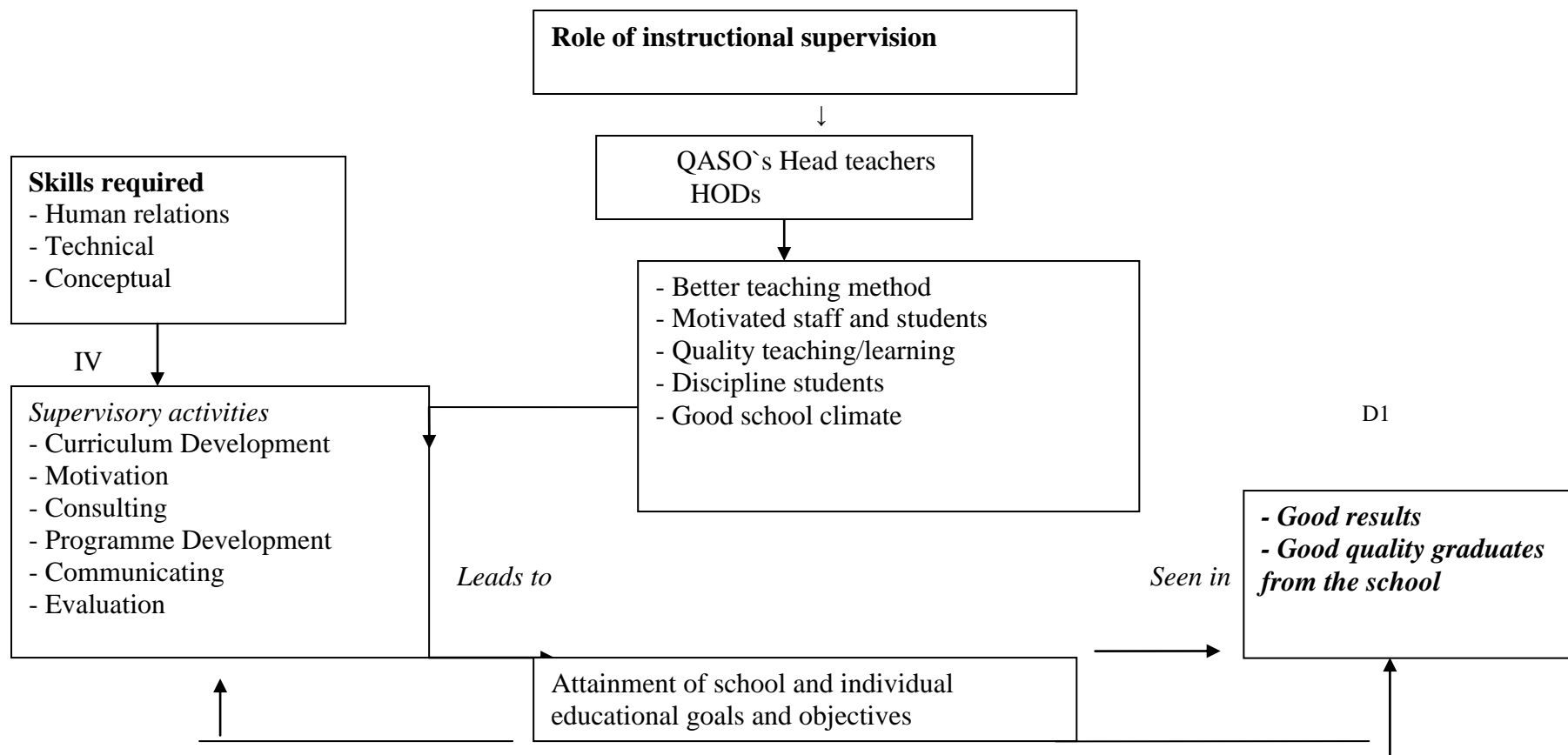
they were sensitive to the people around them, and would generally conform to those playing the leadership role that was put upon them by others. Within organizations, there was much formal and informal information about what the leader role should be, including leadership values, culture, training sessions, modeling by senior managers and so on. These and more acted to shape expectation and behaviors around leadership.

Role conflict could also occur when people have differing expectations of their leaders. It also happened when readers had different ideas about what they should be doing verses the expectation that were put upon them. QASO`s, Principals and Heads of Departments were leaders. Their roles were clearly stipulated, education act (1968) clearly stipulates the role of an inspector of schools. Teachers and other stakeholders had roles expectation for QASO`s. Similarly TSC code of Regulation stated the functions of Principal. Similarly roles of Heads of Department were given from time to time by TSC. The roles of these offices were clearly defined so as to avoid role ambiguity.

Role conflict at work was fairly common. When role expectation of a job were materially different or opposite, the role incumbent tend to be in role conflict because he/she cannot meet one expectation without rejecting the other. Role conflict may or may not be desirable. Role conflict within a school organization may develop as a result of differences of opinion among two or more groups, which hold expectation for the same role. Role expectation were usually determined before a person assume a given role for example when a new principal is appointed in a school, the teachers already know what to expect from him/her.

1.10 Conceptual Framework

The study was based on concept that instructional supervision leads to improved performance by teachers in Secondary Schools. Instructional Supervision includes motivation, program development, decision – making, communication and evaluation. This would best be achieved when supervisors possesses, human relation and technical skills. When above were carried out, they lead to better method of teaching, motivated teachers and hence motivated students. This could be enhanced through capacity building for QASO`s and availing the necessary facilities. The results would be improved school performance and achievement of Educational objectives for the school.



Key

IV -Independent variables

D1 -Dependent variables

Source: **Self**

Fig 1.1 Conceptual model showing, how role of instructional supervision of QASO`s led to good results from a school

1.11 Definition of Operational Terms

Assessment – This involved the measurement of performance against set criteria. It was also called inspection.

Attitude – Refers to positive or negative opinion and feeling that individuals have towards a situation like supervision.

Classroom Instruction – Refer to planned contact between teachers and pupils to facilitate teaching/learning process.

Instruction – Refer to planned interaction between teachers and students

Quality Assurance and standards officer: QASO`s- This referred to current term used instead of inspector of schools.

Instructional Supervisor – Referred to a person appointed by Ministry of Education e.g. quality Assurance and standards Officer to supervise teaching/learning at school. TSC could also appoint e.g. Principal/Head of Department. They assist teachers in improvement of instructions.

Principal/Head Teacher – Refer to male/Female appointed to head Secondary School by TSC.

Private Secondary School – There are schools which were run by Private individual or Organizations.

Public Secondary Schools – These were schools which were fully sponsored by the government.

Quality – In education emphasized enrichment in process and outcome of learning achievement. It was the development of independent, analytical, creative potential of individual, including imagination, spiritual and ethical values.

- Is accommodative in ensuring the identification of individual talents and enhancing them. It enhances relevance.

Quality Assurance – They refers to all those planned and systematic structures that inspires a confidence that quality can be achieved. It encompasses all policies, systems and activities directed to ensuring the maintenance and enhancement of the quality of the Educational Provision.

Quality Audit – This referred to external scrutiny aimed at providing guarantees that school need suitable quality assurance and control mechanism in place.

Quality assurance and standards officers mostly do this.

Quality Control – Referred to arrangements and procedures which verify their good management in school, was being carried out in a satisfactory manner.

Supervision – Referred to dimension of Education Administration which was concerned with improving instructional effectiveness.

Skills – Ability to use ones knowledge in performance of motor cognitive and affective acts.

Supervisor – A person who achieve result through people.

Supervisory practices – Referred to activities carried out by QASO`s and Principals within the schools and under their jurisdiction. These activities were aimed at improving instructions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of the study was to investigate the role of QASO`s in instructional supervision and establish how it affected quality education. To do this the study investigated ways in which QASO`s carried out their duties and the problems they faced, and possible interventions. The objectives of the study was i) to determine the role performance of QASO`s in relation to their tasks in relation to their tasks as perceived other stakeholders. ii) to identify the problems faced by QASO`s in their role performance iii) measures that could be adopted to alleviate the problems. Literature was reviewed in the following thematic areas; the concept of quality education, the role of QASO`s.how supervision was carried out in a secondary schools. Structure of MOE, function and challenges and possible interventions, and summary of literature reviewed.

2.2 The Concept of Quality Education

Lezotte (1991) identified seven correlates of effective schools as indicators of quality education which was a means to achieving high and equitable level of partial learning. According to him in an effective school; there was clearly anticipated school mission through whom the staff shared an understanding of and commitment to instructional goals priorities assessment procedures and accountability. Staff accepted responsibility for student learning of schools essential curricular goals. The other indicator of an effective school according to Lezotte was where, there was a climate of expectation in which the staff believed and demonstrates that all students could attain mastery of essential content and school skills and the staff also believed that they had the capability to help all students achieves that mastery.

He further noted that in an effective school the principal acted as an instructional leader and effectively and persistently communicated school mission to the staff, parents and students. The principal understood and applied the characteristics of instructional effectiveness in the management of instructional programme. Another correlate was that in an effective school, student academic progress was measured frequently. Varieties of assessment procedure were used. The results of the assessment were used to improve

individual students' performance and also to improve the instructional programme. Lezotte attributed that in an effective school, teachers allocated a significant amount of classroom time to instruction in the essential content and skills.

For a high percentage of this time students were engaged in whole class or large groups "Teacher-directed planned learning activities". According to him effective school should have business like atmosphere which was free from threat of physical harm. The school climate was not oppressive and was conducive to teaching and learning. Lozette did not rule out the home-school relationship he argued that in order to have an effective school should understand and support the school mission and play an important role in helping parents the school to achieve that mission

2.3 Role of QASO`s

Ominde Commission Report on Education (1964) was the first report to advocate for independent QASO body. It recommended on strengthening of inspectorate and divorcing the administrative work from it. This was done to establish a new relationship with serving teachers. The professional link was important because it enabled inspector to be looked at as advisor and friend rather than a policemen. Sessional paper No. 1 of 2005 expanded the mandate of quality Assurance to cover all educational and training services regardless of the Ministry under which provider falls (Ministry strategic plans (2006/2011)).

According to Education Act, chapter 211 section 18, school inspectors were charged with authority to: - Enter any school at any time with or without notice and inspect or audit the accounts of the school or advise the manager of the school on maintenance of accounting records, and may temporarily remove any book or records for purposes of inspection or audit: Enter any school or place which was reasonably, suspected that a school was being conducted at any time with or without notice. They also had authority to request the principal of the institution to place at his/her disposal all facilities, records, accounts, note books, examination scripts and any other materials belonging to the institution that he/she may require for purpose of inspection or audit.

The Ministry of Education had a National conference on Education in November 2003, in which the stakeholders recommended a new policy framework for Education sector.

This policy document paved way for reforms in Education sector. As a result of this, new offices were created and inspectorate was renamed. The following were some of the areas that have been addressed; i) changing the title inspector to Quality assurance and Standards officers, this was done to form a link between teachers and officers. ii) Recruitment of qualified human resource, Quality assessment can only be achieved when efficacy, skills and efficiency of QASO`s was high to monitor and harmonize all activities necessary to achieve quality education.(iii)increasing minimum entry grade from job group K to M to attract more human resource ,(iv) publication of hand book on Inspectors Manuals,. Previously, used to use circulars(v)Capacity building of QASO`s in terms of training .equipment and appropriate software.(vi) Strengthen Directorate of Quality to enable it monitor curriculum delivery in all schools in Kenya and establish monitorable achievement outcomes

2.4 How Supervision is Carried out in a Secondary School

The inspection guideline unveiled in 2000 encourage learning institution to operate like business. This was intended to help institutions add value to education of the students. QASO`s were now supposed to follow guidelines summarized in form of a score table as opposed to old methods where they were simply summarized their impression on the operation of a school. The tables had clear guidelines on how score was to be awarded for various areas that were assessed. These were supposed to be shared with stakeholders immediately after inspection (Assessment). The purpose of this assessment was to have an overview of quality of education based on agreed “All round Performance Indicators” of an educational institution. The changes were primarily informed by the fact that the stakeholder such as parents, community and government were increasingly insisting that they get value from their investment (Inspection guidelines, 2001).

Organization and management theories have in the last few decades been increasingly applied not only to private companies to make them more efficient but also to school” Previously, inspection reports tended to reflect on biases of specific QASO`s. This was done at expenses of other equally important learning variables. These included environment, attendance in relation to gender and community relation with institution management. According to the guidelines, school managers would be given notice on the

impending inspection and would also be briefed on the various areas QASO`s would explore. Assessment was to be used as a way of improving system. School would no longer be ambushed. After the inspection QASO`s would share their findings with the stakeholders. This helped institutions improve their services to the clients who were students and parents (Inspection guidelines, 2000).

The inspection schedules were designed to make whole inspection process comprehensive and transparent. The school discussed the schedules and used these professional documents and school development before the inspection took place. The preparation notice was important because apart from putting teachers and school management on their toes to prepare adequately, it also made learners benefits directly or indirectly before inspection. Moreover, even if the inspection did not take place the institution would gain from performance benchmark obtained by directorate of quality assurance. The guidelines were designed in such a way that they elicited objectives and measures objectives reinforced would ensure that they mainly has access to cost-effective and up to date data (Inspection guidelines, 2001).

The new assessment method puts more emphasis on central issue, such as enrolment, legal status of institution and status. The areas were normally covered generally. According to MOE inspectorate manual (2000) Schedule 1, Demographic performance: Schedule 2, Human Resources Management this was curriculum management, whole institution, factors: schedule 3, Institution which was Community Relation : Schedule 4 Learner welfare and participation issues which is Schedule 4, Physical Environment: Schedule 6, Text books and other teaching and learning resources: Schedule 7 Financial Management issues: Schedule 8 Individual teacher observation : Schedule 9 Overall quality teaching and learning:

Schedule 9 Executive summary report. Each of the mentioned areas had specific schedule of data collection. For purpose of data collection at school level, the following tables were used:

Table 2.1 showing schedule of data collection by QASO`s

3 (E)	2 (G)	1 (S)	0 (U)
Excellent, very much,	Good, a lot	Satisfactory	Unsatisfactory
Always/very often	often	Adequate	Very little
		Usually	Never/rarely

Each of the tasks areas mentioned earlier had its schedule (Guidelines) each schedule allowed QASO`s to grade effectiveness of an institution according to above scale. After each graded section there was a space for comments. This would allow QASO`s to justify high or low scores as well as what needed to be highlighted. All schedules had summary section at end. This was divided into two parts: - The first for collection of overall findings, the second for recommendation and examples of good practices to help chart way forward. All comments to be recorded on the sheets provided. Final schedule the institutional executive summary again relates back to the initial schedule to ensure that its findings and recommendations were based on evidence established by other nine schedules. QASO`s must be diligent and analytical when addressing each question on the schedules to ensure that data was reliable and valid and judgments were firmly based on that data. This may involve speaking to several players as well as consulting appropriate documentation and observing practice. If the QASO`s didn't do so effectively, this ensured that the judgment and advice of the QASO`s was respected by all stakeholders. (MOE inspectorate manual, 2000)

2.5 Basic Skills in Supervision

Supervisors must have skills to be able to effectively discharge their functions. These skills included conceptual skills which involved the ability to acquire, analyze and interpret information in a logical manner. Supervisors should understand both internal and external environment in which they operate. They also needed to understand the effects of the change in one or more of those environments on the organization for which they worked for. Supervisors should enhance their supervisory effectiveness by acquiring newer and emerging concepts and techniques in supervision. Through further training and staff seminars the conceptual capacities of supervisors could be expanded. Another

indicated skill was human relation skills; this referred to the ability to understand teachers and to interact with them effectively. Human relation skills enabled supervisors to act both officially and humanely. This was important for dealing with teachers not only as individuals but also groups. This could be acquired through training and experience. Another stated skill was technical skills; this included understanding and being able to perform effectively the specific problems, practices and techniques of specific jobs in an organization. Supervisors may not always have all the technical skills, but they were supposed to understand what they were supervising. They needed to have enough technical knowledge in order to make sound judgment (Otieno, 2004).

Otieno (2004) similarly portrayed quality of a good supervisor. Otieno believed that a good supervisor must be a leader, must be adaptable i.e. should be prepared to lead, coach and coax employees in order to get job done, must understand policies goals, objectives, rules and procedures in his/her profession, should take responsibilities sincerely, should be humble effective and team player, Protective and fair to all communicate with all employees. Otieno remarks that to strengthen supervision, supervisors should be trained so as to improve their professional and academic qualification and update themselves on the changes in curriculum, teaching and learning.

Although many scholars have formal preparation and training of them to be able to perform instructional supervision, Mbiti (1974) said that, in Kenya QASO`s and Principals were given position without formal preparation for them. The QASO`s were appointed after passing the Public Service Commission interview and deployed to the field to learn on the job. No training on supervision or curriculum development was offered, while training as teachers. The QASO`s were appointed on the assumption that skills acquired in their training, as teachers were necessary was sufficient prerequisite for their effective functioning as QASO`s. Training in relevant knowledge, skills, ideas and attitudes was necessary for adequate performance of their duties.

Maranga (1981) argued that education ideas were not static new changes and approaches in administration and new methods, practice and techniques of learning keep appearing in the education scene from time to time. Thus inspector of schools did not need pre service training alone. He required in service training also to acquaint him/her with those changes in education. Thus constant training of school inspectors makes them more dynamic than

routine. Trained supervisors would perform better than those not trained in supervisory duties. According to Marwanga F.K (2003) gave rationale for professional education for QASOs and principals he argued that public invest a lot in the Education of the young people of Kenya. If this investment was not entrusted in the hands of well trained principal, there was no guarantee that maximum production could be expected. The increase in the student population had compounded the Head teacher's responsibilities in terms of discipline and administration. The national and individual citizen expectation from the education system were greater and more complicated. It required a highly qualified principal to implement curricula that adhered to the national objectives and the individual demands. Marwanga also affirmed that, the knowledge explosion was another factor that required principals who could disseminate the knowledge that was appropriate for students in their schools and which was not.

2.6 Actual Supervisory Activities

QASOs and Principal were termed as leaders and supervisors. They led when they were instructing or advising on what and how work should be done. When dealing with these staff the supervisors extended their supervisory duties in the following areas:- Delegation of duties; Motivation of staff; Staff appraisal; Staff development programme; Inducting and orienting new staff ; Conflict resolution; Discipline of staff; Keeping of staff records; Curriculum Finance (Mulwa M.P 2003).

2.7 Major instructional supervisory functions

Staffing was an important component of school in that no instruction could take place without adequate number of teachers. The activities in staffing included: recruitment, selection, and placement. QASOs ensured Curriculum Based Establishment (CBE) for each school was worked out and this in turn was used by Teachers Service Commission to staff a given school. Another function of supervisory was Orientation, Induction and Placement. Heald and Morell (1968) describe the process as assignment of professional responsibilities reflective of systematic expectation it served either to inform the new teachers about the various practices and policies within the school system or provided the initiatory interaction between the components and the existing members of the system.

2.7.1 Motivation

Sartain and Baker (1978) have defined motivation as a state of mind that induces subordinates to want to do what the supervisor wants them to do. To successfully achieve this, they must have positive self-concept themselves and should be liked and respected by the teachers. Njooora (1988 p. 40) said could be achieved by: - Recognizing and rewarding teachers who do well; Ensuring that there was good interpersonal relations and that teachers felt secure in their job; Providing teaching/learning materials; Providing time tables for effective co-ordination of teaching; Involving teachers in decisions that affected their work; Treating them like people not as work units and of great importance providing for career opportunities.

Otieno (2004) addressing the subject The supervisors should ensure that teachers views were positive by motivating them through democratic supervisory techniques and letting them participate in supervisory practices and value their contribution to group decision. He elaborates further and stated motivation enable: - Staff to put a competitive spirit in their work; The staff gave their best to the job assigned to them and maintained high level of performance; it enabled the principal to control the behavior and discipline of his/her staff; It created an atmosphere of trust between the employer and employees and it had proved to be a good tool in retention of employees in an organization

2.7.3 Staff development programme

Wanga (1985) said that “Improvement of courses, standing, content, materials to try to meet needs of the students more effectively. In the process of programme development, the supervisors had to see to it that the developed curriculum was also implemented. In the process of implementing the curriculum, the head teacher should have knowledge, understanding and ability to interpret curriculum clearly to the teacher Mulwa (2003). Generally, this referred to programme designed to help staff upgrade themselves academically and professionally and as Mulwa Stipulated it may include:- In-service educational and training, staff appraisal, coaching and briefing staff on new development, correcting staff on duties which were not well done and induction of new teachers.

Supervisor was wholly responsible for staff development and therefore should have encouraged them to: Attend upgrading courses when organized by recognized bodies;

Enrolled in correspondence courses; Read a variety of books to get informed about the profession; Attend in service courses and in service programme; Learn and get conversant with staff regulation, circulars and standing orders; assist in administrative duties and attend exchange visits between schools.

2.7.4 Evaluation of teachers

Teachers' evaluation as part of instructional practice was emphasized by Teachers Service code of Regulation. It was supposed to be a continuous Olembo J.O (1992) saw evaluation as a process of providing feedback for improvement of instructional programme. A supervisor who provided feedback to the teachers enabled them to rectify any problems that may have arisen before it affected the pupils learning. In public school the Principal was supposed to submit an annual confidential report on each teacher at least once a year. To avoid unnecessary personal biases, the commission normally issued forms to be filled. TSC code (1986) states "Each head teacher was required to submit an annual confidential report on each teacher in the school at least once a year in form TSC/Conj/1. Wanga (1984) emphasizing this point said attempts to get feedback for improvement without evaluation; we depended on personal opinion and biases. We must therefore assure adequate, valid and criteria based data and record available. Sifuna (1974) emphasized further the need for evaluation and says that external supervision had its role in improving quality of teaching.

Dull (1962) discussed the purposes of teacher evaluation to include:- Helping teachers improve their performance; deciding on renewal appointment of a probationary teacher; Recording probationary teacher for tenure or continuing contract status; Recommending dismissal of unsatisfactory tenure or continuing contract for teachers; Selecting teachers for promotion for supervisory or administrative position; Qualifying teachers for regular salary increase: Selecting teachers to special recommendation From the literature indicated that for effective teacher evaluation to take place the principal should carry out the following activities as Olembo et al (1992) conferred: Establishing a good relationship with the teacher, informing the teacher before seeing him/her teach the class and informing him/her of your purpose and areas that you would supervise; Observing

the teacher's performance in class; Meeting the teacher in a quiet place after class to talk about your observation, as equals looking for a solution and improvement.

2.7.5 Discipline of staff

The supervisor was responsible for the discipline of his/her staff. He/she required ensuring that the regulation and rules were known to the staff. Copies of TSC code of Regulation, TSC Act, Education Act, and Public Officers ethics Act (2003) must be availed to the Teachers and support staff through heads of department or put in the staffroom/Library. The supervisor needed to be aware of the rules, regulations and discipline procedures in case of a breach. Thus the principal needed to know the contents of the following:- TSC code of Regulation; Education Act (1968) revised (1980); Sector of constitution of Kenya which deals with individual right to work and receipt of a just salary; Standing orders section D to M, which bears regulations on recruitment, selection and retirement and Public Officers Ethics Act (2003)

Discipline of staff was a key Principle to school success.

2, 7.6 Curriculum

Oluoch (1982) described curriculum as a course of study followed in a school or some other institution of Learning. Curriculum was equated to aggregate of the syllabus offered in a school. It was the formal course of study in a school. We have official, actual and hidden curriculum in school solutions. According to Otieno (2004): “ Instructional supervision involved activity by which educational Administration may express leadership in the improvement of learning and teaching such as observation of classroom instruction, conducting of teachers meetings and of groups and individual conference”. For instructional supervision to be useful to the teachers he/she should be aware of criteria and procedure used for the purpose of supervision. It entails the need for direct observation of teacher in classrooms. Head teacher should be the first to supervise before the external supervisors were invited to the compound

2.7.7 Structure of Ministry of Education

(a) Headquarters

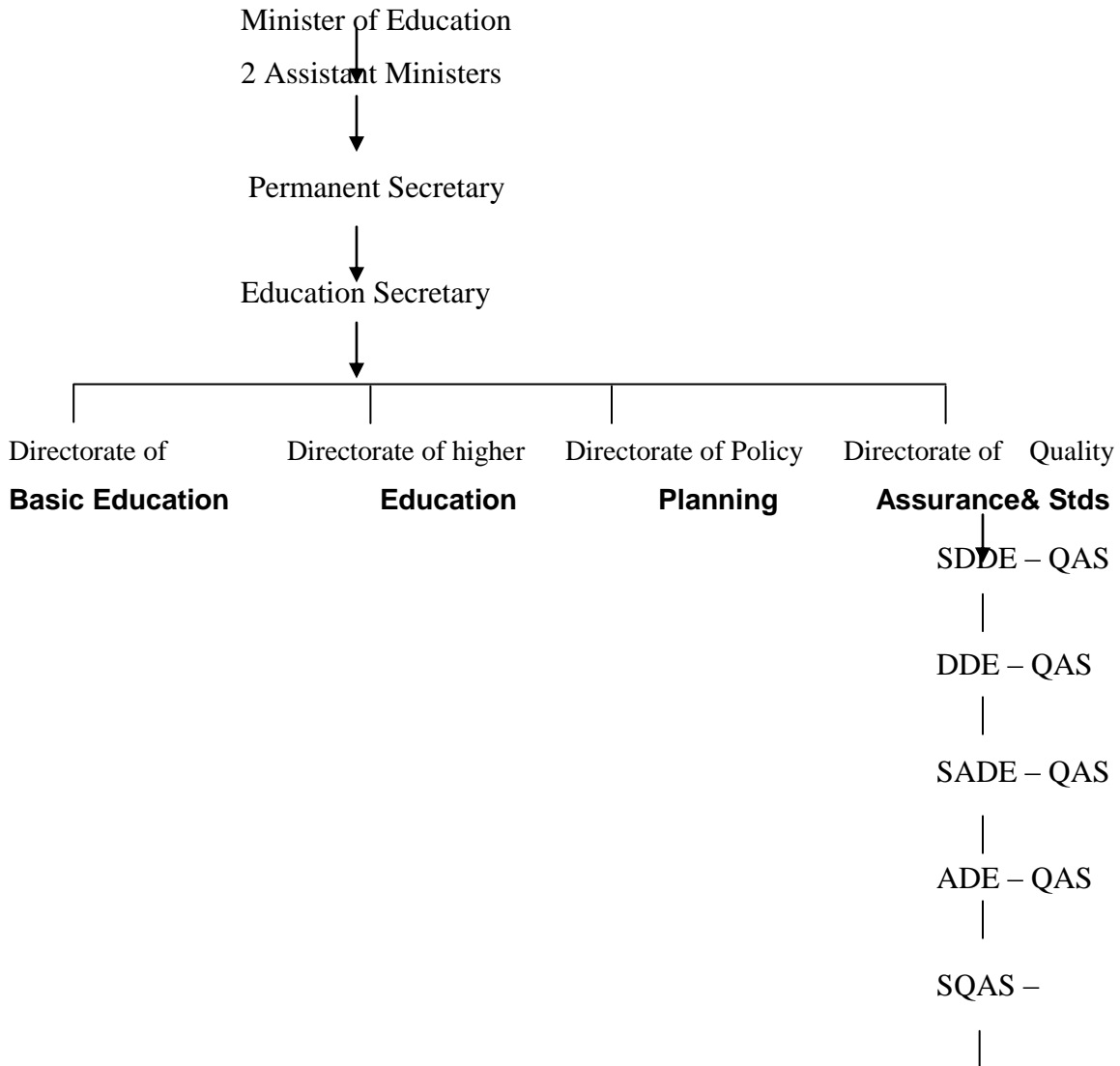


Fig 2.1; Showing Structure of Ministry of Education

KEY:

QAS – Quality Assurance & Standard for (all)

SDDE – Senior Deputy Director of Education

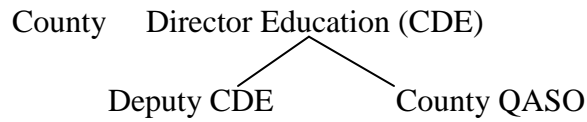
DDE – QAS - Deputy Director of Education

SADE –QAS – Senior Assistant Director of Education

ADE – QAS - Assistant Director of Education

SQAS – Senior Quality Assurance and Students Officer

b) At County Level



(c) At District Level

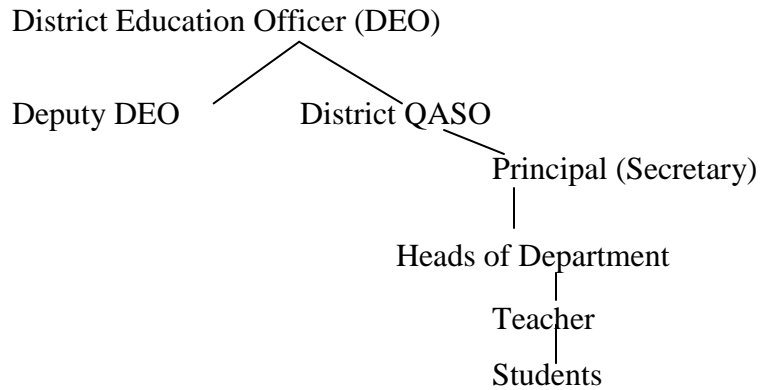


Fig 2.2; Structure showing the field offices of Ministry of Education

Source: Ministry of Education

2.7.8 Structure of Directorate of quality Assurance and Standards

The Directorate of Quality Assurance and Standards was the one responsible for Educational Standards in the Country. Refer to fig.2.1 and 2.2. The Educational Secretary Heads it, but the Director of Quality Assurance and standards was in charge of all assessments (Inspections) and quality assurance officers. The officers were deployed to Headquarters, county, Districts and Zones (For external) and Principal and Heads of department (Internal) supervisors. Over time, efforts have been made to enhance the quality assurance functions in the Ministry. (Strategic plan: 2006 – 2011)

Recently, efforts have also been made to rationalize work load, operational zones and institutions to ensure that quality assurance services were available to all learners. To improve mobility at local level, quality assurance officers have been provided with motorcycles and financial allocations to District Education Officers increased to finance fuel and other logistical requirement (MOE strategic plan: 2006 – 2011).

Under KESSP various strategies have been articulated aimed at improving quality assurance services. The strategic objective for this area was to establish an effective school based quality assurance programme with a strong back up support from the headquarters.

2.7.9 Functions were (GOK Inspectorate handbook 2000)

The function of Directorate of quality and standard assurance were stipulated in the GOK Inspectorate hand book (2000) they included: Advising on curriculum evaluation in collaboration with Kenya national examination council; Advising the government on the trends pertaining to learning institution in areas of quality, access, gender, enrolment, wastage, retention, curriculum delivery, learning and teaching materials, leadership, staffing, governance, health care, career, guidance, discipline, pre –service and in –service training of teachers costs and instructional development; Reviewing the learning and teaching materials in collaboration with Kenya Institute of Education (KIE); Advising stakeholders in educational matters pertaining to curriculum delivery, assessment and provision of rewards; Monitoring and advising on standards in Education based on “All round standards Performance indicators (Bench marks) e.g. sports, games, drama. Music, Science congress, Scouting (Girl Guide, Academic performance, Health care, pupil welfare, spiritual wellbeing of pupils, provision and optimal use of resources; Advice on identification, selection and promotion of teachers and school advisors in collaboration with TSC; Provision of guidance and counseling services to educational institution and finally carry out assessment in all educational institution and compile appropriate report. The need for higher quality education made instructional supervision necessary. Parents invest a lot of money in school therefore required value for their money.

The selection of quality Assurance officers was done by Public service commission. Posts were advertised. The short listed candidates were then interviewed. Those who went through interview were appointed and deployed as quality Assurance and standards officers at various levels e.g. National, county,, District and zones.

The current structure was centralized and bureaucratic. The weaknesses as highlighted in Koech’s Commission (1999) report included: Long chain of commands which had the effect of delaying decision making; Poor communication systems, operating mainly from

top to bottom; Rigid adherence to rules and regulations and an untrained human resource base which was often irrationally deployed. Kamunge Report (1988) recommended the revamping and strengthening of district level educational services by assigning work of professional and support personnel at district level, to manage the expanded educational services. This necessitated the assignment to districts of highly qualified and experienced educational administrators and QASO`s, who were not able to supervise and direct ground level educational services with competence and confidence. There was need to deploy senior staff to enhance field operations. The services offered at the headquarters should be confined to policy and co-ordination issues and decisions on various reports from the field affecting education and training.

2.8 Challenges facing the Directorate of Quality Assurance and Standards.

In pursuit of quality assurance and standard the ministry faced various challenges as was elaborated in (KSSP 2005 – 2010) they included; Inadequate school level supervisory capacity Lack of tools to measure learning achievements; Inability of directorate of quality assurance and standards to organize sufficient project based in service courses to address shortcomings related to revised curriculum generic and assessment skills; Lack of national system of teacher INSET accreditation, thus most of the courses had not been co-coordinated and standardized; Lack of capacity to adequately assess special needs and respond to them; Publishers over concentration on production of curriculum materials in main subject areas thus learning some subjects without adequate support materials; Inadequate support to QASO`s at school and Zonal level and inadequate number of QASO`s to supervise instructions

2.9 Strategies to address the challenges

To address the policy issues and thus ensure provision of quality education, the government applied the following strategies laid down in GOK policy paper no. 1 (2005). Conducting subject based content mastery improvement and pedagogical skills upgrading training; monitoring school level curriculum delivery to determine existing discrepancies in institutional methodology and areas that needed attention; Undertaking research to

determine the quality of education being offered; Establishment of school broadcasting channel and equipment for KIE; Establishment of item banking at KNEC; Development and production of curriculum support materials not currently being published by commercial publishers; Reactivation of subject panel at school level; Developing of the capacity of QASO`s to enable them ensure quality at all levels; Establish and adopted a performance based management system in the appointment and development of educational managers at all levels; Converted high ridge teachers college to a full time skill training institute under KEMI; Ensured constructive dialogue with key actors as a means of reaching and receiving feedback and incorporation of emerging issues into policy development and planning process.

2.9.1 Summary of literature reviewed

The role of QASO`s was well elaborated in much literature. However their equitable practicabilities in various secondary schools of different calibers have not been documented. The role performance by QASO`s at the ground level was not well documented in many of the reviewed research. The researcher had identified a gap of knowledge between what was supposed to be done and the actual performance of the QASO`s. Through the literature it was clear there was no a mountain challenge that hinders the role performance by the QASO`s. The literature had revealed internal QASO`s could be on regular basis present bigger deviations when providing education services.

CHAPTER THREE

DESIGN AND METHODOLOGY

3.1 Introduction

The purpose of the study was to investigate the role of QASO`s in instructional supervision and establish how it affected quality, To do this the study investigated ways in which QASO`s carried out their duties, problems they faced and possible interventions. The chapter covered the following; research design, target population. Sample and sampling techniques,.research instruments, reliability, validity, data collection procedures, and data analysis techniques.

3.2 Research Design.

This study adopted descriptive survey design-. A descriptive study aimed to describe the relationship between variables and other factors of interest as they exist in a specified population (Creswell, 2003). This design was ideal for gathering information regarding people`s behaviour, feelings and opinions about educational issues (Kombo & Tromp, 2006). Argued that the survey method was widely used to obtain data useful in evaluating present practices, and providing basis for decisions. This was also stated by Borg and Gall (1989) who said that survey collects data about variables or subjects as they were found in a social system or society.

3.2.1 Variables

Variable for the study were: refer to Fig, 1.1

Independent variable (IV)

For the study the independent variables were role activities that were being implemented e.g. Curriculum development, motivation, consulting, program development, communicating and evaluating.

Dependent variables (DV) were outcomes e.g. good results and quality graduates from the schools

3.3 Location Of the Study

The study was carried out in Bureti District, Kericho County. Singleton (2003) argued that study location should be accessible to the researcher. The district was fairly well served with all weather roads which facilitated ease of travel by the researcher and hence reduce transport expenses. The district had continued to register poor KCSE for

sometimes. The researcher being familiar to the district was able to get information with ease from various QASO`s, Principals and Heads of Departments.

3.4 Target Population

The target population for this study was public secondary schools, Quality Assurance and Standards officers, head teachers and heads of department in Bureti District. According to statistics there were 67 secondary schools in Bureti District, distributed as follows: - Mixed secondary 53, Boys Secondary 4, Girls Secondary 10, the study focused on the QASO`s in charge of secondary programme, 18 principal of selected secondary schools and their 18 heads of department.

3.5. Sampling Techniques and Sample Size

The study utilized simple random sampling to obtain its sample. There were five divisions in Bureti district namely Sotik, Bureti, Konoin, Roret and Kimulot, all the five division were selected for the study. 20% of schools were randomly selected from each division this made a total of 18 schools. All head teachers from the selected schools were included in the study. From each of the selected schools one head of department was randomly selected, this made a total of 18 head of departments.

Purposive sampling was used to select district QASO;

Table 3.1 showing distribution of school in all five divisions in Bureti District

Division	Boys school	Girls school	Mixed school	sub total
1. Sotik division	1	2	8	11
2. Bureti division	2	5	16	23
3. Konoin division	1	2	13	16
4. Roret division	-	-	12	12
5. Kimulot Division	-	1	4	5
TOTAL	4	10	53	67

(Source: Bureti District Education Office)

3.5.1 Sampling Techniques

Having categorized schools into each division, 20% of the schools in each division were selected for the study; according to Mugenda (1999) 10-30 % sample size of the whole population was representative enough for the study.

Table 3.2 Showing 20% of school in each division and cumulative totals

Division	Boys schools	Girls Schools, ,	Mixed Schools, .	Approx. No	Schools to be visited		
1. Sotik	1	0.2	2	0.4	8	1.6	4
2. Bureti	2	0.4	5	5	1	3.2	5
3. Konoin	1	0.2	2	0.4	13	2.6	5
4. Roret	-	-	-	-	12	2.4	2
5. Kimulot	-	-	1	0.2	4	0.8	2
TOTAL							18

3.6 Instruments

The data collection procedures used in the research was the primary model and the secondary model procedures. In the secondary data procedures the use of library research materials, information gathered from ministries and organizations as well as historical data collections was used and in the primary data collection procedures used was a structured and unstructured questionnaire in order to gather more information on the problems.

Data from the QASO's was collected using questionnaires administered by the researcher. Questionnaires were developed to suit the purpose of this study based on research questions. The instrument that was used in the research was both structured and unstructured questionnaires; this was done in order to get adequate information on the problem. A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). Questionnaires were used to collect data from the QASO's respondents were not likely to be manipulated by the researcher since they filled the questionnaires independently. The questionnaires consisted of both open-ended and closed-ended questions which were designed specifically for respondents in line with the research objectives.

3.6.1 Questionnaires

In the questionnaires there were both open-ended and closed-ended questions whereby the open-ended type allowed the respondents to respond freely in any way they liked, these types of questions yielded valuable insight into what respondents were thinking off, and in the closed-ended type the subjects responded freely but limited to number of fixed response alternatives that were given in the questionnaires. Closed questions were easier to code and the response alternatives are the same for everyone. In these closed-ended questions, the respondents were asked to choose categorical choices of given alternatives. The questionnaires captured all questions guides by research objectives.

3.6.2 Validity

Validity was the accuracy and meaningfulness of inferences which were based on research results. In other words it was the degree to which results obtained from analysis of the data actually represented the phenomenon under study.

According to Orodho (2005), validity refers to the extent to which an instrument measures what was supposed to measure. The instrument was evaluated for content validity that was the extent to which the questionnaire contents which included the use of appropriate vocabulary, sentence structure and whether the questions were suitable for the intended respondents. According to Huck (2000), content validity was done by expert judgment. The instrument was scrutinized by my supervisors and lecturers in the department to determine whether the items in the instruments adequately addressed the objectives of the study. The researcher also sought the expertise of other researchers who conducted research on similar studies to check if the instruments were viable to collect the intended data.

3.6.3 Reliability

Reliability was measure of the degree to which a research instruments yields consistent results after repeated trials. This was influenced by random errors.

Reliability was a measure of the degree to which a research instrument yielded consistent results Mugenda and Mugenda (2003). This study employed half split method to test the reliability of the instruments. Split-half method was a type of reliability based on the coefficient of internal consistency of questionnaire as a research instrument. It divided the instrument in to two halves in terms of even and odd numbers after it had been

administered. Each half was scored independently of the other with items of the two halves marched on content, if test was reliable, the score on the two halves had a high positive association co-efficient Orodho E. (2005). This procedure was preferred because of its ability to measure internal consistency of the instrument being tested.

3.7 Pilot Study

It was necessary to pilot-test the instruments to ensure that the items were clearly stated and could be understood by the respondents. The main purpose of the piloting was to determine validity and reliability of the research instruments. To test the validity and reliability of the instruments the researcher carried out a pilot study of 2 schools in Bureti District. The instruments were distributed among QASO`s, principal and head of departments in the two selected schools. The instrument was administered to the same group of respondents after a period of two weeks. Results was to be analyzed and if need be, instruments modified. The two selected school were not included in the final study.

3.8 Data Collection Techniques

The study sought approval from the Kenyatta University graduate school. A permit was also sought from the ministry of Higher Education, Science and Technology before the study was conducted. Consent was sought from individual respondents and the institutions that were included in the study. An advance letter was sent to the sample respondents explaining the purpose of the study.

A total of 5 interviewing teams carried out the data collection during the main survey. Each team was composed of one coordinator and research assistants. Data was collected over a one month period.

3.9 Data Analysis and Presentation

Data collected was analyzed using descriptive statistics methods. Data collected through the questionnaires were analyzed according to emerging patterns or opinions derived through statistics using Statistical Package for Social Science (SPSS) and Ms excel. Data was organized in frequency distribution tables. Graphical presentation of data included pie charts and bar graphs.

3.10 Logistical and Ethical Considerations

Before the research was conducted, the researcher sought permission from the university requesting for a letter of introduction. The researcher would also design objective questionnaires and with questions guarding the respondent's privacy taking not of their physical and psychological needs. The researcher went ahead and guaranteed the respondents confidentiality of any information that they gave during the interviews. Caution was also being taken to optimize the time taken by each participant to respond to the questions or else the respondents would be pursuing their own interests .

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

The purpose of the study was to investigate the role performance of QASO's in instructional supervision and establish how it affected quality of education. To do this the study investigated ways in which the QASO's carried out their duties.

The study went further and examined the academic and professional education that QASO's, Principals and HOD's received in preparation for their supervisory roles. The study also had a keen interest on whether QASO's, Head teachers and Heads of Department carried out their necessary instructional supervision and practices and if so how often. Problems facing QASO's and possible interventions were also looked at.

The findings of the study were presented in the following thematic areas;

- i) Demographic profiles of the respondents
- ii) Role performance of QASO's in relation to their tasks as perceived by other stakeholders
- iii) Problems QASO's faced in carrying out their roles
- iii) Measures that could be adopted to alleviate the problems faced by QASO's

4.2 Demographic profiles of the respondents

In order to determine the gender, level of education and the marital status of the respondents, the following were their details.

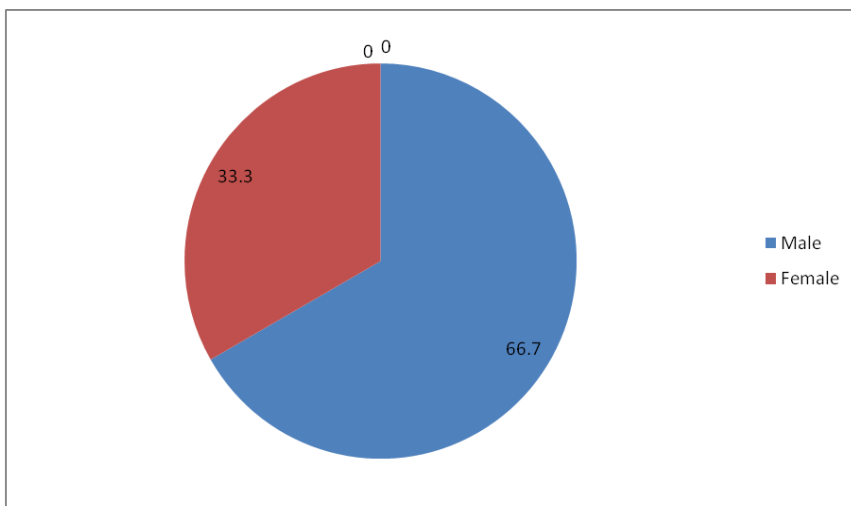


Figure 4.1 Gender of the respondents

From the Figure 4.1, majority (66.7%) of the respondents were males with only (33.3%) being females. This showed majority of the respondents were males. It could be deduced from the results that there was a huge gender imbalance in QASO's and hence sector leadership

4.2.2 Marital Status

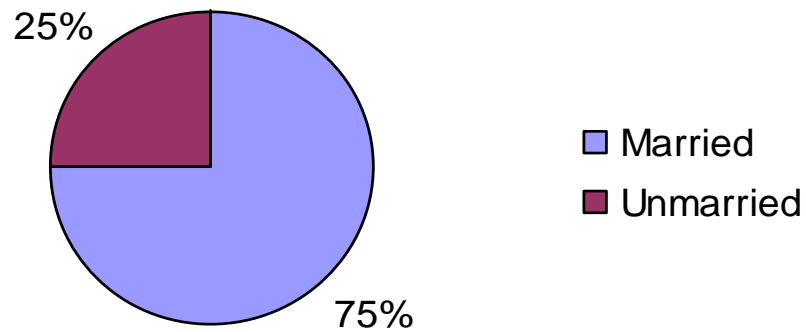


Figure 4.2 Showing marital statuses of respondents

From the Fig 4.2, majority of head teachers 75% were married while minority 25% was unmarried

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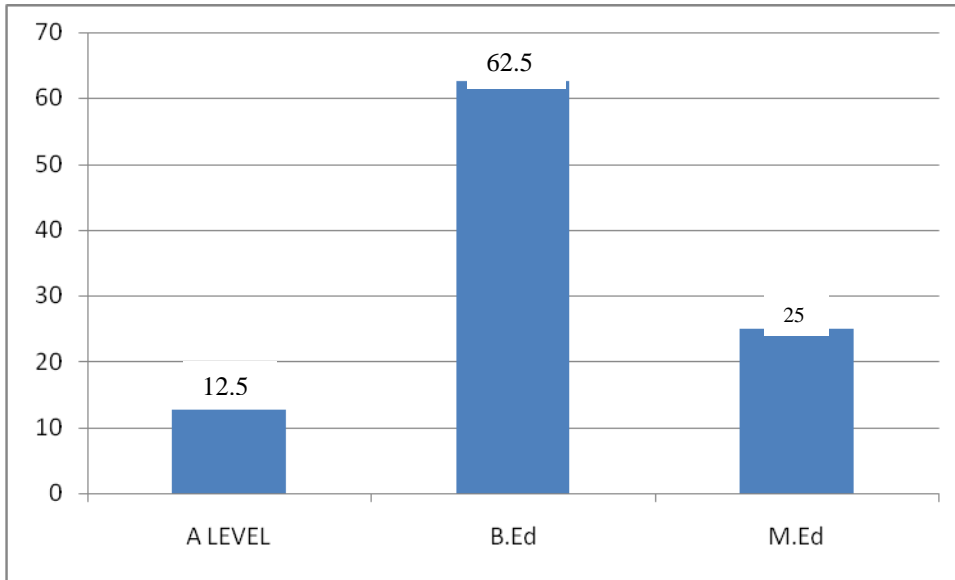


Figure 4.3 The level of education of the respondent

In order to determine the competence of QASO's the researcher sought to find out the level of their education. As Figure 4.3 shows majority (62.5%) of the respondents had attained a Bachelor of Education degree, those with Masters of Education degree were 25% and those with 'A' levels were 12.5%.

This shows that majority of HODs, principals and QASO's had attained minimum required education level for their positions. The higher number of Bachelors of Education holders was due to the requirement by TSC that one should have it to teach and head a secondary school. This implied that all those in position met the requirements for supervisory positions

4.3 The role performance of QASO's in relation to their task as perceived by other education stake holders

QASO's play a major role in monitoring and advising on standards of education and quality being offered in schools.

The study sought to find out the role performance of QASO's as perceived by principals, heads of department.

The main area focused included

Table 4.1 Showing tasks checked by QASO`s in a school

ACTIVITY	n	%
Staffing in school	13	81.25
Syllabus coverage	8	50
Teaching methods	8	50
Physical facilities	11	68.75
Instructional materials	8	50
School Board of Governors	10	62.5
Academic standards	11	68.75
Organization of workshops/seminars	13	81.25
Discipline of pupils/teachers	8	50
Professional records e.g. scheme of work	11	68.75
Financial records	5	31.25
Co-curricular activities	8	50
Evaluation of pupils	10	62.5
Guidance and counseling	10	62.5

From Table 4.1, it could be inferred that QASO`s while on a visit to schools emphasized nearly all the highlighted areas, specifically.

i) Staffing- this was because the teachers were core in implementing the curriculum. They covered the syllabus using the appropriate teaching and learning methods and used variety of instructional materials. 81.25% respondents reported the understaffing in their schools .This may have contributed to poor KCSE results, to bridge the understaffing each school resorted to employing BOG teachers. This was a burden to parents in terms of paying their salaries.

ii) The financial records-were major checked in details by schools auditors, where as QASO`s looked at them superficially that why the percentages were low (31.25%)

iii) For effective teaching and learning, the school physical facilities had to be adequate, conducive and friendly to the learners with special needs. They also had to be free from dangers e.g. falling walls.

Iv) Organization of seminars ranked the highest because QASO's put a lot of emphasis on it being an avenue for disseminating new information.

v) Keeping of professional records was also ranked high with 68.75% because the QASO's usually checked them every time they visited schools.

Other services like guidance and counseling and clubs were also stressed because they were essential for management of students.

vi) Syllabus coverage-50% of the HOD's indicated that syllabus was poorly covered because of understaffing. This resulted to schools using holidays to cover areas not covered during the normal school days.

vii) Physical facilities-68.75% of the head teachers indicated that their schools lacked physical facilities including laboratories, dormitories, dining hall, toilets, and class rooms. This affected quality of education since they were ever crowded in class rooms and sanitation facilities were inadequate.

The QASO's advised head teachers to use available resources in the most efficient way. QASO's also advised PTA's & BOG's to put up more physical facilities.

On the role of QASO's they emphasized guidance and counseling to enhance the maintenance of discipline leading to improved quality education. 65% of the head teachers reported that guidance and counseling services were in their schools. However, the head of department in charge were rarely inducted.

viii) On co-curricular activities, a head teacher response 50% showed the pupils participated up to county level. And 5% up to national levels

They agreed that the pupils benefited from co-curricular activities to interact, relax mind and promoted interschool spirit of competition.

QASO's played a major role in facilitating the technical committees and also engaging learners to participate in co-curricular activities

vix) On instructional materials, the fundings showed that QASO's were concerned with the instructional materials. They advised on acquisition of recommended instructional materials and to use them in teaching/learning.

Due to free day secondary school 31.25% of the head teachers reported that they had adequate resources. The QASO's advised the head teachers to use the funds properly so as to avoid misappropriation. The problems they faced was the constant delays in disbursements by ministry of Education

BOG's were advised to set their priorities right.

On academic standards, the response 70% showed that the QASO's had held meetings with parents, pupils and teachers to chart ways of improving on the results which had remained average for the last 5years.

Vx) on organization of seminars/workshops-study showed that 80% had been done. This was expected to improve on results because teachers were taken through curriculum delivery, implementations and assessments

Vxi)On professional documents like schemes of work, lesson plans and lesson notes-70% response from head teachers showed they checked teacher's professional records termly and endorsed them.

Vxii) on evaluation of pupils-response revealed that assessment tests were done every three months. Evaluation was important component in ensuring quality of education in schools. Thus changed the pupils' level of understanding regularly.

Table 4.2 Showing Age Brackets of the Respondents

Age bracket	n	%
25-29	1	6.25
30-35	3	18.75
36-40	4	25
41-45	5	31.25
46-50	4	12.5
51-55	1	6.25
Total	16	100

From the Table 4.2, majority of QASO's were in the age bracket 41-45%.this arose from the constant delay on the part of TSC to recruit new teachers and Public Service Commission the QASO`s.This age bracket was almost height of their career path.

4.3.1 Attitude of HOD towards QASO's and Head teacher's instructional practices.

Table 4.3 Showing rating of performance of QASO's in the district

Performance	n	%
Very good	15	16.7
Good	42	46.7
Fair	16	17.8
Poor	7	7.8
V.poor	0	0
Total	90	100

From Table 4.3 it was clear that majority (46.7 %) of the respondents rated the performance of the QASO's as good, 17.8% rated their performance as fair, 16.7% rated it as very good while only 7.8% rated it as poor. From the above results, It was evident that most of the HODs rated QASO's as good, it could therefore be deduced that most of the HOD's appreciated their work. This feedback painted a positive picture of the work being done by the QASO's in the district; On the other hand when the head teachers were asked to state the attitudes of teachers towards QASO's visit, one of the head teachers's stated; At times they don't take it positively.

4.3.2 Number of times QASO's visit schools for purpose of supervision.

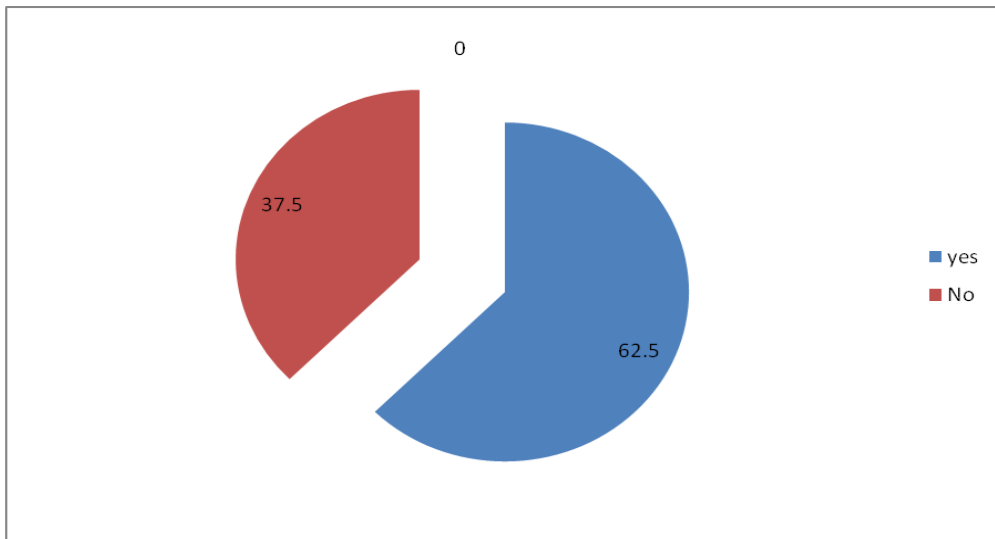
The study also sought to find out from school heads, the number of times QASO's visited their respective schools for purposes of supervision. The response was as below

Table 4.3 showing the frequency of QASO's visit to school for purposes of supervision

Number of visit	n	%
Once in 3years	4	25
Once in 2years	4	25
Once in a year	6	37.5
Once in a term	1	6.3
Never came	1	6.3
Total	6	100

Table 4.3 shows that majority (37.5%) of schools was visited once a year, but this varied from one school to the other. It was also noted that 25% of the school heads reported their school to have been visited once in three years, 25.0% admitted to have been visited once in two years. While those who had visited once per term, had a representation of 6.3%. This was a clear indication that QASO's visits to the schools were very minimal and this directly impacted on their role performance in instructional supervision.

Figure 4.4 Showing whether HOD's have ever been assessed by QASO's



4.3.3 Assessment of HOD's by QASO's

In order to get a clear view on the QASO's role performance the study sought to find out from the HODs of the schools whether they had ever been assessed by the QASO's. As shown in Figure 4.4 shows that 62.5% had been assessed by QASO while 37.5% had not been assessed.

4.3.4 Frequency of in-service training related to work

In-service training and seminars related to work were essential for the growth and updating of the supervisory activities of the QASO's. It was therefore necessary for QASO's to attend so as to help them to improve on their service delivery. QASO's were asked to state the number of times they had organized in service course for the teachers in the district. All of (100%) them responded they held it once per month. QASO,s also admitted 100% to be attending in-service courses related to their work for the past one year. This finding showed that the QASO's do organize in service course for the teachers regularly to equip them on trends in teaching sector. They also attended various

seminars/workshops meant to update them with the common trends in market to do with quality education. This may in turn bring about improvement in service delivery in the areas of supervision within the district. The respondent admitted that the quality of seminars workshops and in-service offered were of high quality and subject did appreciate their value as being appropriated and great help to them in their supervisory work.

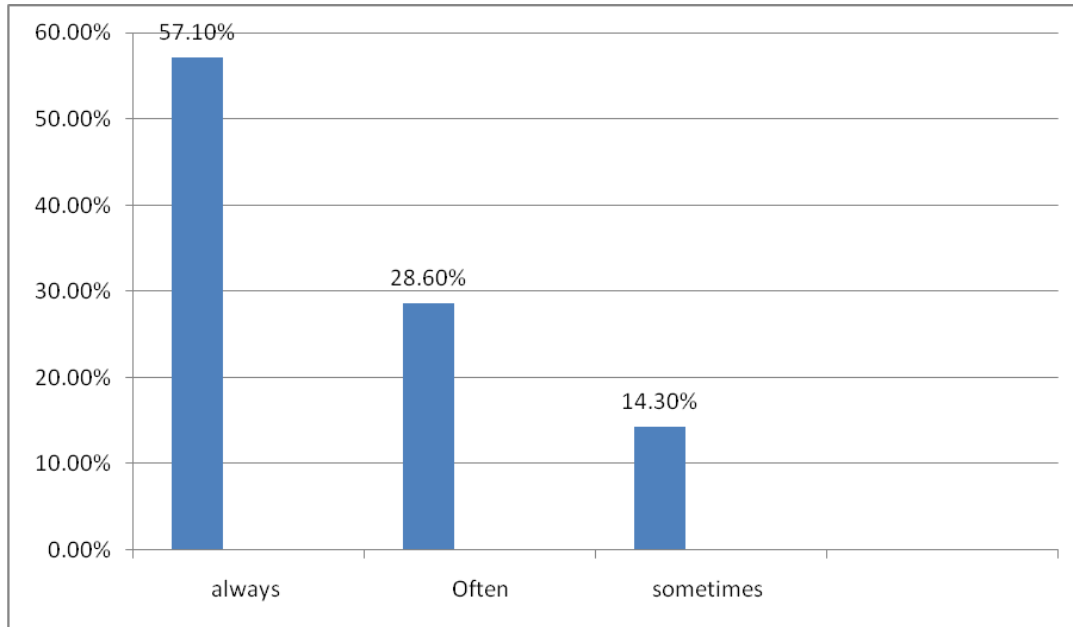


Figure 4.5 Frequency of performance of various supervisory duties by QASO`s.

4.3.5 Frequency on performance of various activities by QASO`s

The study was also interested in knowing whether the QASO's were undertaking the activities they were supposed to do and how often they undertook them. As shown in Figure 4.5 .It was evident 57.10% of the respondent said that they always performed activities they were mandated to perform, 28.6% of them said they often perform the activities they were mandated to do while 14.3% however said they sometimes.

Some of the duties performed by the QASO's included setting and prioritizing goals, selection of teaching staff, providing the school community relations and establishing both academic and disciplinary standards. Similarly they often provided long range

planning and designing organizational structures. They were sometimes involved in organizing and securing resources and orientations of new teachers.

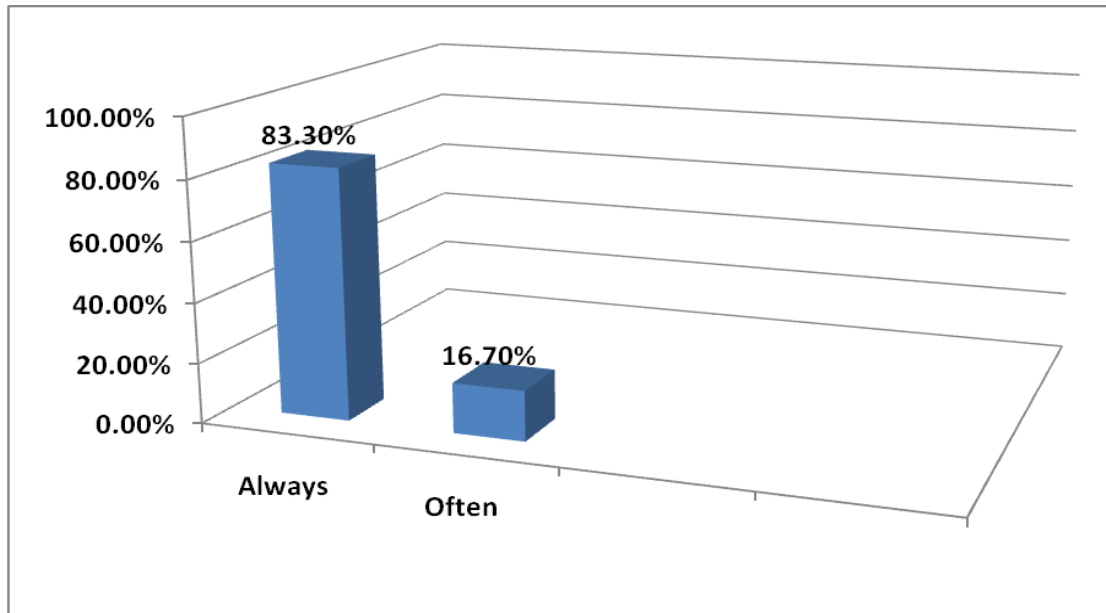


Figure 4.6 Frequency of performance of curriculum improvement activities by QASO's

4.3.6 Frequency of performance of curriculum improvement activities by the QASO's

The study also examined the role performance of QASO's in curriculum development. The study found that majority of QASO's (83.3%) always performed this role, 16.7% indicated that they often performed activities that were aimed at improving the curriculum. This showed that the QASO's did believe curriculum improvement activities were key when dealing with instructional supervision of any school.

Some of the activities reported to be undertaken by QASO's to enhance a good curriculum included; developing curriculum programmed and change selecting materials and allocating resources; estimating the expenditure needs for institutions; assisting regular staff in upgrading the curricular activities; informing the public about the secondary curricular activities and innovation and relating the curricular activities to the community resources

4.3. Activities performed by QASO`s on instructional supervision

The researcher also investigated the role performance of QASO`s in instructional supervision. In doing this the researcher listed the activities and provided a scale on how frequent the officers did those activities. To find out how the activities were frequently performed there were provisions of always, often, sometimes rarely and never. The result obtained (Figure 4.6) showed that, majority 83.3% of QASO`s always performed instructional supervision activities while 16.7% admitted to perform the role often. This indicated that the QASO`s were keen to perform their instructional supervision role.

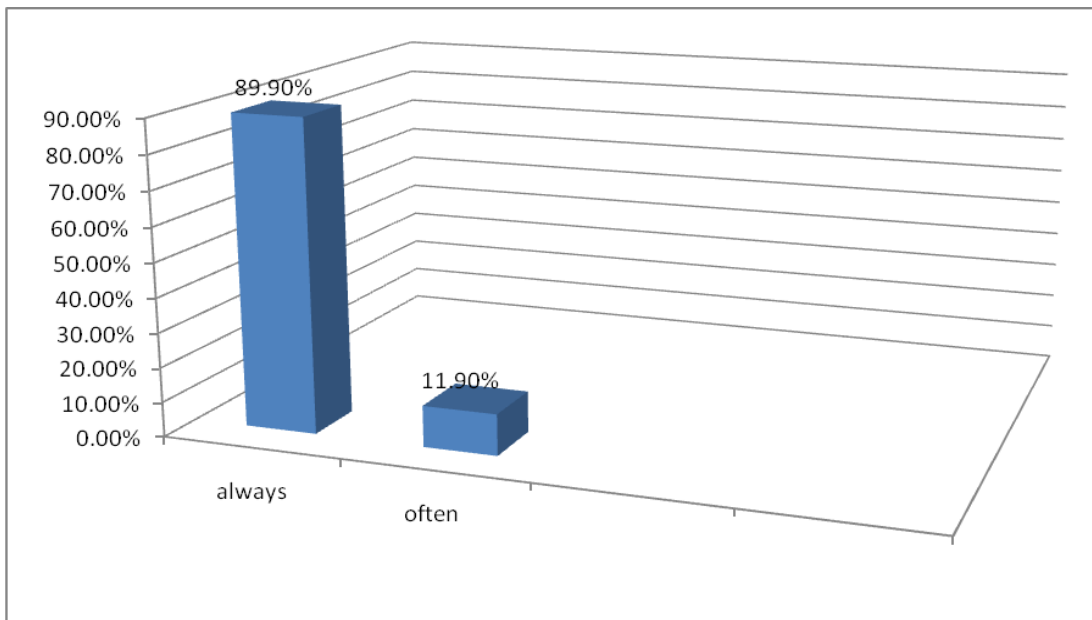


Figure 4.7 The frequency of activities performed by QASO` in instructional supervision.

Some of the activities accomplished by QASO`s In line with instructional supervision role included: helping in the formulation and implementation of schemes of work; evaluating the instructional programme and over seeing modification; delivering instructional materials resources; conducting and co-coordinating staff in-servicing; advising and assisting teachers involved in instructional programme; holding class visits to observe teacher; holding afternoon observation meeting with teachers to discuss matters pertaining to period observed; receiving the class to evaluate implementation of changes and progress. The study established this to be the core of QASO`s business in

their day today activities and that is what they always performed 89.90% as per Figure 4.7 above

4.3.8 The role performance of a head teacher as an internal QASO`s in schools

The researcher also investigated out the role of head teacher as an internal QASO`s in schools. The researcher was concerned with the head teacher involvement in various roles performing activities that were in line with the instruction supervision. Table 4.4 shows a summary of level of involvement of head teachers in instructional supervision

Table 4.4 Showing role performances of head teachers as internal QASO in a school

Role performance	Never		Rarely		Someti mes		Often		Always		total %
	N	%	N	%	N	%	N	%	N	%	
1 Head teacher involvement in supervisory activities	-	-	1	6.25	1	6.25	4	25	12	75	100
2 Head teacher engagement on various activities under selection and hiring of new teachers	1	6.25	2	12.5	1	6.25	3	12.5	10	68.75	100
3 Head teacher participation in orientation of new teachers	-	-	1	6.25	1	6.25	4	25	12	87.75	100
4 Head teacher role in placement of teachers	-	-	1	6.25	1	6.25	2	12.5	10	67.25	100
5 Head teacher involvement in motivation of teachers	1	6.25	1	6.25	2	12.5	2	12.5	10	63.25	100
6 Head teacher tendency to consult HODs and other teachers in decision making	-	-	1	6.25	1	6.25	3	18.75	9	56.25	100
7 Head teacher participation in school programme(curriculum)development and implementation	-	-	1	6.25	1	6.25	3	18.75	9	66.25	100
8 Head teacher conduct evaluation of instructional supervision.	-	-	1	6.25	2	12.5	3	18.7	12	75	100

The Table 4.4 results showed that head teachers had a key role to perform in the instruction supervision. The study found that 75% of the head teachers were involved in supervisory activities in their school. The activities that the head teacher engage in during his/her supervisory role included: Involving existing teachers in deciding if additional staff were required; advertising for staff: securing information from applicants; Processing application to eliminate applicant without the minimum qualification required; Writing to TSC asking for teachers Persuading someone at TSC to get a teacher of their choice; persuading a good teacher to come to your school through TSC

Head teacher were found to engage on various activities in the selection and hiring of new teachers. Majority of the head teachers (68.75%) reported to 'always' engage themselves on various processes in the selection of teachers. The various activities involved that the head teacher perform in this role included: Involving existing teachers in selection process; using interview for getting information and impressions about applicants; establishing good relationship with teachers to be; selecting applicants based on their performance in the interview; recommendation for a teacher's transfer or demotion(interdiction) if they failed to work towards the achievement of the schools 'success and selection and admission for form one in accordance with teacher/students ratio

Head teacher participation in orientation of new teachers was found to be fundamental role of head teachers in their role performance as internal QASO's. As shown in the Table 4.4 it was clear that majority (87.75%) of head teachers admitted to always make contribution in the orientation of the new teachers. Some of the activities considered important in accomplishing this role included: Introducing themselves to the new teacher; asking the teacher to introduce him/herself; introduce the new teacher(s) to other members of staff; Informing new teacher(s) of school goals, regulations and operations; introducing new teacher (s) to school's education resources like library; Classifying teacher (s) duties; Informing teacher(s) of essential services in community like, shop, post office libraries Informing teacher(s) how to receive his/her salary at the end of the month.

The study also found that the head teachers had a role in placement of teachers, the performance of this role contributed to their role performance as internal QASO's. According to the Table 4.4 a good number (67.25%) of head teachers reported to always involve themselves in placement of teachers. Some of the role performed by head teacher in the placement of the teachers included: Considering gender and training of teacher(s); placing teacher (s) in class he/she enjoys teaching and also involving teacher(s) in deciding which co-curricula activities to be involved in.

The study was interested in the role of head teachers in motivating the teachers. Motivation being one of the responsibilities of QASO's , the study found that 63.25% head teacher always involved themselves in teachers motivation. Activities described to be associated with teachers motivation included: Helping teachers who had teaching problems, encouraging teachers to promote themselves through further study, recognizing and rewarding teachers who did well, involving teachers in decisions that affect their work, ensuring that there was good interpersonal relations and that teachers felt secure in their work and also providing teaching materials.

The researcher sought to know the head teachers frequency in consulting HODs and other teachers during decision making. The study found that, 56.25% of head teachers always consulted the teachers and HODs during the decision making. They did this by; working with other educators to provide in-service courses for teacher(s), involving teacher(s) in defining and solving their teaching problems, working with teacher(s) as equal in solving problems they faced while teaching, providing information to teachers after consultation with other educators and more importantly not using information obtained from consultation against teacher(s).

Head teacher participation in school programme (curriculum) development and implementation was investigated by the study. The result obtained showed that 66.25% of the Head teachers in the district participated in school curriculum development and implementation. The activities were seen as important in implementing this included: Identifying problem areas in the curriculum with the help of the teacher(s), working with teachers and curriculum personnel in developing new course(s) or modifying old ones,

encouraging and assisting teachers in implementing new course(s), securing community acceptance and support for school programme.

The researcher also examined head teacher role in conducting an evaluation of teacher's instructional supervision. The study found 75% of head teachers involved themselves in evaluation of teacher's instructional supervision. Some of activities head teachers involved themselves in line instructional supervision included: Checking teacher's schemes of work, lesson plans and lesson notes; assessing teachers while teaching; establishing good relationships with the teachers; informing the teacher(s) before you see him /her in class; discussing the lesson together with the teacher after assessing him/her.

4.4 Problems QASO's face in carrying out their duties

- i) Poor funding from the Ministry of Education. For QASO's to work effectively funds were required to fuel the vehicle and pay for allowances while in the field assessing schools.
- ii) Vehicles-Each district was averagely provided with one vehicle for DEO's. This was in turn used by both DEO's and QASO's for day to day office work and activities.
- iii) Performance based contracts-QASO's were civil servants who were on the performance based contracts on the number of schools to be visited per financial year. The targets were not met.
- iv) Understaffing of QASO's-By the time of visit to the district there were only two district QASO's while the zones were manned by TAC Tutors-who were not officially designated as QASO's. There were fewer QASO's for large number of schools in the district.
- v) Action not being taken on the assessment reports. This discouraged QASO's because the principals would refuse to implement their recommendations hence insubordination of the QASO's
- vi) Being assigned other duties by DEO's not relevant to their work e.g. attending BOG inaugurations, meetings and teacher recruitment meetings.
- vii) Fewer seminars/workshop conducted because of poor fundings, leading to poor results in KCSE examination

viii) Poor road network especially during the rainy seasons leading to frequency of visits to schools being reduced.

vix) Uncooperative DEO`s .funds from AIE meant for QASO`s were used elsewhere. leaving QASO`s demoralized and not able to discharge his/her duties. Policy is that 40% of funds given ministry of education should go to QASO`s programme in the district.

vx) Inadequate legal provision which limited enforcement of assessment recommendations

vxii) Lack of definite staff development policy. Although QASO`s go through induction courses when they were deployed to the Directorate of Quality Assurance and Standards, others were never at all. In addition there no regular in service courses for them.

vxiii) lack of skills on part of QASO`s to assess Adult, Continuing Education and Special needs Education

vxiiii) Understaffing in school, resulting in poor syllabus coverage and employment of BOG teachers (some not trained) resulting in poor KCSE results

vxv) QASO`s being below the head teachers in their ranks e.g. job group ‘M’ Senior for QASO`s and head teachers in job group ‘R’.that were chief principal. Given such scenario the supervisors QASO`s may not be taken seriously, report written about ones senior constitute insubordination.which is punishable by code of regulation for both teachers and public servants

vxvi) Stakeholders resorting to writing anonymous allegations against a school to higher authorities resulting in a lot of time being spend in carrying out investigation to ascertain the truths of the same.

4.5 Measures to be adopted to alleviate the problems QASO`s face in carrying out their roles.

i) Increase fundings-Funds were required by QASO`s for their allowances while on field trips, writing materials, fuel for the vehicle and co-curricular activities. The hardest hit was co-curricular activities which was poorly funded .Alternative funding could also be sought e.g. CDF and NGO`s within the district.

ii) Provide adequate vehicles-QASO`s rely on the DEO`s vehicle for their effective performance of their duties, when the DEO`s were busy with their vehicles, the QASO`s had to remain in office doing other things. The ministry should purchase vehicle for used

exclusively by QASO's. The ministry in an effort to improve on transport had also bought motorcycles used by zonal QASO's.

iii) Sign performance based contracts-QASO's are public servant and each was required to sign performance contract indicating the number of schools to be visited to meet set targets. Failure to meet targets meant that one was a non-performer which could lead to one being dismissed from service

QASO's should also develop positive attitude towards their work despite the challenges faced

iv) Understaffing of QASO's-Public Service commission should employ more QASO's and Education Officers to address the biting shortage. This would also relieve them from doing duties not core-to-their functions e.g. BOG meetings

v) Action to be taken on their recommendation to encourage them e.g. by TSC, BOG, Ministry of education for any educational institution visited. This would give them morale to work harder and ensure professionalism in the way work was done.

vi) Some schools not being accessible during the rain season.

-This reduced the number of schools to be visited at a particular financial year.

-The ministry of public works to be encouraged to repair roads within the district.

vii) Fewer seminars/workshop undertaken

-QASO's were supposed to conduct more seminars/workshop but they were financially handicapped. Other possible sources of funding were to be sought e.g. CDF, Heads Association and NGO's within the district

viii) Poor road network

-The ministry of Education to approach ministry of public works so as to have roads repaired in the district.

vix) Resources meant for QASO's to be apportioned from the source to avoid wrangles in DEO's offices

vx) Ministry of Education could explore possibility of hiring private taxis to offer transport services as an alternative mode of transport for QASO's

vxi) Parliament need to review current Education Act 1968 so as to provide Quality Assurance and Standards Directorate with legal enabling powers.

- vxii) A Policy on recruitment and development of QASO`s should be put in place at the Directorate of Quality Assurance and Standards so as to motivate them.
- vxiii) Adequate budgetary allocations should be put in place to facilitate quality assurance services by the ministry of education.
- vxiv) Build capacity of QASO`s so that they would be able to assess Adult and Continuing Education and Special Needs education., may also consider hiring QASO`s who have background in those areas of specialization
- vxv) TSC and PSC was encouraged to employ more teachers and QASO`s to address the biting shortages
- vxvi) Public Service Commission should consider revising the scheme of service for QASO`s so as to be slightly above those they supervise .i.e. head teachers` and HOD`s
- vxvii) QASO`s should verify information and not act on hearsay and contents of anonymous letters.
- vxviii) QASO`s should be friendly to teachers and not harass them. Teachers should be educated on the role of QASO`s to change their attitude.
- vxix) QASO`s should be consistent in their recommendatios.They need to verify information and not to rely on hearsays.

4.6 DISCUSSION OF FINDINGS

4.6.1 i) Role performance of QASO`s in relation to their tasks as perceived by stakeholders

The main tasks areas identified were the following.

- a) Students management
- b)Teacher management
- c) Curriculum issues
- d) Financial records
- e) Infrastructure
- f) School community relations

A look at the tasks revealed that they were the main tasks of head teachers which in turn were supervised by QASO`s.

This was in line with what was captured in the Inspectors manual (2000). The same was also proposed by Campell, Bridges, Corbally, Nystarand and Ramseyer (1977) who emphasized that there were six administrative tasks of head teachers. These tasks in turn was what was supervised by QASO`s.

A lot of emphasis was placed on teacher management because they were core-in curriculum implementation. The staffing levels were calculated by QASO`s and individual schools would have their own curriculum based, establishment (CBE).

The understaffing would be addressed by individual schools employing its own BOG teachers.

The teachers apart from teaching would also carry out other teaching/learning activities e.g. guidance and counseling, co-curriculum activities, clubs activities, heading departments, other senior position in the institutions. What was not mentioned however was the public relation activities which the QASO`s play to the stakeholders about schools generally.

4.6.2. (i) Majority of the residents had a minimum qualification required to head a secondary school and department of Quality Assurance and Standards.

This was a requirement by both the Teachers Service Commission and Ministry of Education which was being implemented.

For newly registered schools, few ‘A’ level graduates would still be heading them. Immediately the number of students grow, then TSC would deploy the head teacher with the necessary qualifications.

(ii) Most schools were visited once in a year by QASO`s for purposes of assessment.

This was acceptable because the government policy was that each school was supposed to be visited once in a year by QASO`s. But when there were major issues cropped up, e.g. strike they could be visited many times.

What was not mentioned here were the constant internal checks that the HODs and head teachers do at school level.

(iii) Seminars were organized monthly

This was done mostly to equip the teachers with new trends in teaching sector.

The only problem with this was sometimes the organizing body tended to ask for a lot of money which some institutions could not afford. The ministry of education could consider standardizing the charges.

(iv) QASO's mainly performed curriculum based activities e.g. formulation and implementation of schemes of works, evaluating of instructional progress, staff in servicing and class visits.

The QASO's did all these activities since this was their core business in education sector. According to inspector's manual, all those stated aspects were key to QASO's work and they had to be implemented for effective teaching/learning in an institution. The current trend was to encourage school based assessment by HOD's and head teachers

(v) Head teachers being internal QASO's were engaged in many activities including the following: hiring new teachers, orientation, and placement, consultation with HOD's on decision making, school curriculum development and implementation and. evaluation of teachers in instructional supervision.

These being the management of teachers, the head teachers were mostly engaged in all the stated aspects. but with passage of New constitution in Kenya, QASO's were not to participate in teachers management because TSC is a constitutional office hence cannot receive instruction from any quarters but were expected to write reports about them.

(vi) Attitude of HODs to QASO's was found to be good and positive.

For a long time teachers had a negative attitude towards the QASO's who were accused of being fault finders and harassers. But in recent times with a good public relation, things have begun to change.

(vii) Majority (75%) of the head teachers and HODs were married, a clear indication that they were settled and committed to their work in their stations.

A stable family would give one an opportunity to be productive in place of work.

4.6.3 Problems faced by QASO's

QASO's faced a myriad of problems in their discharging of duties ranging from finances, vehicles, understaffing of both teachers and QASO's, action not being taken on their reports, being assigned other duties, poor KCSE results which they were answerable for.

Problems faced by QASO's at the head quarters differ from those faced in the field e.g. problems in ministry headquarters were different from those faced in Bureti district.

Findings of the study were similar to those of studies of previous studies, e.g Mwanzia (1985) A study of Factors That affect QASO`s in supervision of primary schools in Mulango zone ,Kitui District. Okumbe(1987) .Njogu (2003) and Wanzare (2005) These problems could best be solved if ministry of education could show seriousness on its part e.g. availing finances and vehicles and hiring new officers and TSC new teachers.

In its Strategic Plans2006\11 the ministry of education committed itself to increase funding for QASO`s work and to explore possibility of building capacity of school based quality assurance services.

4.6.4 Measures to be adopted to alleviate the problems.

Measures that were recommended for adoption to alleviate the problems included, increased funding, provision of vehicles, signing of performance contracts, employment of more QASO`s and teachers, repair of roads, use of private taxis to offer transport services, but at the headquarters, the measures were different e.g. strategies were laid down in GOK policy paper No.1 (2005) like conducting the subject based content masterly improvement and pedagogical skills upgrading training. Establishment of school based broadcasting, establishment of item banking at KNEC, reactivation of subject panel at school levels. The ministry had also bought motor cycles for all the zonal QASO`s.

Parliament should review current Education Act (1968) which is old and overtaken by events so as to give legal backing to QASO`s recommendations and hence strengthening their workings.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1. Introduction

The purpose of the study was to investigate the role of QASO`s in instructional supervision and establish how it affected quality education. To do this the study established ways in which QASO`s carry out their duties. Problems encountered and measures put in place to address them. This was carried out in Bureti District Kericho County.

5.2. Summary of Research Findings

The purpose of the study was to find out the roles of Quality Assurance and Standards Officers (QASO`s) in instructional supervision in Bureti District. The researcher chose the district because it had continued to register poor KCSE results leading to an outcry from the stakeholders and questioning the role of quality assurance and standards officers (QASO`s) in carrying out their roles.

The target sampled 20% population was 18 Secondary schools drawn from the 67 secondary schools in the 5 educational divisions in the district.

The researcher used three main instruments for data collections. These were for heads of department, head teachers and QASO`s

The researcher distributed the questionnaires with the help of research assistants and after two weeks, they were collected back.

The purpose of the study and instructions were explained and respondents assured of confidentiality, data collected was tabulated in frequencies and percentages and graphically.

The following were the major findings:

- i) Majority of the respondents HOD`s, headteachers and QASO`s had the minimum qualification to head secondary schools and also Quality assurance and standards officers.
- ii). Most schools were visited once in a year by QASO`s for purposes of assessment
- iii) The study revealed that majority of the HOD`s had been assessed by QASO`s.
- iv). QASO`s organized seminars for teachers once a month. This clearly indicated they were working to equip teachers with new trends in teaching sector.

v) Teachers had a positive perception on the role of QASO`s and. they appreciated their role in enhancing quality education.

vi) QASO`s always perform 57.10% the activities they were mandated to do as per their appointment letters and day to day assignment of duties from the seniors.

vii). The QASO`s always performed the curriculum development activities and supervised implementations as that was their core –business.

viii). The QASO`s always (83.30%) performed the curriculum improvement activities including formulation and implementation of scheme of work, evaluating instructional progress, staff in servicing and class visits. These were core business of QASO`s in day today activities

ix). Headteachers as an internal QASO`s performed a number of instructional activities including; engaged in selection and hiring new teachers, orientation, placement, consultation with HOD`s, school programme curriculum development , implementation and evaluation of teachers instructional supervision.

x) The attitude of HOD`s to QASO`s was found to be good (46.7%) and positive

xi)). QASO`s faced a number of problems from funding, vehicle, skills, understaffing action not being taken on their recommendations, poor roads network, inability to assess Adult and Continuing Education, un cooperative DEO`s, and follow up of assessment not being done.

xii) QASO`s area of activities revolved around student management, teachers management, curriculum, infrastructure finances, and school community relations which incidentally were the functions of head teachers in schools

xii) A number of interventions had been proposed to mitigate the problems QASO`s faced e.g.

- a) Increase funding through exploring other avenues e.g. CDF, NGO`s
- b) Vehicles provision or use a taxis with authority of ministry of education
- c) More QASO`s be hired by PSC and gender issues be considered and subject specialty be considered e.g. sciences or humanities
- d) Action is taken on their recommendations in their reports.
- e) Roads to be repaired by ministry of public works to ease travel by QASO`s

- f) Skills for QASO`s be upgraded on assessment of Adult and Basic Education and Special Needs Education
- g) DEO`S to be encouraged to support QASO`s in their activities by availing funds meant for them as per the current policy i.e. 40% of AIE.
- h) Follow up assessment to be done by QASO`s to ensure implementations
 - i) TSC was encouraged to employ more teachers to check on biting shortages and implement the curriculum implementation.
 - j) Public service commission to revise the scheme of service for QASO`s so that they were upgraded upwards.
 - k) Anonymous letters worthy investigating be prioritized. Those not worthy be discarded to reduce workload to QASO`s.
- m) There was serious understaffing of teachers in schools in Bureti District affecting teaching and hence KCSE performance.

5.3. Conclusions

The role of Quality Assurance and Standards Officers in instructional supervision was important.

From the research findings it was clear that:

- a) The Head teachers, HOD`s, QASO`s met the necessary educational qualification to steer the instructional supervision and offices they were in
- b) QASO`s visits to schools once per year was not adequate as schools required constant visits always to carry out instructional supervision.
- c) Most of HOD`s had been assessed by QASO`s clearly indicating some serious work on their part.
- d) QASO`s always performed activities related to curriculum i.e. development and implementations
- e) Seminars were organized by QASO`s for the teachers monthly
- f) Headteachers performed a number of activities as an internal QASO`s, related to Instructional supervision
- g) QASO`s had many problems while discharging their functions for example funding, vehicles, understaffing of both officers and teachers and their report recommendation not being worked on. This hampered their performance of duties.

- h) Directorate of Quality Assurance and Standards in Bureti District was having inadequate human resources hence affected service provision.
- i) Measures needed to be adopted to alleviate the problems QASO's faced in carrying out their roles. E.g. increase funding, provide vehicle, sign performance contracts, employ more QASO's, recommendations be acted on.
- j) There was need to review Education Act to give legal mandate to QASO's recommendations
- k) Capacity building for QASO's needed to be given priority by Directorate of Quality Assurance and Standards. Especially to bridge the gap in assessment of Adult and Continuing Education and Special needs education
- l) TSC to be encouraged to employ more teachers to address the biting shortages
Understaffing was a real problem in instructional supervision which may have resulted in poor performance in KCSE.
- m) QASO's recommendations not being taken seriously since there was no legal backing.

5.4 Recommendations

This study was carried out to find the role of Quality Assurance Officers in instructional supervision in Bureti District, Kericho County.

The researcher came up with the following recommendations.

1. Regular assessment at least once in a term followed by a follow up assessment visit by QASO's, should be stepped up.
2. Regular subject improvement seminars should be mounted to the teachers to help equip them with emergent teaching strategies and modern trends in education
3. More female QASO's be hired to bridge the gender imbalance and provide role models for the girls
4. Vehicle should be provided for use exclusively by QASO's or ministry to explore possibility of allowing use of taxis and to strengthen instructional supervision in schools.
5. Teachers needed to be educated on the benefits of supervision so that their attitudes towards their visit changes and embrace it.

6. Frequency of visits to schools by QASO`s should be increased for closer instructional supervision
7. Tools should be developed that would help in measuring impact of role performance in instructional supervision on quality of education
8. Directorate of Quality assurance needed to upgrade skills of QASO`s to be able to assess Adult and Continuing Education and Special Education
9. Directorate of Quality Assurance and Standards should be made autonomous to enable it manage its affairs. It should have its funds and necessary tools.
10. Ministry of education should formulate policies that strengthen and empower Directorate of Quality Assurance and Standards. The QASO`s scheme of service should be reviewed to continue to attract the best brains to the directorate.
11. Capacity building opportunities for QASO`s should be enhanced for them to be able to attend to all their duties.
12. When employing QASO`s subject specialization should be given priority to avoid over concentrating in on particular specialty e.g. arts, sciences
13. There was need to educate stake holders on the new changes at Directorate of Quality Assurance and Standards so that they could understand and embrace it.
14. With proper instructional supervision e.g. better teaching methods, motivated staff and students, quality teaching and learning, discipline students, good school climate, good results would be registered and finally quality graduates from institutions.
15. TSC needed to employ more teachers to address the biting shortage so as to ensure curriculum implementation and followed by instruction supervision and KCSE results improvement.
16. For quality education, strong leadership, vision, quality instruction, clear standard, and accountability, adequate and equitable resources, family participation and community were important.

5.5. Suggestion for Further Research

The researcher recommended the need for carrying out further research on role of quality assurance and standards officers in instructional supervision in secondary schools in other districts in Kenya.

Effects of assessments on a schools academic performance.

Role of assessment in school policy development

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APPENDIX A

QUESTIONNAIRE FOR PRINCIPAL/ HEADTEACHER

Section A (personal data)

1 Name of your school

.....

2. Your sex; Female () Male ()

3 Your academic qualification

‘A’ level ()

‘O’ level ()

Others ()

4. Professional qualification

M.Ed. ()

B.Ed ()

Bsc/BA/with PGDE ()

D.Ed ()

SI ()

Pi ()

Others ()

5. Your age 25-29 ()

30-35 ()

36-40 ()

41-45 ()

46-50 ()

Above 50 ()

6. When did you start teaching?

.....

7. Do you still teach?

Yes / No

If Yes – what are your teaching subjects?

.....
.....

8. For how long have you served as a Principal?

..... Years.

9. What is your present job group?

.....

10. (i) What is the size of your institution?

Triple stream ()

Double stream ()

Single stream ()

(ii) What is your school enrollment?

Boys -

Girls –

(iii) What is the average number of students per class?.....

11. (i) What was the school mean score in KCSE of 2006 , 2005.and 2004 ?

.....
.....
.....

(ii) What are the main reasons for the school to get this mean grade?

(You can have more than one tick)

• Generally weak students ()

• Lack of syllabus coverage ()

• Lack of enough textbooks ()

• Fees problems ()

• Indiscipline among students ()

• Lack of qualified teachers ()

• Students not ready to work hard ()

• Poor Administration ()

- Lack of motivation to work hard ()
- Any other ()

12. (i) How many teachers are on your staff?

.....

(ii) The most qualified member of your staff is a

M.Ed Holder (), B.Ed Holder (),

Diploma Holder (), Si holder (),

Any other.....

SECTION B

13. INSTRUCTIONAL SUPERVISORY PRACTICES OF HEADTEACHERS

As a head teacher, how often do you engage in the following supervisory activities? Tick (3) the correct column for each statement.

STAFFING

Supervision Activities

A. Recruitment of new teachers

1. Involving existing teachers in deciding if addition staff are required
2. Advertising for staff
3. Securing information from applicants
Processing application to eliminate
4. Applicant without the minimum Qualifications required.
5. Writing to TSC asking for teachers
6. Persuading someone at TSC to get a teacher of your choice
7. Persuading a good teacher to come to your school through TSC
- 8 Any other

Never	Rarely	Sometimes	Often	Always

Supervisory activities

B. Selection of new teachers

Involving existing teachers

in the Selection process

- 1) Using interview for getting informa and impressions about applicants.
- 2) Establishing good relationship with teachers to be.
- 3) Selecting applicants based on their performance in the interview.
- 4) Recommendation for a teacher’s transfer or demotion(interdiction) if they fail to work towards the achievement of the schools` success
- 5) Selection and admission for form one in accordance with Teacher/students ratio.
- 6) Any other.....

.....
Supervisory Activities

	Never	Rarely	Sometimes	Often	Always

C. Orientation of new teachers

- 1. Introducing yourself to the new teacher
- Asking the teacher to introduce him/herself
- 1. Introduce the new teacher (s) to other

	Never	Rarely	Sometimes	Often	Always

members of staff

2. Informing new teacher (s) of school goals, regulations and operations.
3. Introducing teacher (s) of school's education resources like library
4. Classifying teacher (s) duties
5. Informing teacher (s) of essential services in community like, shop, post office libraries.
6. Informing teacher (s) how to receive his/her salary at the end of the month.
9. Any other
-
-

D. PLACEMENT OF TEACHERS

1. Considering gender and training of teacher(s)
2. Placing a teacher (s) in a class he/she enjoys teaching
3. Involving teacher(s) in deciding which Co-curricula activities to be involved in

Never	Rarely	Sometimes	Often	Always

Supervisory Activities

E. MOTIVATION OF TEACHERS

1. Helping teachers who have teaching problems
2. Encouraging teachers to promote themselves through further study

Never	Rarely	Sometimes	Often	Always

3. Recognizing and rewarding teachers who do well.
4. Involving teachers in decisions that affect their work
5. Ensuring that there is good interpersonal relations and that teachers feel secure in their work.
6. Providing teaching material
7. Provision of school, class and teacher timetables for smooth co-ordination of teaching
7. Any other

F. CONSULTATION WITH TEACHERS

	Never	Rarely	Sometimes	Often	Always
1. Working with other educators to provide in – service courses for teacher(s)					
2. Involving teacher (s) in defining and solving their teaching problems					
3. Working with teachers (s) as equals in solving problems they face while teaching.					
4. Providing information to teachers after consultation with other educators.					
5. Not using information obtained from consultation against teacher (s)					
6. Any other.....					

Supervisory Activities:

G. SCHOOL PROGRAMME (CURRICULUM) DEVELOPMENT AND IMPLEMENTATION

	Never	Rarely	Sometimes	Often	Always
1. Identifying problem areas in the curriculum with the help of the teacher (s)					

2. Working with teachers and curriculum personnel in developing new course (s) or modifying old ones.
3. Encouraging and assisting teachers in implementing new course(s)
4. Securing community acceptance and support for school programmes
5. Others

H. EVALUATION OF TEACHER’S INSTRUCTIONAL PERFORMANCE

1. Checking teacher’s schemes of work, lesson plans and lesson notes.
2. Assessing teachers while teaching
3. Establishing good relationships with the teachers
4. Informing the teacher (s) before you see him/her in class
5. Discussing the lesson together with the teacher after assessing him/her.

Never	Rarely	Sometimes	Often	Always

14 (a) As an instructional supervisor at school level, what problems do you face in discharging your duties.....

(b) How do you think they can best be solved?

.....

15. What is the attitude of teachers towards quality Assurance and standards officers? (Inspectors)?

.....

why.....

16. How often do the QAS Officers visit the school?

- Once in 3 years ()

- Once in 2 years ()

- Once in 1 year ()
- Once in a term ()
- Never come ()

17. Seminars/Workshops/ Trainings

(i) Mention the courses that you have attended from the time you were appointed as a Principal/Head teacher up to now?

Name of course	Organized by
.....
.....

(ii) Have these course prepared you for supervision?

Yes/No

If yes - How.....

If no – Why.....

18. Are there activities that you perform at school level which are not related to your work?

Yes/No

If yes, which ones?

.....

19. In terms of performance how would you rate QASOs in your district?

V. Good	Good	Fair	Poor	V. Poor

20. In what ways do you think stakeholders perceive your role as QASO?

.....

.....

APPENDIX B

QUESTIONNAIRE FOR HEADS OF DEPARTMENT

Section A (Personal data)

1. (a) Name of your school

.....

(b) Name of your department

.....

2. Your Sex

Male ()

Female()

3. Your academic qualification

'A' level

'O' level

Others.....

4. Professional qualification

M.Ed ()

B. Ed. ()

BSC/BA with PGDE ()

Dip. Ed ()

SI ()

P1 ()

Others.....

5. Your age

25 – 29 ()

30 – 35 ()

36- 40 ()

41 – 45 ()

46- 50 ()

Above 50 ()

6. (a) When did you start teaching?

.....

(b) What are your teaching subjects?

.....

(c) What is your teaching load?

.....

(d) Who appointed you Head of Department?

TSC.....

Head teacher.....

(e) How many teachers are in your department?

.....

(f) Your current job group

Job group N

M.....

L

K

Other

(g) What is the total number of lessons in your department?

.....

(h) What is average number of lesson for teachers?

I. In what ways do you think stakeholders perceive your role as QASO ?

.....

Section B

7. Please respond to the following statements expressing how you are involved in supervisory activities (tick Yes or No)

8. Supervisory activities

A. RECRUITMENT OF TEACHERS

	Yes	No
1. Advising head teacher if additional for staff are needed	<input type="checkbox"/>	<input type="checkbox"/>
2. Helping principal in advertising for staff vacancies	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

- 3. Helping secure information for applicants
- 5. Processing application to eliminate applicant without minimum qualification required
- 5. Advising principal to write to TSC to ask for more teachers
- 9. Persuading good teachers to come to your school ,by Recommending him/her to the Principal
- 10. Any other.

B. SELECTION OF NEW TEACHERS

Yes No

- 1. Being part of the selection team for new teachers
- 2. Helping in the interview process for new teachers for your department
- 3. Selection applicants based on their performance in the interview for your department
- 4. Recommending teachers in your department either for promotion or demotion depending on performance
- 5. Any other

C. ORIENTATION OF NEW TEACHERS

Yes No

When you first reported to this school did the head teacher;

- 1. Introduce himself /herself to you?
- 2. Ask you to introduce yourself to him/ her
- 3. Introduce you to other members of staff
- 4. Inform you of the goals, regulations and operations of the school
- 5. Inform you of school's educational resource e.g. library
- 6. Clarify your duties to you
- 7. Give information of essential services in the community e.g. shops, post office, libraries
- 8. Informing you on how you were to receive your money at end of the month
- 9. Any other

D. PLACEMENT OF TEACHERS IN CLASS

Yes No

Does the head teacher of your school take into account for the following?

- 1. Consider gender training of teacher (s)
- 2. Place teachers in class(es) they enjoy to teach
- 3. Involve HOD in deciding which co-curricular activities to take part in

E. MOTIVATION OF TEACHERS

In your opinion, are the following activities carried out in your school (by principal and QAS officers)?

Yes

No

- 1. helping teachers solve their teaching problems
- 2. Encouraging teachers to promote they
- 3. Involving teachers in decisions that affect their work.
- 4. Ensuring that there is good interpersonal relation and the teachers feel secure in their job
- 5. Providing teaching materials
- 6. Provision of school, class and teacher's timetable for smooth Co-operation of teaching
- 7. Others

F. CONSULTATION WITH TEACHERS

Does the head teacher involve himself/herself with?

Yes No

- 1. Working with other education to provide in-service courses for teacher(s)
- 2. Involving teacher(s) in defining and solving their teaching problems
- 3. Working with teacher(s) as equals in solving problems that they face while teaching
- 4. Providing information back to teachers after consultation with teachers and other educators
- 5. Not using information obtained from consultation against teacher(s)
- 6. Other

G. SCHOOL PROGRAMME (CURRICULUM) DEVELOPMENT AND IMPLEMENTATION

Does the head teacher involve him/herself in?

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. Identifying problem areas in the curriculum together with teachers | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Working with teachers and curriculum personnel in developing new course(s) or modifying old one | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Are you encouraged and assisted in implementing a new course? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the school community involved in order to secure its approval and support for school programs | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Others | | |

H. EVALUATION OF TEACHERS INSTRUCTIONAL PERFORMANCE

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Have you been assessed while teaching by | | |
| (a) Head teacher | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) QASO`s | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does good relationship exist in the school in your opinion? between Head teacher and the teachers | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Before you or other teachers are seen in class are they informed a head of time? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. After the lesson in seen do you discuss it with the supervisor? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Does the supervisor always check the department scheme of work lesson plans and lesson notes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Does the supervisor check the text book and other written literature related to your subject that you use in class. | <input type="checkbox"/> | <input type="checkbox"/> |

I. RATING OF QASOs

How would you rate your QASO performance at the district level?

V. Good	Good	Fair	Poor	V. Poor

APPENDIX C

QUESTIONNAIRE FOR QUALITY ASSUARANCE OFFICERS (QASO`s)

Section A (personal data)

1. Name of your district

2. Sex – Male.....

Female

3.

4. Academic qualification

A' level

O' level

Others

5. Professional qualification

M.ED

B.ED

BSC/BA/ with PGDE

Dip.E.D

SI

PI

Other

5. a) When did you start teaching ?

.....

b) When were you appointed a quality assurance office (QASO)

.....

c) What were your teaching subjects?

.....

d) What is your present job group?

.....

e) What were you before appointed as QASO?

E.g. Principal, Deputy Principal, Head of Department , Teacher

F. In what ways do you think the stakeholders perceive your role as a QASO?

.....

Section B

6 Your age

25-29 () 30-35 ()
41-45 () 46-50 () above 50 ()

7 a) what was the district mean grade in KCSE of 2007, 2006, 2005 and 2004

.....

b) What are the main reasons for district to get this mean grade?

(You can have more than one tick)

- Generally weak student ()
- Lack of syllabus coverage ()
- Lack of enough text books ()
- Fees problems ()
- In discipline among student ()
- Lack of qualified teachers ()
- Student not ready to work hard ()
- Change of administration ()
- Lack to work hard ()
- Any other ()

Section B

(a) Administrative Dimension

	Activity	Always	Often	Sometimes	Rarely	Never
1	Setting and prioritizing goals					
2	Providing long range planning					
3	Designing organizational structures between persons and groups					
4	Organizing and securing resources					
5	Selection of teaching staff					
6	Orientation of new teaching staff					
7	Providing the school community relations					
8	Establishing both academic and disciplinary standards					

Any comments.....

(b) Curriculum Dimension

	Activity	Always	Often	Sometimes	Rarely	Never
1	Developing curriculum programmes and change					
2	Selecting materials and allocating resources					
3	Estimating the expenditure needs for institutions					
4	Assisting regular staff in upgrading the curricular activities					
5	Informing the Public about the secondary curricular activities and innovation					
6	Relating the curricular activities to the community resources					

Any comments.....
.....
.....

(c) Instructional Dimensions

	Activity	Always	Often	Sometimes	Rarely	Never
1	Helping in the formulation and implementation of schemes of work					
2	Evaluating the instructional programmes and over seeing modification					
3	Delivering instructional material resources					
4	Conducting and coordinating staff in – servicing					
5	Advising and assisting teachers involved in instructional programme					
6	Producing funds for instructional purposes					
7	Receiving community feedback about school programme					
8	Holding class visits to observe teacher					
9	Holding an afternoon observation meeting with teachers to discuss matters pertaining to period observed					
10	Receiving the class to evaluate implementation of changes and progress					

Any comments.....

9. (a) What problems do QASO`s face in their discharging of their duties?

.....
.....

(b) How do you think they can best be solved?

.....
.....

11. What is the attitude of teachers towards quality assurance and standards officers (inspectors)?

.....
.....

Why?.....

12. Are there activities that you perform which you think are not related to your work?

Yes/No.....

If yes which.....

13. (i) Seminars/Workshops/Trainings

Mention the courses you have attended from the time you were appointed as QASO`s up to now.

Name of course

Organized by

.....
.....

(ii) Have these courses prepared you for instructional supervision?

Yes/No.....

If yes how.....

If no why?.....

14. How do you reach schools for purposes of assessments?

.....
Are there funds set aside by Ministry of Education for purposes of assessment?

Yes/No.....

If yes, how much (2006/07).....

15. Which types of assessment (Inspection) do you mostly use?.....

.....
Are there duties assigned to you which are not related to your work?

Yes/No.....

If yes, which?.....

16. Briefly How do you perform your work as QASO`s in assessment of Secondary Schools?.....

17. How often do you organize in – service course for teachers

3 times a month ()

2 times a month ()

1 times a month ()

None ()

18. How adequate are facilities (time, vehicles) provided for QASO`s to carry out their work?

Inadequate ()

Adequate ()

Very adequate ()

19. How adequate are relevant books and other literature related to professional growth are in possession of QASO`s?

Inadequate ()

Adequate ()

Very adequate ()

20. How adequate is the preparation (pre – service and in – service) of QASO`s in administration and supervisory functions they are expected to perform?

Inadequate ()

Adequate ()

Very adequate ()

Thank you for answering all the questions.

APPENDIX D

BUDGET

1. Secretarial Services

(a) Computer typing	Kshs 2,000
(c) Typing questionnaires	Ksh 2,000
(b) Typing report	ksh 2,000

2. Stationery

(a) Photocopying papers	Kshs 2,500
(b) Photocopying services	Kshs 1,000
(b) Photocopying of questionnaires	Kshs 10,000

3. Traveling expenses

(a) Traveling to administer question	Kshs 3,000
(b) Pretest questions	Kshs 1,000
(c) Consultation – supervision	Kshs 2000

4. Binding

(a) Binding proposals (4)	Kshs 400
(b) Final report binding	Kshs 500

5. Computer services

(a) Analysis	Kshs 5,000
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6. Lunches & Accommodation

Kshs 5,000

Sub – Total

Kshs 35,900

7. Miscellaneous 10%

Kshs 3,590

Grand – Total

KShs 39,590