

**TEACHERS' PERCEPTIONS ON QUALITY ASSURANCE AND
STANDARDS OFFICERS INSTRUCTIONAL SUPERVISION IN PUBLIC
PRIMARY SCHOOLS IN LAMBWE DIVISION, MBITA DISTRICT,
KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for
the Award of Degree of Master of Education in Curriculum Studies.**

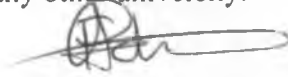
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DECLARATION

This research project is my original work and has not been presented for the award of a degree in any other university.

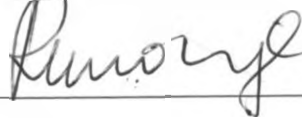


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To my wife Sophy Achieng and my children, Robert Aduwo, Edward Ogol, Ronney Hurdson and Gracer Michelle who stood by me and encouraged me during the whole journey

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My gratitude and most sincere thanks go to the following people and institution for their kind assistance and patience without whom the study would not have been successful. The University of Nairobi which facilitated my completion of both coursework and research work. My supervisors Dr. Rosemary Imonje and Dr. Mercy Mugambi who worked beyond their call of duty to ensure that the research project was completed satisfactorily.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Education Officers
DQAS	Directorate of Quality Assurance and Standards
KNEC	Kenya National Examinations Council
KICD	Kenya Institute of Curriculum Development
MOEST	Ministry of Education Science and Technology
NCST	National Council for Science and Technology
QASO	Quality Assurance and Standards Officers
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

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ABSTRACT

This study on teachers' perceptions on quality assurance and standards officers instructional supervision in public primary schools in Lambwe Division, Mbita District, Kenya have been described. The study aimed to address the following objectives: to determine the perception of the teachers on the frequency of the QASOs supervision sections; to determine the perception of teachers and the level of preparedness of QASO in supervision of primary school teachers; to establish teachers' perception on the extent to which QASO reports are implemented and to establish the extent to which QASO supervisory strategies have helped to improve teachers' pedagogical skills.

Descriptive survey design was used. The sample for the study was selected using simple random sampling technique. Twelve schools were selected that gave a total of twelve head teachers and eighty four teachers. Questionnaire was used to collect data from the teachers and interview guide for head teachers. The data was analyzed using descriptive statistics and presented using frequencies, percentages and charts. Content analysis of free response information was used to give substance to statistical. To determine the perception of teachers on the adequacy of QASO supervision sessions the researcher found out that supervision took place once or twice for the last two years and the respondents indicated that this was adequate. The findings reveal that teachers usually prepare professional documents / records such as schemes of work, lesson plans, lesson notes, records of work covered and pupils' progress records.

In determining perception of teachers and level of preparedness of QASOs in the supervision of primary school teachers, majority of respondents indicated that supervisors were organized and had well written guidelines for supervision. However, they did not have a well prepared timeframe. The findings also reveal that QASOs are competent for the assessment duty. On the implementation of the QASOs assessment reports, majority of teachers felt that supervision reports are always implemented, the reports help teachers to grow professionally, they also agreed that the comments written by QASOs on teachers observation sheets are encouraging and help teachers in diagnosing teaching problems. The QASOs should make follow-up visits after supervision.

Based on the findings it was recommended that supervision should be well done with a view to help teachers improve in their teaching approaches hence supervision should be done by qualified personnel. It was also recommended that the QASOs should ensure that all teachers are seen during the supervision visits, in order to guide and advice teachers on how to help learners do better, hence improve quality of education. The inadequacy reported in some areas should be improved on. Impromptu and irregular visits should be reduced. QASOs should be well organized and have a well written timeframe within which to conduct supervision. The QASOs should be innovative and offer relevant comments that can help teachers during their teaching sessions. The head teachers and teachers should be encouraged to implement QASO reports in order to address areas of weaknesses and improve more on strengths so as to improve the quality of education in their respective schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Supervision is seen as a task of administration which is aimed at achieving specific set goals and objectives. It is done within the general framework of school administration. The aim is to enhance achievement of better learning which is mainly attained through better teaching Okumbe (2001). Instructional supervision is usually carried out by Quality Assurance and Standards Officers to improve the quality of curriculum delivery in Kenya.

Quality Assurance and Standards Officers were previously referred to as inspectors. The change of title was aimed at improving the interpersonal relations between the teachers and QASOs. This is due to the fact that supervision and inspection trace their genesis to the judgmental autocratic practice with the aim of punishing the teacher rather than helping the teacher to improve in his or her instructional role. For instance, Okumbe (1998) defines inspection as an old concept in management whose basic precept is that of autocratic management aimed at catching the workers red-handed. However according to Holmes (2003) inspection includes clear and helpful overall feedback and leads to written reporting that evaluates performance and quality and identifies strengths and weaknesses.

In the developed countries, instructional supervision is better organized and well-coordinated than in the developing countries Mohanty (1995). In the United States America (USA), for example, the main aim of supervision as practiced in schools is to improve classroom instructions. This is through observation of classroom teaching, analysis of observed data and face to face interaction between the supervisor and the teacher. There is state-wide control, county, city or township supervision in the United States because the government system is mainly federal Tyak (2003).

In Sub-Saharan Africa, supervision and inspection have been emphasized by the governments with an aim of improving quality of education Shiundu & Omulando (1992). Though numerous challenges confront supervision; commendable strides have been made in the region. In Nigeria, the Federal Ministry of Education (FME) has stepped up efforts to enhance education quality assurance in schools. There have been intensive training and re-orientation programs for school inspectors and supervisors at all levels Oyosola (2006). The role of inspection and supervision falls in the Ministry of Education. The Chief Inspector of Education is assisted by the Chief Education Officer and host inspectors in various states. The inspectorate division of the Federal Ministry of Education is responsible for federal Institutions in all states of Federation of Nigeria. Despite emphasis by the government to the ministry of education to take supervision seriously, there has been inadequate supervision in schools Oyosola (2006).

Supervision and inspection of schools and other agencies seems like a fairly recent phenomena, but in real sense the issues that are addressed are ancient. In Kenya, the history of inspection and supervision dates back to the early 1900, when the department of education was established by the colonial government (Sifuna, 1990).

During the period, the leadership and control of schools fell in the hands of the colonial masters. Supervision was then seen as directing and judging activity. The Education Officer in the colonial period was viewed as an administrator, manager and inspector, (Sifuna, 1990).

At the eve of Kenya's Independence, it was evident that Africans had taken a leading role to shape their education system; hence the establishment of Ominde Commission Republic OF Kenya (1964). The commission was to make recommendations on the education system for independent Kenya (Sifuna 1990). The commission emphasized the importance of school supervision; therefore training of supervisors and inspectors became necessary, this was because of the emerging issues and new approaches in education. At primary level, education has been made free and compulsory, guidance and counseling has been put in place to address cases of indiscipline in schools instead of corporal punishment. Rights of children, violation and forms of abuse have been documented and subsequently being implemented.

The education act of 1968 revised in 2013 chapter 211, of the Laws of Kenya in section 18 gives the Minister in charge of education power to appoint QASOS Republic of Kenya (1980). The supervisors are supposed to visit schools for the purpose of supervision. According to the act, the inspection can be done at any school without prior notice; the headteacher has to cooperate in accessing all the records for audit. Mbiti (2007) identified the role of the inspectorate as that of controlling the quality of education at all levels through guidance and advice to all teachers in their respective schools. . . .

Following the restructuring in the Ministry of Education, the inspectorate department is now directorate of quality assurance and standards (DQAS). The name inspector of schools has now been changed to quality assurance and standards officers (QASO). The policy of the ministry of education is to improve the quality of teaching and learning to enhance quality education (Republic of Kenya, 2000). Government effort to enhance inspection have been numerous including changing of title from inspector to

(QASO) To make the section look more human and boost teachers confidence on QASOs (Republic of Kenya 2005).

According to the Ministry of Education Science and Technology (MOEST) strategic plan (2006 -2011) the function of (DQAS) in Kenya are; to ensure

quality teaching is taking place in schools, carry out regular and full assessment of all educational institution and ensure standardization of education in the country.

The DQAS execute its responsibility through the officers known as Quality Assurance and Standard Officers (QASOs).

According to MOEST(2002) the role of Quality Assurance and Standards Officers include the following:

Assessing all educational institutions regularly and compile appropriate reports. Advising the government on the trends in areas of equity, access, gender, enrolment wastage (drop out and repetition rate) retention, curriculum delivery and teaching materials, staffing governance, discipline institutional development plan. Reviewing the learning and teaching materials in collaboration with Kenya Institute of Curriculum Development (KICD) Advising on curriculum evaluation in collaboration with KNEC. Advising stakeholders on education matters pertaining to curriculum delivery, assessment and provision of resources. Monitoring and advising on standards in education based on all round standard performance indicators for various areas i.e. sports, games, drama, music, health care and nutrition, pupils welfare, pastoral and spiritual well being of pupils and provision and optimum use of resources. Establishing and maintaining registers for assessment. Advising on the identification, selection and promotion of teachers and supervisors in collaboration with Teachers Service Commission

TSC. And assisting the quality development service with the design of in- service training programs.

QASOs perform these duties by carrying out visits to school during which they get to know the conditions and quality of facilities, equipment, administration and knowledge of the teacher's actual teaching. Ontiria (2003) notes that these visits enable them to make a report on any observations made and also recommendation to remedy the situation.

The report on the presidential working party on Education and manpower training for the next decade and beyond; Kamunge Report of 1988 advocated provision of government policy guidelines on supervision for improving quality education through optimal use of existing human, physical and fiscal resources Republic Of Kenya (1988). The report stressed the importance of the inspectorate and recommended training of headteachers as first supervisors of their schools.

The sessional paper number 1 of 2005 on policy framework for education training and research stresses that in order to meet the demands for the 21st century, education and training programs must be of the highest quality to compete favorably with international standards Republic of Kenya (2005). Ministry of Education has produced a handbook for inspection of schools that offers uniformity in assessment.

There has also been capacity building on quality assurance in training teachers about teaching equipment and technology (Republic of Kenya, 2005). A study carried out in the area of quality assurance and standards (QAS) identified problems likely to affect quality of education in schools. According to the Republic of Kenya, (2000), research carried out in Kenya by Kenya Institute of Curriculum Development (KICD) indicates that teachers mistrust the inspectors for a number of reasons; the inspection visits are often poorly planned and lack objectives; the inspectors often seem to be checking on schools rather than trying to identify and improve standards and that focus is mainly on building administrative systems rather than teaching and learning (Mutsa, 2006). A vast amount of supervision tends to be conducted in a haphazard manner with little effort on follow up activities. There have been complaints from many quarters that teachers are not properly controlled and adequately involved in the formulation of educational policies.

Developing supervision and evaluating systems that are logically safe and look good on paper will not ensure instructional improvements if they are not positively perceived by teachers. In his study on level of teachers' satisfaction Ndiritu, (1999) indicated that teachers who had negative perceptions towards their administrators were likely to have higher level of job dissatisfaction than those who had positive perception. The perception of teachers on QASO will be the independent variable and these perceptions will be on the basis of frequency of

supervision sessions, preparedness of the QASO in their work, implementation of QASO's assessment report and impact of QASO practices on teachers' pedagogical skills.

Available statistics from Mbita District show that Lambwe Division is not doing well in terms of academic performance as compared to other two Divisions. There has been a concern from all stakeholders over the poor performance of pupils particularly in public primary schools in Lambwe Division. It is against this background that the researcher found it worth investigating teachers' perceptions on QASOs instructional supervisions since the dismal performance may be attributed to the fact that instructional supervision is not effectively done by QASOs.

1.2 Statement of the problem

Development of supervision in Kenya has been emphasizing on the expansion of manpower needs rather than on the improvement of supervision techniques (Holmes 2003). Instructional supervision is aimed at establishing, improving and maintaining educational standards. Teachers considered QASOs as fault finders and their presence in schools elicit fear (Okumbe 1998). The change of the name from inspectorate to DQAS was meant to improve the working relationship between the supervisors and teachers.

Educational standards in Lambwe Division is a matter of concern. The division performs dismally. In spite of efforts made such as regular testing of pupils, organizing open forums to discuss education matters, parents employing teachers to boost staffing thus enhancing the quality of education. There remains a concern over the contribution of QASO in enhancing quality education as perceived by teachers.

1.3 Purpose of the Study

The purpose of the study was to investigate the teachers perception on QASO instructional supervision in public primary schools in Lambwe Division, Mbita District.

1.4 Objectives of the study

In order to fulfill the purpose of this study, the following research objectives were formulated;

- i. To determine the perception of teachers on the frequency of the QASO's instructional supervision session.
- ii. To determine the perception of teachers on level of preparedness of QASO for instructional supervision of primary school teachers.
- iii. To establish teachers' perception on the extent to which QASO instructional supervision reports are implemented.

- iv. To establish the extent to which QASOs instructional supervisory strategies have helped to improve teachers' pedagogical skills.

1.5 Research Questions

The study sought to answer the following questions;

- i. What is the perception of primary school teachers of Lambwe Division of the Frequency of QASO's supervision session?
- ii. How do the primary school teachers of Lambwe Division perceive the level of preparedness of QASO's during supervision sessions?
- iii. To what extent are the QASO's supervision report implemented to by teachers in Lambwe Division?
- iv. In what ways could QASO's supervisory strategies help in the improvement of teachers pedagogical skills in Lambwe Division?

1.6 Significance of the study

The findings of this study would be useful to the Ministry of Education (MOE), Directorate of Quality Assurance and Standards (DQAS) department in maintaining, strengthening or raising the current approaches to school inspection and supervision to make it more friendly and supportive.

The findings of the study would create awareness among teachers so that they can endeavor to work towards the provision of quality education in primary schools

Information gathered in the study may eventually bring a new set of knowledge that would be added to the already existing one. It could also identify some gaps for further study on the effectiveness of supervision and inspection in schools.

1.7 Limitation of the study

The study might be limited by a number of factors beyond the control of the researcher. The schools in this area are situated in the rural area and therefore the findings will not be a true representation of the situation in urban schools. The unpredictable weather conditions and logistic constraints such as accessibility posed challenges. The researcher found it rather difficult to access some schools due to bad weather and poor terrain.

The study would depend on the cooperation of respondents. To ensure that this problem did not affect the success of the study, the researcher appealed to the respondents to be frank in answering questions and ask them not to give their identity in any form

1.8 Delimitation of the study.

The study was conducted in public primary schools in Lambwe division Mbita district. Private schools were not included in the study. 24 headteachers and 168 teachers were involved as respondents. The area under study was predominantly rural.

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1.9 Basic Assumption of the study.

- i. Teachers in Lambwe Division are conversant with Quality Assurance and Standards Officer (QASOs) operations.
- ii. The respondents to the questionnaires will give honest responses against which the research would be based.

1.10 Definition of Significant Terms

Perceptions – Refers to views, opinions and feelings held by teachers about QASOs adequacy, preparedness.

Public Primary School – Refers to primary school which are government aided whose teachers are employed by the Teachers Service Commission.

Quality Assurance and Standards Officers – Refers to persons appointed by Ministry of Education Science And Technology by virtue of their competencies to supervise the implementation of curriculum in schools

Supervision – Refers to overseeing, helping and guiding teachers as implementers of Curriculum.

1.11 Organization of the Study

This study was organized in five chapters. Chapter one contains the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study , limitations of the study, delimitations of the study, basic assumption of the study, definition of significant terms and organization of the study. Chapter two focuses on the literature review under the following headings; Introduction, frequency of QASO supervision sessions, level of QASOs' preparedness in the supervision, implementation of QASO reports, summary of the literature review, theoretical framework and the conceptual framework.

Chapter three covers the research methodology which will include; research design, target population, sample size and sampling procedure. Research instruments, their validity and reliability. Data collection procedures and data analysis techniques their validity and availability of the research instruments, data collection procedure and data analysis techniques, chapter four deals with the presentation of data analysis and interpretation of data and discussion of the result. Chapter five consists of a summary of findings, conclusions, recommendations of the study and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explores literature related to the study. It contains the following themes;-

Adequacy of the QASO inspection sessions, levels of QASO preparedness in the supervision; implementation of QASO reports, influence of QASO supervisory strategies on teachers' pedagogical skills, summary of the literature review, theoretical framework and conceptual framework.

2.2 Frequency of QASO Supervision Session's

Provision of quality education opportunities to all Kenyan children is central to the government's effort to eradicate poverty and improve the economic growth. It is important to point out that the department of MOEST responsible for the provision of quality education in learning institutions is the DQAS through the QASOs. It is imperative to remember that in supervision a lot of emphasis should be put on partnership, mentoring integrity, trust and collaboration, the DQAS must increasingly become a team player and not a policing service as it has been perceived in the past (MOEST, 2007).

Through interaction within the schools and institutions, the department collects all the necessary data and information and informs the Ministry of Education on

trends in standards and achievement in the education institution. Regular visit to school provides a basis on which necessary changes can be effected both in the school environment and in the curriculum.

Austin (1979) conducted a study to find out if supervisors of schools helps in raising the standards of classroom teaching/ learning and morale of staff. The research was also meant to investigate the medium and long term impact of supervision of schools. It explored how secondary schools responded to their supervision and how they used the supervisors findings to support the subsequent development. Information was collected through face to face and telephone interviews at 55 schools which had been supervised in 1993, 1994 and 1996. Questionnaires were sent to schools which were supervised and response rate of between 60 and 80 % was obtained. The study revealed that paramount to the implementation of the action plan and resulting strategies was the headteacher's realization of the teaching and learning in schools. Most of the teachers interviewed commented about lack of feedback during and after supervision. The research did not comprehensively describe the extent to which supervision influence performance.

Dareh and Playko (1992) carried out a research on how supervision impacted on curriculum implementation in schools in Boston. Findings reveal that supervision done in areas of checking in lesson plans, schemes of work registers and other

administrative documents had a positive impact in academic performance of students. Frequent supervision improved the performance of pupils.

The research did not however reveal constrains and also the rate of which the teachers implemented the recommendation given by QASO supervisors.

Frequency of supervision sessions is a big problem facing educational supervision in Kenya (Olembo et al, 1992). This view is supported by Kamindo (2008) who observes that though there are educational supervisors way down to the zonal level, most schools still stay for long period without being supervised because of the low number of supervisors relative to the high number of teachers. Therefore, most public primary schools are not adequately supervised or not supervised at all. According to an article “Woes still linger despite reforms” in the Standard News Paper (2006), the directorate of quality assurance and standards still experiences challenges such as:

(a) **Shortage of staff** – It is a major problem in the directorate because most counties and districts lack adequate personnel. This has led to the available staff being overworked.

(b) **Transport problem** – Despite provision of vehicles at the district level and motor bikes at the zones, transport is still a major problem. Bikes have been faulted, fuelling is a big problem and they are inadequate.

Another challenge to QASOs is inadequate assessment and lack of follow up visits. This was noted by Olembo (1992). He also found out that; most schools are not visited regularly; some schools are seen more frequently than others. Teachers are not assessed equally. There is irregular and lack of follow up activities. This was due to inadequate number of QASO and distance from one school to another.

2.3 QASOs Level of Preparedness for instructional supervision

In the developed countries, instructional supervision is better organized and well coordinated than in the developing countries (Mohanty, 1995). In the United States of America (USA), for example the main aim of supervision is to improve classrooms instructions. This is through observation of classroom teaching, analysis of observed data and face to face interaction between the supervisor and the teacher. The supervisors are expected to follow the laid down guidelines which is a tool for supervision.

In sub-Saharan Africa Supervision and Inspection have been emphasized by the governments with aim of improving quality of education (Shiundu and Omulando, 1992). Though numerous challenges confront supervision in the region but commendable stride have been made. In Nigeria, the Federal Ministry of Education (FME) has stepped up efforts to enhance quality education in

schools. There have been intensive training and re-orientation programmes for school inspectors and supervisors at all levels Oyosola (2006).

Marwanga (2004) carried out a study on instructional supervisory practices of school supervisors and principals in secondary schools in Nakuru district. He found out that teachers have negative attitudes towards supervision because some supervisors either lack skills or have negative attitude towards teachers.

Rugut (2003) conducted a research on the barriers of effective instructional supervision in primary schools in Kapsabet division of Nandi North district. He established that the supervision in the division was hindered by the fact that the supervisors lacked adequate training and communication skills. Low academic qualification of supervisors as opposed to the teachers they supervised was also identified as a problem. These studies did not focus on the teachers perceptions on instructional supervisors (QASO) hence this study will fill the gap.

Scholars agree that effective supervision should enhance teaching and learning process in school. Ideally, supervision should help the teacher plan, organize his/her work, create a healthy classroom atmosphere and prepare adequate and accurate professional records (Okumbe, 1998). Observation technique in supervision are quite essential. They entail supervisors' actual observation of the teacher in the classroom (Olivia, 1976) supervisor should have specific

procedures to follow to ensure a well co-ordinated supervision which is intended to achieve the specific objectives (Orlosky, 1984), Oyosola, (2006) is in agreement with this observation by asserting that unplanned observation rarely achieves any objective but rather brings more harm than good.

In Kenya, from time immemorial, supervision in education has been undergoing transition depending on emerging issue and education dynamics. In the late 18th century and early 19th century, supervision was characterized by inspection for control, (Sifuna, 1990).

The inspector's were non professional, with the major function of supervision being that of making judgement about teachers' performance as opposed to teaching and pupils learning (Shiundu and Omulando 1992), Wanjohi (2005) observes that previously selection of inspectors (now QASOs) was based on the identification of successful headteachers who excelled in administration as well as their subject areas. They were appointed in the position on assumption that skills acquired in their training were necessary and sufficient for effective performance as inspectors.

Currently the recruitment of all Quality assurance and standards officers is done by the Public Service Commission. Posts are advertised and short listing is done. The short listed candidates are interviewed, the successful candidates are

appointed as QASOs. The modalities of identifying potential quality assurance and standards officers are based on;

- i. The track record of the applicant, in relation to previous and present performance.
- ii. The level of education of the applicant. At least a graduate having served in job group L for at least 3 years (MOEST 2000 Handbook for inspection on education institution).

It is evident that a lot has been done in the DQASO department in the Ministry of Education to make it effective in its supervisory role. The personnel are carefully appointed and properly trained for the assignment. This is likely to change the negative perception on instructions supervisors (QASOs) by teachers. The high qualification required puts the instruction supervisors well above the teachers as opposed to what it used to be in the past.

2.4 Implementation of QASOs Instructional Supervision Reports

Supervision in education is the responsibility of the quality assurance and standard officers (QASOs) of the Ministry of Education in Kenya Republic of Kenya (2000). Quality assurance and standard officers services are conducted as per the Education Act Cap 211 of the Laws of Kenya 1968, revised 2013. These officers are given authority to enter and inspect any school with or without notice and submit their reports as required. Education supervisors have a vital role to play. They compile reports based on their assessment which are either negative or

positive given the situations on the ground. Through these reports the stakeholders in education are informed about various issues that need attention. The government is advised on type and quality of education on education trends Republic of Kenya (2000). These trends include wastage, curriculum delivery, reviewing learning and teaching materials in collaboration with Kenya Institute of Curriculum Development (KICD).

2.4.1 Impact of Quality Assurance Assessment Reports

According to the Standard News Papers (2006) on the title “effort pay huge dividends in learning process”, regular supervision keeps teachers on their toes since they are

compelled to improve on the weak areas as indicated in QASO reports and to ensure that academic standards are adhered to. A good example in the same news papers was a case of Mweru Primary School in Nyeri. The school attained a mean of 148 marks out of the 500 marks. After the results were released, the divisional and district QASOs visited the school. In their report they recommended the transfer of the headteacher and six other teachers. The assessment became more regular. The school later became one of the best in the district.

Kimeu (2010) noted that there are various roles of instructional supervision; First Instructional supervision ensures considerable coverage of the syllabus. Secondly it ascertain that the recommended syllabus is being used for instruction, thirdly

the relevant instructional materials are used, and a conducive environment is created for teaching and learning. This is done through QASO regular visits to schools and implementation of assessment reports to improve the quality of education.

Supervisors should display a bit of flexibility by being able to adopt or adjust to teaching situations (Olembo et al, 1992) Oyosola (2006) is in support of this view by saying that the supervisors should realize schools are not identical. Every school has its own unique problems hence should listen to teachers' point of view before giving their own.

2.5 Influence of QASO Supervisory Strategies on Teachers Pedagogical Skills

Annunziata (1997) carried out a research in Papua New Guinea on how supervision influenced the quality of teaching. The findings indicated that the supervision improved teachers classroom delivery. After talking to the teachers after supervision, efforts had

been successfully made to move away from previously purely teacher-centered to pupil-centered approach. Therefore improving teaching and learning.

Wanga (1988) conducted a case study on supervision to see how supervision had improved the quality of education. The findings included that since supervision was done in sampled schools, the schools realized remarkable improvement in teaching methods as compared to schools which were not sampled.

Okumbe (1998) considers supervision to be that dimension or phase of educational administration which is concerned with improving instructional effectiveness. Supervision therefore is an integral part of administration. He divides supervision into general supervision and instructional supervision. General supervision subsumes supervisory activities that take place principally outside the classroom setting, such as writing and revision of curriculum, preparation of units and materials of instruction, the development processes and instruments for reporting to parents and such broad concerns as the evaluation of total educational programmes, instructional supervision refers to rationale and practices designed to improve classroom performance.

In a research carried out by Goldberry (1997), on whether supervision benefited teachers in the teaching, found out that supervision by QASO had improved the work of the teaching and non teaching staff. The teaching staff indicated that after positive supervision, they improved their teaching skills, enhanced better skills which they apparently had not been using since they graduated from college.

According to Okumbe (1998) individual teachers' conferences is supposed to take place immediately after supervision. Olembo, Wanga and Karagu (1992) agree by observing that one of the things teachers are not happy about is if they are not given an opportunity to discuss with the supervisor. Teachers should be given a chance to air their views before supervisors write his or her final report (Okumbe,

1990) Orlosky, (1984) has a similar views when he says that there should be a conversation or discussion between the teacher and supervisor to discuss and agree on areas teachers need to improve on especially in Pedagogy.

The most recent concept of instructional supervision is clinical supervisors, (Okumbe, 1998). This is the rationale and practice designed to improve the teachers' classroom performance. Data is obtained from the event, which take place in the classroom. The analysis of these data and the relationship between the lecturer and supervisor from the basis of the programme, procedures and strategies designed to improve the pupils learning by improving the teacher's teaching and behavior constitutes clinical supervisors. Supervision can therefore not be done away with and QASO officers should seek to make educational aims clear, offer friendly advice and supervise the schools under their jurisdiction in ways that can bring about the desired result.

In general, supervisors should supervise teachers with the following in mind; first cultivate leadership that develops school programmes and enriches environment for all teachers and cultivate the type of emotional atmosphere in which all the teachers are accepted and feel that they belong to the system (Oyosola, 2006). They should then provide opportunities to think and work together as a school team (Okumbe 1998 and Oyosola, 2006). Lastly, effective supervision is based on honest assessment of teachers, without being biased (Olivia 1976).

In most cases supervision is taken as control measure instead of a learning process. This is a problem that faces all schools based supervisors whereby it is seen as a way of extending their scope of influence over teachers beyond the known limits of formal authority. According to Claude (1992), teachers need to be controlled because if left for themselves, they may not try to develop their skills and may inevitable act against the interest of the school. If supervision is used properly, then all teachers in a school would develop and perfect their skills in teaching for the benefit of pupils. & .

In supervision creativity is rather necessary it is concerned with innovation (Olivia, 1976). Okumbe (1998) agree with this view by observing that supervision should encourage teachers to discover more methodologies of instruction so as to be effective in their teaching career. DQAS is expected to provide advisory service to schools on how best to improve their teaching. The advice also goes too stakeholders at school, district and national levels (KESSP Report; 2005 190).

2.6 Summary of the Literature Review

The concept of supervision is a process that helps teachers and supervisors to have more information about their practices and use their knowledge and skills to improve the quality of education at all levels. Supervision involves looking at physical facilities, economic environment of the school, national education structure, professional and academic environment. Hence supervision is geared

towards making a teacher much better than before, in-terms of knowledge and pedagogical practices.

This important assignment should be done on regular basis to make it meaningful and helpful. The players in this field of supervision should be adequately trained to take up the assignment and be able to give appropriate reports based on facts and observations, this is likely to bring about positive changes as far as quality education is concerned.

Though Mwanzia (1985) and Okumbe (1998) tackled the factors affecting QASO and effectiveness of supervision respectively, minimal studies have been done on perception of teachers on QASOs instructional supervision. This study intends to fill this gap by looking at teachers' perception on QASOs instructional supervision based on the frequency of QASOs supervision sessions, level of QASO preparedness, implementation of QASO reports and influence of QASO supervisory strategies on teacher's pedagogical skills in the public primary schools of Lambwe Division, Mbita District.

2.7 Theoretical Framework

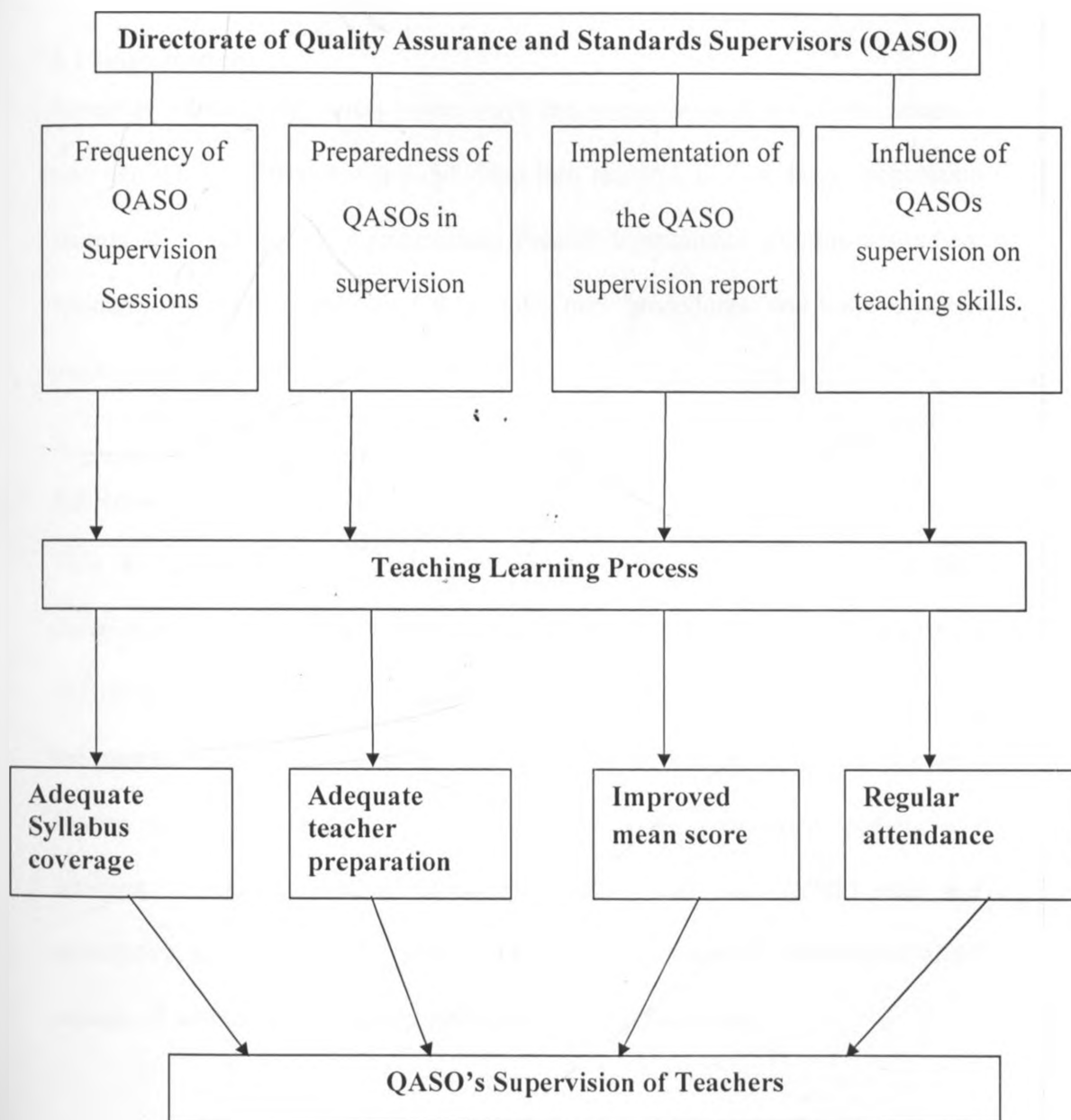
One of the theories that best fits in instructional supervision is the theory X and Y by Okumbe (1998). In this theory, McGregor set forth two alternative views of nature of man. The first he called theory X. in this theory supervisors are expected

to direct and control those working under them based on the assumption that human beings are lazy and dislike work as applied in education, supervisors could be out on a fault finding mission with an aim of coercing and controlling behavior they could therefore use unfriendly means like threats and negative reports about teachers. The other view of the nature of man, Theory Y, it is believed a normal human being is initiative, likes work and should not be coerced to put effort but should be rather motivated. Generally a middle ground is used in employing the two theories but theory Y is advocated for with some caution (Okumbe, 1998)

2.8 Conceptual Framework

According to Orodho (2005), a conceptual, framework is a hypothesized model identifying the concepts under study and showing their relationship. A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. It therefore strengthens and keeps the research on track by conceptualizing the problem and providing a means to link ideas and data so that a deeper connection can be revealed (Kombo and Tromp, 2006)

Figure 1.1: Conceptual Framework of the study of Teachers' Perceptions on the QASO's Supervision.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to the ways and means through which the research was carried out. Thus, it was subdivided into research design, target population sample size and sampling procedures, research instruments, piloting instrument validity, instrument reliability data collection procedures and data analysis techniques

3.2 Research Design

This study adopted the descriptive survey design. Kerlinger (1973) says descriptive survey design is that branch of social scientific investigation which studies large and small population by selecting and studying samples chosen from the population. Descriptive survey design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Borg and Gall (1989) note that descriptive survey design is intended to produce statistical information about aspects of education that interest policy makers and educators.

The research design was deemed suitable for this study because the researcher was interested in the state of affairs already existing.

3.3 Target Population

Orodho (2004) defined target population as all the items or people under consideration for this study, the target population consist of 24 public primary schools in Lambwe Division, Mbita District. The schools have a total of 24 headteachers and 168 teachers.

The headteachers are targeted because they are in good position to give information on the subject. The teachers are chosen because they are constantly in touch with pupils in their classes and are the ones supervised.

3.4 Sample Size and Sampling Procedures.

It is in rare cases when investigations take all people in a given population, selection is necessary to obtain a manageable size of subjects. A sample is a subject of a larger population to which the researcher intends to generalize the findings (Wiersman, 1986). According to Best and Khan (1998) an ideal sample should be large enough to serve as an adequate representation of the population and small enough to be economically selected in terms of subjects availability and experience in both time and money. The researcher intended to involve all the public schools in Lambwe division but this could not be possible due to geographical set up and vastness of the region.

Mugenda & Mugenda (2003) recommend a 50% of the larger population to be used.

Simple random sampling technique was used to get the 12 schools. The researcher wrote the names of 24 schools on a piece of paper. 12 schools written Yes and other 12 written NO. Twenty four pupils were asked to pick for each school thus, the schools written Yes were involved in the study. The average teacher population in Lambwe Division was 8 per school. From the schools one headteacher and seven teachers were involved that gave 12 headteachers and 84 teachers as respondents.

3.5 Research Instruments

The researcher used questionnaire prepared for teachers and interview guide for headteachers that was used to confirm the information got in the teacher's questionnaire. Mugenda and Mugenda (2003) observes that the use of questionnaires is a popular method for data collection in education because it can be used to collect information from a large sample and diverse regions, moreover it saves time and uphold confidentiality since the respondents are not required to give their identity.

Interview guide for headteachers was found convenient because the researcher had the opportunity to probe for in-depth information and makes it possible to obtain data required to meet specific objectives of the study

(a) Teacher's Questionnaire

It had 5 sections. Section A had 3 items on teachers' demographic information.

Section B had 4 items on frequency of QASO supervision session among

teachers section C had 10 items on QASOs level of preparedness. Section D had 10 items on implementation of QASO assessment reports and section E had 10 items on Influence of QASO Supervisory strategies skills.

(b) Headteachers' Interview guide

The headteachers' interview guide had 7 research items to the research questions.

3.5.1 Piloting

According to Wiersman (1986), through piloting problems can be identified and necessary adjustment is done well before the actual study. Therefore the researcher carried out a pilot study two headteachers and 14 teachers were involved. According to Mugenda & Mugenda (2003). Piloting should involve between 1% and 10% of the sample size. The researcher used the 8% of the sample size. The purpose of piloting research instruments is to find whether the respondents will find them clear, precise and comprehensives enough. Piloting also helps to determine the validity and reliability of the instruments.

3.5.2 Instrument Validity

Mugenda & Mugenda (2003) define validity as the accuracy and meaningfulness of inferences based on the research result. It is the ability of the instrument to measure what it purports to measure. Validity therefore is the degree to which results obtained from the analysis of the data represent the phenomenon under study.

To validate the research instruments, the researcher sought the assistance from the supervisors of and other colleagues on content, clarity, ambiguity, language level and other information that could be included.

3.5.3 Instrument Reliability

Reliability of the instrument concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials Best and Kahn (1998).

To enhance the reliability of the instrument a pilot study was conducted in two public primary schools which were not involved in the study. A test-retest method was carried out to the same group of subjects with a time laps of two weeks between the first and the second test. The questionnaire was administered to the schools which were not involved in the study, fourteen teachers and two headteachers were selected as respondents during the first session after two weeks the same was done to the same group during the second session.

The results for the first session and the second session were correlated. A pearson's correlation coefficient formula was used as given below.

$$r = \frac{1}{n - 1} \sum_{i=1}^n \left(\frac{X_i - \bar{X}}{s_X} \right) \left(\frac{Y_i - \bar{Y}}{s_Y} \right)$$

Where

$$\frac{X_i - \bar{X}}{s_X}, \bar{X}, \text{ and } s_X$$

are the standard score, sample mean, and sample standard deviation, respectively (Kendall and Stuart, 1973).

The Pearson coefficient correlation yielded 0.84 value and thus an indication of reliability of the instrument.

For the headteachers, the interview guide was administered, the headteachers gave their opinion on the items based on the study. This was done twice, the researcher went back to the headteachers after the first visit within a time lapse of two weeks, the headteachers gave almost similar response to the questions, this confirmed the reliability of the instrument

3.6 Data Collection Procedures

Before embarking on data collection, the researcher sought research permit from the National Council for Science and Technology (NCST) to obtain a research permit. The researcher further got permission from the Deputy County Commissioner and the DEO Mbita district before visiting the schools. Thereafter wrote letter to schools through the headteacher of the selected school to be allowed to do the study. The selected schools were visited, questionnaires administered to the respondents and interviewed the headteachers using the interview guide. The dates to collect the questionnaires were agreed upon during the administration

3.7 Data Analysis Techniques

Data analysis is the categorization, ordering, manipulation and summarizing of data to obtain answers to research questions Kerlinger (1973). The raw data collected from the field was organized and coded for analysis. According to Kombo and Tromp (2006) the core function of the coding process is to create codes and scales from the responses which can be summarized and analyzed in various ways. A coding scheme is an unambiguous set of prescriptions of how all possible answers are created and what (if any) numerical codes are assigned to a particular response. Kombo and Tromp further notes that in coding scheme the researcher assign codes to each likely answer and specify how other responses are to be handled.

After collecting data, the questionnaire was checked for completeness, accuracy and uniformity of the information obtained. This data was analyzed based on the research questions. Data collected was analyzed by use of descriptive statistic such as frequency distribution tables, percentages. As Gay(1992) observes that one of the most commonly used method in reporting descriptive survey was the use of frequency distributions, calculating percentages and tabulating them appropriately.

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CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents a descriptive analysis of the data collected in teacher's perception on Quality Assurance and Standards Officers Supervisors in the Public Primary Schools in Lambwe division Mbita District. In this study, a total of 84 teachers were selected as respondents and 12 headteachers were interviewed from the division. Key informants were randomly selected from the schools that were involved in the study. This study sought to answer the following objectives. To determine the perception of teachers on the frequency of QASO's supervision session, to determine the perception of teachers on level of preparedness of QASO in the supervision of primary school teachers, to establish teachers perception on the extent to which QASOs reports are implemented and to establish the extent to which QASO's supervisory strategies have helped to improved teacher's pedagogical skills.

Descriptive techniques was used to organize, summarize and interpret quantitative information. Data was then presented in form of frequency tables and charts where applicable. This presentation based on the questionnaire administered.

4.2 Background Characteristics of the Teachers

This section presents the characteristics of personal attributes of individual respondents. They include; gender, experience as a teacher and highest professional qualifications.

The rationale behind inclusion of these attributes in the analysis is that they help to shed some light on the characteristics of the teachers and whether they deserve the type of supervision carried out by the QASO. The study managed to capture all the respondents targeted in the sample size.

Gender

The research sought to determine the gender of the respondents in the study. The results are as shown in table 4.1 the table below shows the gender of respondents in terms of male or female.

Table 4.1 Gender of Respondents

Gender of Respondents	No. of Teachers	Percentage
Female	27	32.1%
Male	57	67.9%
Total	84	100.0%

From table 4.1 above majority of the respondents 67.9% were male and 32.1% of them were female. This reveals that in Lambwe division majority of teachers were males. The data also shows that there was gender disparity in Lambwe division.

Table 4.2 Distribution of Respondents with Experience as a Teacher

Years in Service	No. of Teachers	Percentage
Below 5 years	7	8.3
5-10 years	24	28.6
11-15	27	32.1
16-20 yeas	15	17.9
Over 21 years	11	13.1
Total	84	100

When the respondents were asked to indicate their experience as a teacher, most of them 32.1% indicated that they had 11-15 year, while 28.6% of them had 5-10 years, 17.9% of them had 16-20 years, 13.1% had over 21 years and those who had below 5 years were 8.3%. This shows that majority of the teachers had worked for more than 5 years hence have seen the growth of QASO and can also be able to judge the improvement and their perception on supervisors as either changed or improved as the supervision have been carried out during this period they have been teachers.

Highest Professional Qualifications

The researcher wanted to know the highest professional qualification the teachers had attained; the results are as shown in the Table 4.3.

Table 4.3 Highest Professional Qualification

Qualification	No. of Teachers	Percentage
Certificate	32	38.1
Diploma	20	23.8
University Degree	20	23.8
Master Degree	12	14.3
Total	84	100

Majority of the respondents (38.1% had attained primary, Teacher Certificate, 23.8% had attained a diploma in education, 23.8% had attained university degree that is Bachelor of Education Degree and 14.3% of them had a Master Degree. This implied that majority of the teachers were educated and well trained therefore could give the relevant information in relation to the study.

It is also possible that some teachers will feel over qualified to teach in primary schools, especially those with masters degree and bachelor Degree hence were likely to be against being supervised by QASOs with lower qualifications.

Since some were just promoted on merit and were later made QASOs without higher academic achievements.

4.3 To determine the perception of teachers on the adequacy of QASO supervision sessions.

According to Holmes (2003) supervision is a process that help teachers and supervisors to have more information about their practices and to use their knowledge and skills so as to be effective. Orlosky (1984) defines supervision as a process containing all the professional help and guidance services they are provided by supervisors and expects for the teachers and other staff for the purpose of increasing their productivity in education and instructional activities. The aspects of educational productivity is hence a vital role of supervision with this at hand the researcher sought to know the number of times the respondents had been supervised for the last 2 years. The results are as shown in the table 4.4

Table 4.4 Times supervised by QASO in the last 2 years.

Supervision Sessions	No. of Teachers	Percent
1-2 times	43	51.2
3-4 times	23	27.4
5-6 times	8	9.5
None	10	11.9
Total	84	100

Times supervised by QASO in the last 2 years.

Majority of the respondents 51.2% indicated that they had been supervised 1-2 times, while 27.4% of them had been supervised 3-4 times, 9.5% of them 5-6 times and 11.9% of them indicated that they had never been supervised in the last two years. Data showed that most of the teachers had been supervised during the period. The headteachers also indicated that the QASO carried out supervision in their schools, but the exercise rarely covers all the teachers in their respective primary schools.

The researcher then asked those who had been supervised to indicate whether the number of times they had been supervised were adequate. The results are as shown in Table 5.

Table 4.5 Number of times supervised by QASOs are adequate.

Response	No. of Teachers	Percentage
Yes	61	72.6
No	23	27.4
Total	84	100.0%

Majority of the respondents 72.6% indicated that the number of times supervised were adequate while 27.4% felt that it was not adequate. Majority of headteachers indicated that they would want their schools to be visited by QASOs as many

times as possible because of the positive impact. Hence adequate educational supervision refers to all efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of institution. It involves the stimulation, professional growth and development of teachers, especially on the new methods of teaching and revised institutional materials. Supervision for schools should not be a once or twice event in schools. But should be regular as possible as indicated by majority of headteachers in order to create a positive impact in the teaching and learning process. The response from teachers who felt that ones or twice is an adequate supervision might be having some reasons for their response.

Table 4.6 Professional Documents teachers are expected to prepare

This table sought to find out if teachers usually take their time to prepare the professional documents that are necessary in the teaching and learning process.

Table 4.6 Professional Document Prepared by Teachers

Professional Documents	No. of Teachers	Percentage
Scheme of work	84	100%
Lesson plans	71	84.5%
Lesson notes	62	73.8%
Records of work covered	59	70.2%
Pupils progress records	84	100%
Total	84	100.0%

The information was got from supervision file in the headteacher's officer and teachers' questionnaire

From table 4.6 the findings reveal that schemes of work and pupils' progress records are usually prepared by teachers as indicated by 84 teachers (100%). The findings further reveal that 71 teachers (84.5%) prepare lesson plans, 62 teachers (73.8%) prepare lesson notes and 59 teachers (70.2%) usually prepare records of work covered.

The data shows that the teachers in Lambwe division of Mbita district are positive on the preparation of professional documents especially schemes of work, pupils progress records and lesson plans. Lesson notes and records of work covered are also made but it is noted about 30% of the teachers seemed not to be serious in making the documents. This problem can be easily addressed by the QASOs during their supervision when they stress on these documents as very necessary.

4.3.1 To determine the perception of teachers on level of preparedness of QASO in the supervision

According to Olembo Wanga and Karagu (1992) effective instructional supervision involves looking at physical facilities, economic environment of school, input to school, national education, structure, professional and academic environment. Mohanty, (1995) observes that the supervisory techniques include classroom visitation, observation and individual conferences. Hence supervisors should be well prepared to be able to notice problems ranging from within the

class and outside classroom. The researcher then wanted to determine the perception of teachers on the preparedness of QASOs in the supervision of primary school teachers. Table 4.7 below shows factors measuring teachers' perception on preparedness of QASO in the supervision.

Table 4.7 QASOs Level of Preparedness for Supervision

STATEMENT	SD		U		SA		TOTAL	
	F	%	F	%	F	%	F	%
Supervisors seem disorganized when they supervise teachers	60	71.4	8	9.5	16	19.1	84	100
QASO Supervisors have a well prepared time frame	45	53.5	13	15.5	26	30.9	84	100
QASO Supervisors have a well written guidelines for supervision	13	15.4	11	13.1	60	74.1	84	100
QASO Conduct impromptu and irregular school visits to catch teachers doing wrong	50	59.5	7	8.3	27	32.2	84	100
QASOs are biased and undemocratic in assessing teachers	44	52.4	10	11.9	30	35.7	84	100
QASOs have other vested interest in their visit to school apart from supervisory services	57	67.9	9	10.7	18	21.4	84	100
QASO make comments about								

teachers in a systematic manner	20	23.8	7	8.3	57	67.9	84	100
QASOs are very important in maintaining quality of education.	22	26.2	8	9.5	54	64.3	84	100
Means of transport used by QASOs are good enough	26	30.1	4	4.8	54	64.3	84	100
QASOs are competent for their assessment duty	28	33.8	7	8.3	49	58.3	84	100

Key: SD= Strongly Agree; U= Undecided; SA= Strongly Agree

Majority of the respondents, 71.4% disagreed with the fact that supervisors seem disorganized when they supervise teachers, 19.1% agreed that supervisor seem disorganized when they supervise teachers. Data also revealed that 53.5% of respondents disagreed with the fact that QASO supervisors have a well prepared time frame. 30.9% agreed that the QASO supervisors have a well prepared time frame, 71.4% felt that the supervisors had well written guideline for supervision, 10.6% disagreed, 59.5% did not agree that QASO conduct impromptu and irregular school visits to catch teachers doing wrong, 32.2% agreed. 52.4% of the respondents disagreed with the fact that QASOs are biased and undemocratic in assessing teachers, 35.7% indicated that QASO are biased and undemocratic in assessing teachers. 67.9% of the respondents denied that QASOs have other vested interest in their visit to schools apart from supervisory services while 21.4% supported. Data further established that 67.9% agreed that QASO make comments about teachers in a systematic manner while 23.8% did not agree.

Further analysis showed that 64.3% felt that QASOs are very important in maintaining quality of education, 26.2% disagreed. 64.3% agreed that means of transport used by QASOs are good enough; 31% of respondents disagreed, 58.3% of the respondents felt that QASOS are competent for their assessment duty 33.4% disagreed to this fact.

The headteachers were asked to comment on the QASO's level of preparedness. Majority of the headteachers indicated that the QASO were well prepared, while others felt that they were not well prepared. The researcher further asked the headteachers to indicate whether the QASO had adequate time, personnel and knowledge as they supervise teachers. Majority of the headteachers felt that not much was done by QASO due to limited time, and the few personnel involved in the supervision.

From the result of the research it is clear that there are both positive and negative factors that have been identified by the teachers on perception of the preparedness of the QASO supervisors during supervision in their respective primary schools.

The study reveals there is still much that needs to be done in order to make QASOs effective in their supervisory work, since the study reveals some teachers feel that QASO supervisors do not have a well prepared time frame in which to conduct supervision. Even though the study reveals that teachers perceive QASOs to be prepared for their supervisory assignment there is still much to be done to scale up QASOs level of preparedness for instructional supervision.

4.3.2 To establish teacher's perception on the extent to which QASO reports are implemented

The QASOs are perceived to be unfriendly since they harass teachers, they are seen as fault finders who are only interested in punishing teachers than helping them improve in their instructional duty. Hence with these in mind the researcher wanted to establish the teachers' perception on the extent to which QASO reports are implemented.

Table 4.8 The extent to which QASO assessment reports are implemented

The table below shows teachers response to the implementation of QASO assessment report in their respective schools.

STATEMENT	SD		U		SA		TOTAL	
	F	%	F	%	F	%	F	%
QASO Supervision reports are always implemented by my school	30	35.7	7	8.3	47	56	84	100
QASO Supervision reports are rarely implemented	47	56	5	6.0	32	38.1	84	100
QASO Supervisory reports are never implemented	48	57.1	12	14.3	24	28.6	84	100
Supervision does not help teachers to grow professionally	50	59.5	5	6.0	29	34.5	84	100
Supervisors help teachers diagnosing teaching problems	23	27.4	11	13.1	50	59.5	84	100
The comments written by								

QASO on teachers observation sheets are encouraging	23	27.4	6	7.1	55	65.5	84	100
QASO Usually makes follow up visits	52	61.9	15	17.9	17	20.2	84	100
QASO reports are taken positively	34	40.5	7	8.3	43	51.2	84	100
Only some reports are implemented by teachers in school	36	42.9	22	26.2	26	30.9	84	100

From the above data it clearly shows that 56% of the respondents felt that QASO supervision reports are always implemented in their schools, 38.1% of the respondents are rarely implemented. It further indicates that 28.6% of QASOs supervision reports are never implemented, however, majority of 57.2% denied.

Data further established that 38.1% felt that supervision does not help teachers to grow professionally, a fact that 59.5% of the respondents denied. While 59.5% agreed that supervisors help teachers in diagnosing teaching problem, 27.4% denied. Findings also revealed that 65.5% agreed that the comments written by QASO on teachers' observation sheets are encouraging, 27.4% did not agree. Majority of the respondents denied that QASO usually make follow up visits are shown by 61.9%, 20.2% felt that QASO reports are taken positively by teachers and 29.8% did not agree. About 30.9% indicated that only some sections of QASO assessment reports are implemented by teachers in the schools.

The headteachers were also asked to indicate the supervisory practices that made teachers to perceive supervision by QASO positively. Their responses indicated teacher perceived QASO positively when they avoided harassment of teachers, when they can get down with teachers to advise and help teachers improve teaching and learning processes. They were also perceived positively when they were able to identify problems in schools and gave possible remedies. When the QASO exercise their authority excessively on teachers when they dealt with teachers as juniors and acted bossy, issued threats and harassed teachers during supervision. Majority of the headteachers also indicated that they acted on the assessment reports by QASO although in some instances the reports are delayed. The implemented reports have helped in a great extent since they have improved the level of education in the respective schools.

Implementation of QASOs supervision report is necessary especially after supervision. It is through this that both the headteacher and the teachers can be exposed to areas of weakness. The QASOs also need to make follow up visit to schools more frequently as this is likely to create some improvement in the implementation of QASO supervision reports. Proper implementation of the reports is for the progress of the school. From the study the evidence showed that the QASO reports were not adequately implemented due to the fact that some teachers did not receive the reports positively and also only implement some sections of the reports. It is of great benefit to teachers, headteachers and pupils if the QASO supervision reports can be implemented as advised. According to

Okumbe (1998) agrees with this assertion by observing that success of supervision is measured by its ability to promote learning. The effectiveness of the supervision is also realized through its success in instructional improvement, professional maturity curriculum development, innovation and implementation.

4.3.3 To establish teachers' perception on the extent to which QASO supervisory strategies have helped to improve teachers' pedagogical skills.

The researcher wanted to know from the respondents how they perceive supervision and whether it helped them to improve their pedagogical skills. The results are as shown in Table 4.9

Table 4.9 Supervision help to improve teachers' pedagogical skills.

	SD		U		SA		TOTAL	
	F	%	F	%	F	%	F	%
QASO Supervisory behaviors which stimulate teachers participation in classroom instructions	47	56	8	9.5	29	34.5	84	100
QASO Supervision not concerned with helping teachers to improve communication skills	54	64.3	3	3.6	27	32.1	84	100
QASO are concerned with offering specialized skills in advising and helping teachers	26	30.1	8	9.5	50	59.6	84	100
QASO assist teachers to improve their pedagogical skills	19	23	5	6.0	60	71.4	84	100

Supervision is of value to teachers if done well	-	-	2	2.3	82	97.7	84	100
QASO help teachers on how to prepare professional documents	62	73.8	6	7.1	16	19.1	84	100
QASO organizes workshops and seminars	51	60.7	6	7.1	27	32.1	84	100
QASO enjoy demonstrating their authority to teachers rather than giving advisory	45	53.6	2	2.3	37	44.1	84	100
QASO Supervisor have not added any value to my teaching skill	57	67.9	3	3.6	24	28.5	84	100
QAO assist teachers in making teaching aids	60	71.4	11	13.1	13	15.5	84	100

From the Table 4.8, 34.5% of the respondents felt that the QASO use supervisory behaviors which stimulate teachers' participation in classroom instruction, 56% of the respondents denied this fact while 64.2% of the respondents disagreed with the fact that QASO supervision is not concerned with helping teachers to improve their communication skills, 32.2% agreed. The research further revealed that 59.6% felt that QASO supervision is concerned with offering specialized skills in advising and helping teachers, 71.4% indicated that QASO supervision assist teachers to improve their pedagogical skills while 97.7% of the respondents felt that supervision is of value to teachers if done well.

Findings also revealed that majority 73.8% of teachers denied that QASO helped teachers on how to prepare lesson plans and schemes of work, 19.1% agreed. It

was also established that 60.7% of respondents denied that QASO organized in-service courses for teachers. 44.1% of the respondents agreed that QASO enjoy demonstrating their authority to teachers rather than giving advisory services, a fact that 53.6% denied. Further analysis revealed that 67.9% of the respondents felt that QASO supervisions have added value to their teaching skills. About 21.4% agreed to the fact that QASO assist teachers in making teaching aids, while 63.1% of the respondents denied this.

From the headteachers interview guide they said that QASO supervision sessions are helpful to teachers in that it has improved their pedagogical skills.

From the analysis it was found out that QASO supervisory strategies have helped to improve teachers pedagogical skills, the QASO offer specialized skills to teachers by advising them on new approaches to teaching through workshops and in – service training. Teachers have confirmed that supervision is of value to teachers if it is done well. Therefore the QASOs who conduct supervision in schools needs to be equipped with relevant knowledge and skills that would enable them help teachers improve their teaching skills. There is need for QASOs to organize workshops and seminars for teachers. This is due to the fact that there are many changes made in the curriculum from time to time, new contents are introduced or infused. However, it may be true that QASOs enjoy demonstrating their authority on teachers especially when they go out for supervision, some

QASOs appear bossy and would want to be felt by teachers. This kind of approach is not likely to give the desired results as would be expected.

It is important for the DQAS to in-service the QASOs on new approaches to inspection and supervision. majority of teachers felt that QASOs do not assist them in making teaching aids even though they don't make them physically but do advice teachers to ensure that they prepare them before the actual teaching.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter contains summary, conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to investigate the teachers' perception on QASO instructional supervision in public primary schools in Lambwe Division Mbita District. The target population consisted of 24 public primary schools in Lambwe Division, Mbita District. 24 headteachers and 168 teachers were targeted. The sample size was 12 public primary schools, 12 headteachers and 84 teachers.

The researcher used simple random sampling that made it possible to select 12 schools amongst 24 schools, 12 headteachers amongst 24 headteachers and 84 teachers amongst 168 teachers.

The instruments used were; teachers questionnaire and interview guide for headteachers. Through piloting the instruments' reliability was tested and they were found to be reliable.

First the study sought to determine the perception of teachers on the frequency of the QASO's supervision sessions. Majority of the teachers indicated that the

number of times they had been supervised were adequate. While majority of the headteachers indicated that they would want their schools to be visited more frequently. The DQAS should give a clear guideline on the number of times a school should be visited in a term to address the issue of adequacy.

To determine the perception of teachers on QASO's level of preparedness in the supervision of primary school teachers, majority of the teachers agreed that the QASO supervisors are seen organized, have well prepared guidelines and QASO's mission is not to catch teachers doing wrong but to work towards improving the quality of education in the public primary schools. This is likely to change the teachers perception on QASO as fault finders.

To establish teachers' perception on the extent to which QASO reports are implemented. Majority of the respondents indicated that the QASO reports are implemented in their schools given the positive impacts. The Headteachers also indicated that they usually that the reports are acted upon.

To establish the extent to which QASO's supervisory strategies have helped to improve teachers' pedagogical skills. Majority of the respondents indicated that QASO supervision is of value to teachers if done well, since supervision is concerned with helping teachers improve in their curriculum delivery.

The research design that was adopted was descriptive survey since it produces statistical information on aspects of education that interest policy makers and educators.

5.3 Conclusion

Based on the findings of the study, the following conclusions were made:-That there was adequacy of QASO supervision sessions in a number of schools since teachers felt that the number of times supervised was adequate but the headteachers felt that the schools should be visited regularly. Therefore, QASO supervision of primary school should be done regularly in order to justify their adequacy and also to ensure that teachers prepare adequately before the teaching process.

On the teachers' perception of the level of preparedness of QASOs in the supervision, the QASOs are found to be organized in their work and do have a guideline, their visit to schools are not to catch teachers doing wrong but to help improve the quality of education by advising teachers accordingly. It was also noted that the QASOs are competent and qualified for the supervision assignment.

Based on the implemented of QASOs assessment reports, a number of schools were seen to be these reports to the exception of few schools. Therefore, the school administration should ensure that the QASO reports are implemented as advised. The QASO follow-up visits are rather minimal thus needs a lot of improvement. QASO supervisory strategies are aimed at aiding teachers in their teaching approaches. Supervision should be done well by qualified QASOs who are able to help teachers through advice and organizing joint forums to equip teachers with new approaches in teaching and learning processes.

5.4 Recommendations

From the study, the following recommendations can be drawn.

The QASO supervisors should make frequent supervisory visits to all schools within their areas of operation so as to guide and advice teachers since supervision is a very important tool in promoting quality education. Follow up assessment visit by QASOs should be stepped up.

The headteachers and teachers should be encouraged to implement QASO assessment reports after supervision in order to help pupils and teachers improve quality of education. Teachers need to be sensitized on the benefits of supervision so that their attitude towards QASOs visits can change for the better.

Directorate of Quality assurance needed to upgrade QASO's skills to enable them carry out their supervisory activities mainly to assist in uplifting educational standards in our schools. This can be done through seminars, workshops, or in-service training.

Regular subject improvement seminars should be organized for teachers to help in equipping them with new teaching strategies and modern trends in education.

With proper instructional supervision that result to better teaching methods, motivated staff and pupils, quality teaching and learning, high level of discipline among the teachers and pupils and conducive environment, good results would be registered and finally quality graduates from the institution.

5.5 Suggestion for further research

Due to the limited scope of study, the researcher makes the following suggestions for further research:

- A similar research to be carried out in other districts or countries in Kenya.
- The effects of assessment on a school academic performance.
- Problems that QASOs encounter during their supervision.

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APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

University of Nairobi

Department of Educational

Administration and Planning

P.O Box 30197-0200

Nairobi.

The Headteacher

.....**Primary School,**

Dear Sir/Madam.

RE; REQUEST FOR PARTICIPATION IN RESEARCH.

I am a post graduate student in the Department of Educational Administration and planning of the University of Nairobi. Am currently working on a research project on the **Teachers' perception on Quality Assurance and Standards Officers (QASO's) Supervision in the Public Primary School in Lambwe Division Mbita District**

Your school is among those chosen for the study. Kindly assist by providing information sought on the various items. You are assured that the information you provide will be used for academic purposes only and that your identity will be made confidential. I look forward to your honest participation.

Yours Faithfully

Aduwo Fredrick Ochieng'

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

The purpose for questionnaires is to gather information on the teachers' perceptions on QASOs supervision in the primary public school. Please respond to all the items by filling in or ticking where appropriate. Do not write your name or that of your school for confidentiality purposes.

SECTION A; DEMOGRAPHIC INFORMATION

1. What is your gender?

Male

Female

2. For how long have you been a teacher?

Below 5 years

6 -10 years

11 – 15

years

16 – 20 years

Over 20 years

3. What is your highest professional qualification?

M. ED

B. ED

Diploma

Certificate

Others (specify)

SECTION B; ADEQUACY OF THE QASO SUPERVISION SESSIONS

4. How many times have you been supervised by QASO in the last two years

None 1 – 2 times 3 – 4 times

5 – 6 times Over 6 times

5. (a) Are QASOs during their supervisory visit concerned with the syllabus coverage?

Yes No

6. Do you think that the number of times you have been supervised by QASOs are adequate?

Yes No

(b) Give reason for your answer

7. Below are professional documents teachers are expected to prepare.

By the use of a tick indicate the ones you always prepare.

Schemes of work Lesson plans Lesson notes

Records of work covered Pupils progress records

SECTION C; QASOs' LEVEL OF PREPAREDNESS,

Use the key below to indicate your opinion on the statement below relating to the QASOs. Put a tick against the column that best describes your opinion on supervision

Key SD = Strongly Disagree. U = Undecided. SA = Strongly Agree. (meaning you are quite supportive of the statement).

NO	STATEMENT	SD	U	SA	TOTAL
1	QASO supervisors seem disorganized when they supervise teachers				
2	QASO supervisors have a well prepared time frame				
3	QASO supervisors have a well written guidelines for supervision				
4	QASOs conduct impromptu and irregular school visits to catch teachers doing wrong.				
5	QASO are biased and undemocratic in assessing teachers.				
6	QASO have other vested interest in their visit to the school apart from supervisory services.				
7	QASO make comments about teachers in a systematic manner.				
8	QASOs are very important in maintaining quality of education.				
9	Means of transport used by QASOs are good enough.				
10	QASOs are competent for the assessment duty.				

SECTION D

IMPLEMENTATION OF QASO REPORTS

NO	STATEMENT	SD	U	SA	TOTAL
1.	QASOs supervision reports are always implemented by my school				
2.	QASO's supervision reports are rarely implemented				
3.	QASO's supervision reports are never implemented				
4.	Supervision does not help teachers to grow professionally				
5.	Supervisors help teachers in diagnosing teaching problems				
6.	The comments written by QASO on teachers' observation sheet are encouraging.				
7.	QASO make constructive comments after supervision.				
8.	QASO usually make follow-up visits.				
9.	QASO reports are taken positively by teachers				
10.	Only some sections of QASOs assessment reports are implemented by teachers in my school.				

**SECTION E; INFLUENCE OF QASO SUPERVISORY STRATEGIES ON
TEACHERS PEDAGOGICAL**

NO	Statement	SD	D	U	A	SA
1.	QASO use supervisory behaviours which stimulates teachers' participation in classroom instruction.					
2.	QASO supervisions not concerned with helping teachers to improve their communication skills.					
3.	QASO is concerned with offering specialized skills in advising and helping teachers.					
4.	QASO assist teachers to improve their pedagogical skills.					
5.	Supervision is of value to teachers if done well.					
6.	QASO help teachers on how to prepare professional documents lesson plans and schemes of work.					
7.	QASO organize in-service courses for teachers					
8.	QASO enjoy demonstrating their authority to teachers rather than giving advisory service.					
9.	QASO supervision have not added any value to any teaching skills.					
10.	QASOs assist teachers in making teaching aids.					

APPENDIX III

HEAD TEACHERS' INTERVIEW GUIDE

1. Have all your teachers undergone supervision sessions?

2. In your opinion, how many times would you want your school visited by QASO?

3. What can you say about QASOs' level of preparedness in supervision?

(b) Do they have adequate time, personnel and knowledge as they supervise teachers?

4. In your opinion, what are the supervisory practices that make teachers to perceive supervision by QASO positively?

5. In your opinion what are the supervisory practices that make teachers perceive supervision by QASO negatively??

6. In your opinion, do you think QASO supervision sessions have helped to improve teachers' pedagogical skills?

7. To what extent has your school acted on QASO assessment reports

APPENDIX IV

LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254 020 2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/013/616

Date: 7th May 2013

Fredrick Ochieng Aduwo
University of Nairobi
P.O Box 30197-00100
Nairobi



RE: RESEARCH AUTHORIZATION

Following your application dated 25th April, 2013 for authority to carry out research on "*Teachers' Perceptions on Quality Assurance and Standards officers instructional supervision in Public primary schools in Lambwe Division, Mbita District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Mbita District for a period ending 30th June, 2013.

You are advised to report to the District commissioner and District Education Officer, Mbita District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner,
The District Education Officer,
Mbita District.

TO WHOM IT MAY CONCERN.

Copy of the
same received
in this office on
14/05/2013 and the
bearer allowed to
proceed with the



"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

UNIVERSITY OF NAIROBI
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KIKUYU

APPENDIX V

RESEARCH PERMIT

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

PAGE 2 PAGE 3

Research Permit No. **NCST/RCD/14/013/616**

THIS IS TO CERTIFY THAT: Date of issue **7th May, 2013**

Prof./Dr./Mr./Mrs./Miss/Institution Fee received **KSH. 1,000**


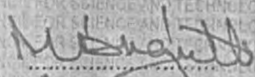
Prof./Dr./Mr./Mrs./Miss/Institution
Fredrick Ochieng' Aduwo
of (Address) **University of Nairobi**
P.O Box 30197-00100, Nairobi

has been permitted to conduct research in

Mbita	Location
Nyanza	District
	Province

On the topic: Teachers' Perceptions on Quality Assurance and Standards officers instructional supervision in Public primary schools in Lambwe Division, Mbita District, Kenya.

for a period ending: 30th June, 2013.

Applicant's Signature **Secretary**
National Council for Science & Technology