

**INFLUENCE OF QUALITY ASSURANCE AND STANDARD OFFICERS
INSTRUCTIONAL SUPERVISION PRACTICES ON CURRICULUM
IMPLEMENTATION IN PUBLIC PRIMARY SCHOOLS IN CENTRAL
DIVISION, MACHAKOS DISTRICT, KENYA**

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DECLARATION

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

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DEDICATION

This study is dedicated to my husband Titus N. Mating'i, daughter Maureen, sons James, Daniel and grand daughter Blessing Mwende, and to my family members and friends whose support helped me greatly. To God be the glory.

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TABLE OF CONTENTS

Title	i
Declaration	ii
Dedication	iii
Acknowledgements.....	iv
Table of contents	v
List of tables	vii
List of abbreviations and acronyms	xi
Abstract.....	xiii

CHAPTER ONE

INTRODUCTION

1.1. Background to the study	1
1.2 Statement of the problem	7
1.3 Purpose of the study	10
1.4 Objectives of the study	10
1.5 Research questions	11
1.6 Significance of the study	12

1.7 Limitation of the study	12
1.8 Delimitations of the study	13
1.9 Basic assumptions	13
1.10 Definitions of significance	13
1.11 Organizations of the study	15

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	17
2.2 Definition of instructional supervision	17
2.3 Definition of supervision and inspection	20
2.4 History of inspection	21
2.5. Documents used in instructional supervision by QASO	23
2.6. The functions of quality assurance and standards officers	24
2.7. Challenges faced by QASOs in curriculum implementation practices...	26
2.8. Summary of literature review	27
2.9. Theoretical framework	28

2.10 Conceptual framework	30
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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	31
3.2 Research Design	31
3.3 Target Population	31
3.4 Sample size and sampling procedures	32
3.5 Research instruments	32
3.6 Validity of the instruments	33
3.7 Instrument reliability.....	33
3.8 Data collection procedures	34
3.9 Data analysis techniques	35

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction.....	36
4.2 Instrument return rate.....	36
4.3 Demographic information.....	37

4.4	Quality Assurance and Standards Officers’ instructional supervision practices.....	41
4.5	Quality Assurance and Standards Officer’s professional guidance on time management	44
4.6	Provision of in service training to teachers by Quality Assurance and Standards Officers and curriculum implementation.....	46
4.7	QASO’s checking of professional documents and curriculum implementation.....	50
4.8	QASO’s feedback after instructional supervision and curriculum development.....	54
4.9	Challenges facing QASOs in effective instructional supervision.....	62
4.10	Comparison between curriculum implementation in schools supervised and schools not supervised by QASOs.....	70

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction.....	74
5.2	Summary of findings.....	74
5.3	Conclusion of the study.....	79
5.4	Recommendations of the Study.....	81

5.5 Suggestions for Further Study.....	82
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REFERENCES	83
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APPENDICES

Appendix I	Letter of introduction	93
Appendix II	Questionnaire for teacher's	94
Appendix III	Head teacher's questionnaire	98
Appendix IV	Interview schedule for QASO	101
Appendix V	Authorization letter	103
Appendix IV	Research permit	104

LIST OF TABLES

Table 1.1. K.C.P.E performance analysis from 2009 to 2012.....	9
Table 4.1 Respondents' gender.....	37
Table 4.2 Respondents' age bracket.....	38
Table 4.3 Respondents' on duration served in current school.....	38
Table 4.4 Respondents' academic qualifications.....	41
Table 4.5 Teachers' responses on ever being supervised by QASO.....	42
Table 4.6 Frequency of instructional supervision on teachers by QASOs.....	43
Table 4.7 Teachers responses on whether time management skills affect syllabus coverage in curriculum implementation.....	44
Table 4.8 Head teachers' responses on QASO's frequency in helping teachers in time management.....	45
Table 4.9 Head teachers' responses on the frequency of the QASO to perform induction.....	47
Table 4.10 Teachers' perception on benefited of QASO's in-service training.....	48
Table 4.11 Reasons for teachers' perception on the benefits of in-service training.....	49

Table 4.12 Head teachers' responses on QASO's frequency of conducting in-service.....	50
4.13 Head teachers' responses on QASO's frequency of observing instructional process in class.....	51
4.14 Head teachers' responses on the frequency of QASO's checking performance records.....	52
Table 4.15 Teachers responses on whether they benefited from QASO in preparation of lessons plan.....	53
Table 4.16 Teachers' responses on whether QASO conduct feedback after observation.....	54
Table 4.17Head teachers' response on the frequency of QASO to give feedback after observation.....	55
Table 4.18 Teachers' responses on whether QASO give them feedback after` classroom observation.....	56
Table 4.19Head teachers' response on the frequency of QASO to recognize or appraise teachers	57
Table 4.20 Head teachers' response on whether QASO recommend further education after classroom observation.....	58
Table 4.21 Teacher respondents' responses on whether QASO recommend them for further studies.....	59

Table 4.22 Head teachers' responses on the frequency QASO recommend for teachers' promotion	60
Table 4.23 Head teachers' responses on the frequency of QASO's provision of professional guidance	61
Table 4.24 QASO's provision of teaching/learning resources.....	62
Table 4.25 Teachers' responses on whether benefited from QASO in team work.....	63
Table 4.25 Teachers' responses on challenges faced during instructional supervision.....	64
Table 4.26 Challenges encountered by QASO's in carrying out instructional supervision.....	65
Table 4.27 Teachers' responses on whether QASO are out to punish the teachers	66
Table 4.28 Teachers respondents' if QASO have no contribution to make teachers work.....	67
Table 4.29 Teachers' responses on how to solve problems.....	68
Table 4.30 Head teachers' suggestions on ways to improve instructional supervision.....	69
Table 4.31 Comparison of syllabus coverage between schools.....	70

Table 4.32 Comparison of curriculum implementation between schools where teachers have undergone in-service training.....	71
Table 4.33 Comparison of curriculum implementation between schools QASOs check professional records.....	72
Table 4.34 Comparison of curriculum implementation between schools QASOs give feedback after observation.....	72

ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
DQAS	Director of Quality Assurance and Standards
INSET	In-service Training
KESI	Kenya Staff Institutes
KIE	Kenya Institute of Education
MOEST	Ministry of Education and Technology
QASO	Quality Assurance and Standards Officers
ROK	Republic of Kenya
TSC	Teachers Service Commission.

ABSTRACT

The study investigated the influence of Quality Assurance and Standards officers' instructional supervision practices on curriculum implementation in public primary schools in Central division, Machakos district, Kenya. It was guided by the following variables as the research objectives; professional guidance to teachers on time management, provision of in-service training on effective teaching and learning methods, checking of teachers' professional documents, giving feedback after instructional supervision. The study employed descriptive survey research design and the target population comprised of 72 public primary schools, thus, the research used a sample of 29 public primary schools that were stratified sampled based on the head teachers' gender. The study sample population comprised of 29 headteachers, 282 teachers and one QASO. Data was collected using questionnaires for teachers and headteachers and an interview guide for the QASO.

Study findings reveal that QASOs monitors how teachers observe time in every subject they handle and how they keep time planning carrying out instruction in classroom. QASOs are supposed to ensure that all parts of lesson plan takes the time allocated for each part effectively. Majority of the teachers (62.4%) indicated that they had never been supervised by QASO in their instructional process, QASOs who stated that they only visited schools once per term.

Teachers should be given in-service training in various subjects' mastery and rationalization the curriculum with aim of improving teaching methodologies. The study findings show most of the headteachers (41.4%) indicated that QASOs sometimes offer professional guidance to teachers on effective curriculum implementation. The in-service courses offered were reported to be of repeated context thus more need to be done to improve on the quality of in-service offered. Induction of new teachers and headteachers on effective curriculum implementation and smooth school running to boost their professional performance.

Post conferencing after classroom observation where both the QASO and teacher discuss the results and remedial action should be done. Most of the head teachers indicated that QASOs give feedback while majority of the teachers due to the fact that they had never been supervised indicated that feedback was not given. This was confirmed by the QASO who indicated that due to the vast workload and scarcity of time they gave observation reports to the head teacher.

Majority of the teachers indicated that they benefited through team building and worked in collegiality due to their interaction with QASOs. Most of the teachers fear discouraging remarks from QASO in front of the pupils or fellow teachers. They also do not like harassment and abusive language during supervision. Others indicated that

teachers are uncomfortable when they teach within the presence of QASO. Most of the head teachers indicated that teachers had negative attitude towards instructional supervision by QASOs due to fear of being intimidated by the unfriendly supervisors. They also indicated that teachers were usually not prepared for lessons with the right professional documents and also the presence of QASO in class distracted pupils attention in class since they kept looking at him thus failing to get the lessons concept.

The head teachers indicated that QASOs need not to come to schools to carry out instructional supervision unannounced but rather on early notification, they should also create cordial relationships with teachers by addressing viewed issues with teachers outside classroom in the absence of the pupils. QASOs are supposed to conduct proper induction to both head teachers and teachers while the teachers are to be encouraged to prepare professional records onto only for inspection but for smooth teaching process. The teachers should be sensitized on the importance of instructional supervision in their career development, this will guide the teachers on how to carry out their duties effectively. The study further recommended that Quality Assurance and Standards Officers should use friendly approaches on their instructional supervision duties. The school community should be educated on the use of supervision on their schools' performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Provision of basic education has been a priority of many countries of the world (UNESCO, 2007). The significance of quality and efficient education underlies the universal declaration on human rights adopted in 1948 which stated that everyone has a right to education. This has been supported by the world conference held in Jomtem Thailand in 1990 where representatives from one hundred and fifty five countries and one hundred and fifty organizations pledged to provide education for all (EFA) by the year 2000.

Britain has the earliest history of inspection which took place in 18th and 19th century. The form of inspection was aimed at determining whether the teachers were doing their work the way they were supposed to do failure to which they would be replaced with better teachers immediately (Elsbree and Nally, 1967).

According to Clark (1975) the inspector of schools would set arithmetic and composition tests then after the teachers have done it, they would give out their findings in a written report for every school. This approach was direct and assumed that the supervisor had knowledge and ability for the inspection. This type of inspection found in England, was performed by laymen.

Their main objective was to check whether the teacher would teach and control the pupils rather than improving in instructional methods Cullingford and Brown (1998). In the second half of the twentieth century, supervision became closely identified with some forms of clinical supervision. Clinical supervision is the rationale and practice designed to improve the practices that take place in the classroom (Godhammer, 1993). According to Duff (2000) Quality Assurance is a process through which an Education institution guarantees to itself and its stakeholders that it is teaching and learning and other services reach a standard of excellence.

A study done in Nigeria by Oghuvbu (2011), on the implementation of the primary school curriculum on the role of supervision on the content of primary school curriculum modules and the role of school supervision in the interpretation and application of curriculum by teachers. The study findings established that the role of the supervisors as effective school inspection on instructional supervision, regular workshops for headteachers and teachers. A study by Moswela (2008), on evaluation of instructional supervision in Botswana secondary schools established that the environment in which instructional supervision takes place is hostile and intimidating. The supervisor should ensure conducive environment during supervision to make the teachers to be impressed on any improvement to teaching methods.

In Ghana, the Ministry of Education is responsible for the national education curriculum including instructional supervision. In order to achieve quality education, there must be proper management of school values that effect the teachers' performance in class and the learners' capacity to perform. This helps in creating harmony between the school and the community and also proper discipline (Ghana services, 2005).

In Tanzania the Ministry of Education and vocational training has the responsibility to manage education through the head teachers supervisory skills and practices. The head teachers are responsible for supervising the teachers towards achieving quality education (Tanzania Ministry of education vocational training, 2005). A study done by Buregeya (2011), in Uganda showed that headteachers do not carry out instructional supervision although they do visit classrooms in their schools.

In Kenya, Quality Assurance and Standards Officers formerly known as the inspectorate is supposed to supervise curriculum implementation in schools. The Quality Assurance and Standards department was renamed in 2004 to change the attitude of both the teachers and Quality Assurance and Standards Officers (Wanzare, 2006). It derives its mandate from Education Act Cap 211 of the Laws of Kenya. Their vision is to provide quality assurance and standards assessment to all educational learning institutions except the universities (Wango, 2010).

Supervision includes all efforts to school officials directed to provide leadership to the teachers and other educational objectives, instructional materials, methodologies and evaluation of instruction (Fischer, 2011). Supervision is two way in that both the supervisor and supervisee provide the learning centres with information, evaluation about schools, teachers, providing advice, assistance and feedback Kallen (1997). In order for a country to achieve high production in education, the Quality Assurance and Standards Officers should monitor curriculum practices in schools to ensure effectiveness. The Quality Assurance division should be strengthened to ensure positive delivery of quality education at both the public and private sector to regulate private education (MOEST, 2008). The Quality Assurance and Standards Officers need special skills for the supervision job (Etindi, 2001). Kimeu (2010), found and that to improve pupils performance head teachers are required to improve the management of schools. She further established that supervisory methods that headteachers used were inadequate since they were limited to checking of teachers' records of work rather than train in supervision methods in order to improve productivity.

According to Glickman, Gordon, and Gordon (2001), instructional supervision in school by the administrator is about observing and evaluation lessons in a classroom, taking comments on teachers' performance and sharing suggestions for improvement. The process of instructional supervision in primary schools is

conducted by the Quality Assurance and Standards Officers which involves face to face classroom visits to observe and evaluate teaching process (Glickman, Gordon, & Gordon, 2001).

Acheson and Gall (1997), established that evaluation is a summative process for head teachers to make decisions regarding tenure , retention and promotion. Shringfield and Stufflebeam (1995), established that through evaluation teachers are judged on their quality of instruction including areas such as classroom management, planning and teaching act itself and the entire classroom atmosphere. Okumbe (1999), Supervision can be defined as a service to teachers and pupils both as individuals and group as a means of offering specialized help in improving instruction. He further explains that instructional supervision is all the activities which educational administrators may express leadership in the improvement of learning and teaching such as time management lesson planning, reading English and other programmes so they have three roles namely advisory, supportive and educative roles.

Okumbe (1998), states that

supervision as that dimension or phase of educational administration which is concerned in improving instructional effectiveness. It is also an attempt through a second intervention to ascertain, maintain being in control as well as watching a process involved in guiding, facilitating supporting and assessing teachers and learners to perform duties to bring forth performance and improvement (Eshiwani, 1983).

According to Ajuoga (2010), there is call in Kenya to strengthen the directorate of Quality Assurance as to improve knowledge and attitudes of the officers who carry out the supervision of education in different educational institutions. They have trained and changed their attitude of being inspectors to the teachers to allow other co-systems of education to function well towards good implementation of the curriculum. If the Quality Assurance and standards department is poor in their monitoring it portrays that other components will not function effectively. If nothing is done to correct this problem affecting the system of education then it can go unnoticed (Etindi, 2000).

Quality Assurance and Standards Officers play an important role in curriculum implementation when they provide teachers in-service training. This training

improves the teachers' ability to implement the curriculum effectively. They also oversee time management in schools to ensure that every subject has been allocated enough time in the timetable. The teachers should not only allocate time to subjects in the timetable but also utilize the time allocated to each subject and ensure that the syllabus is covered in time (Kimeu, 2012).

Quality Assurance and Standards Officers are entitled to check teachers' professional documents to ensure that syllabus coverage and effective implementation of the curriculum in schools is done.. Through supervision of teachers and students work by proper policy, syllabus coverage proper testing instruction, orientation for new employees and team work building enhance performance (Musungu & Nasongo, 2008).

Instructional supervision is the process of direction, controlling, stimulating, analyzing appraising, designing and implementing those behaviours directly and primarily for the improvement of learning hence good performance. To ensure effectiveness through guiding and influencing teachers and learners to strive towards desirable teaching and learning behaviors so as to achieve educational goals. Providing feedback after instructional supervision gives good results on the practice (Neizer, 1971).

Based on the above background the study will investigate the influence of Quality Assurance and Standard Officers instructional supervision practices on curriculum implementation in public primary schools in Central division Machakos District.

1.2 Statement of the problem

The Directorate of Quality Assurance and Standard department has the responsibility of the improvement of the standards of Education in Kenya.

The supervisors are responsible to give feedback by reporting what they have seen to relevant stakeholders. They should therefore have acquired special skills and knowledge to the job such as human resource, report writing and good communication skills, (Etindi, 2001). The Kenya Government has supplied bicycles, and motorcycles for easy transport of the Quality Assurance and Standards Officers (MOEST, 2008). Nowadays nearly all Quality Assurance and Standards Officers have undergone supervision courses which are offered in institutions such as Kenya Education Management Institute (KEMI) (Etindi, 2000). A study by Maranga, (1977) on guidelines that supervisors lack skills and techniques of supervisory role and the roles are not adequate.

A study done by Wanzare, (2006) established that initially the Quality Assurance and Standard officers were perceived as fault finders meaning that they pounced on teachers to catch a wrong doer. The aim or the renaming was to change the attitude of both teachers and QASOs to enable the officers to provide leadership to the teacher and other educational workers in the improvement of instruction supervision stimulates professional objectives, instructional materials methods by teachers and evaluation of instruction (Fisher 2011).

A study by Marecho, (2012) established that the numbers of Quality Assurance and Standards Officers were too small compared to the many schools they are allocated to supervise. They are therefore not able to supervise every school frequently. A study by Kamindo (2008) established that the introduction of free primary education (FPE) made head teacher to be managers, accountants, record keepers and supervisors. Quality Assurance and Standards Officer have concentrated on finance facilitation rather than instructional supervision.

Table 1.1 K.C.P.E performance analysis from 2009 to 2012

Division	2009	2010	2011	2012
Yathui	263.86	262.32	265.65	270.74
Mwala	259.34	262.11	256.39	264.10
Masii	256.34	256.56	253.84	260.09
Kibauni	254.21	254.63	250.15	252.27
Central	226.94	227.36	225.47	236.60

Source: DEO Machakos District (2013)

From Table 1.1 Central division trails in the KCPE performance results compared to the other divisions as shown above. This study is aiming at establishing the cause of this poor performance hence the researcher want to establish whether

Quality Assurance and Standards Officers play their role effectively in implementation of primary school curriculum. The poor performance in Central division is not well understood and stakeholders are concerned so as to curb this negative trend in the decline of the performance.

1.3 Purpose of the study

The purpose of the study was to investigate influence of Quality Assurance and Standards instructional supervision practices curriculum implementation in public schools in Central Division Machakos District.

1.4. Objectives of the Study

The study was guided by the following objectives;

- i. To determine the extent to which Quality Assurance and Standards Officers professional guidance to teachers on time management influence curriculum implementation in Central Division.
- ii. To establish the extent to which Quality Assurance and Standards Officers in-service of teachers on effective teaching and learning methods influence curriculum implementation
- iii. To establish the extent to which checking of professional documents and monitoring teachers on syllabus coverage influence curriculum implementation.

- iv. To determine the extent to which giving feedback to teachers after instructional supervision by Quality Assurance and Standards Officers influence curriculum implementation.
- v. To determine the challenges faced by Quality Assurance and Standards Officers in carrying and instructional supervision in curriculum implementation

1.5. Research Questions

Based on the study objectives the study was to answer the following research questions;

- i. To what extent do the Quality Assurance and Standards Officer's professional guidance on time management influence curriculum implementation in public primary schools in Central Division?
- ii. To what extent do the Quality Assurance and Standards Officers in service training of teachers on effective teaching and learning methods influence curriculum implementation?
- iii. To what extent do the Quality Assurance and Standards Officers checking of professional documents and monitoring of teachers on syllabus coverage influence curriculum implementation?
- iv. To what extent do giving feedback after instructional supervision by Quality Assurance and Standards Officer influence curriculum implementation?

- v. What are the challenges faced by Quality Assurance and Standards Officers face in carrying out instructional supervision curriculum implementation?

1.6 Significance to the Study

The study can provide information which may help the Ministry of Education through the quality assurance and standards to come up with a design to train quality assurance and standard officers with knowledge and skills to ensure quality education at all levels of education in the country.

The study can also help Quality Assurance and Standards Officers to change attitudes and be committed to their instructional supervision in schools. The study could also help head teachers to do instructional supervision because they are the government agents on the ground. The study can be used to strengthen Quality Assurance Standards Officers and the teachers to work in a more cooperate way to enhance their relationship to promote education standards in the country.

The study can also help teachers to make use of the Quality Assurance and standard officers because they are helpful people in developing the teachers' professional skills as well as helping teachers' interpret the syllabus, improve teaching methodologies and attitude towards instructional supervision.

1.7. Limitation of the study

According to Kothari (2005), limitations are the conditions which cannot be controlled by the researcher and may place restrictions on the conclusion of the study on other areas. The respondents were teachers and headteachers and Quality Assurance and Standards Officer.

1.8. Delimitations of the Study

The study was carried out in Central Division, Machakos District and not any other Division this was due to limited finances and time to carry out the study. The study provided information on the influence of Quality Assurance and Standards Officers instructional supervision implementation in public primary schools data was only collected in Central Division and not any other Division therefore the findings were not generated to other Divisions.

1.9. Basic Assumptions

The study was based on the following assumptions;

- (i) The study assumed that teachers in Central Division, Machakos District have knowledge on the roles and functions of Quality Assurance and Standards Officers in curriculum implementation.
- (ii) The study assumed that teachers are qualified and committed to their duties as curriculum implementers.

1.10. Definition of significant terms

The study used the following terms in relation to the study;

Assessment of syllabus coverage refers to making judgment about the quality and quantity of content to be taught by teachers in learning institutions.

Curriculum refers to the sum total of the school effort to influence learning whether in a class room or on the play ground or out of school.

Curriculum Implementation refers to the accomplishment of all components concerning teaching and learning towards good performance.

Education refers to the form of learning in which knowledge, skills and habits of learners are transferred from one generation to another through teaching by teachers, training or research whereby learners are guided by teachers and QASOs.

Evaluation refers to the activities of determining students' progress in schools, quality of personnel in schools, students' performance and the equipment and materials for instruction.

Influence refers to the power to persuade teachers towards curriculum implementation which can be reflected in improved academic performance.

Performance refers to the students' level of attainment of knowledge and skills as compared to others of the same level.

Implementations putting into practice or putting into effect, fulfillment of the plan (syllabus) and goal of a school by teachers and other stakeholders such as parents in the teaching/learning activities.

Instructional Supervisor refers to a person appointed by Ministry of Education to give guidance, to sound practice through frequent visits and support learning in public primary schools.

Instructional Supervision refers to the activities which are undertaken for effective curriculum implementation by QASOs to help teachers to maintain and improve their effectiveness in the classroom performance.

Supervision practices refer to the strategies used to influence planning and hard work in mentoring and influencing teachers and pupils towards curriculum implementation.

1.11. Organization of the study

The study is organized in five chapters, Chapter one consists of the introduction the study which consists of background to the study statement of the problem purpose of the study the research objectives research questions, significance of the study, limitations of the study, delimitation of the study, basic assumptions definitions of significant terms and organization of the study.

Chapter two consists of the literature review which include introduction, overview of instructional supervision, professional guidance on time management by Quality Assurance and Standards Officers and its influence on curriculum implementation, in-service of teachers on effective teaching and learning methods

and its influence on curriculum implementation, checking of professional records by Quality Assurance and Standards Officers, giving feedback to teachers after instructional supervision and the challenges faced by Quality Assurance and Standards Officers as they carry out instructional supervision, Chapter three includes research methodology which include introduction research design, target population, sample and sampling procedures, research instruments validity of instruments, piloting reliability and data collection procedures.

Chapter four covers introduction, questionnaire and interpretation of findings of entire study, conclusion and recommendations for further research. Chapter five includes introduction summary of findings of the entire study, conclusions and recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two includes the literature review which include the introduction overview of instructional supervision , the influence professional guidance on time management and its influence on curriculum implementation the in-service of teachers on effective teaching and learning methods and its influence on curriculum implementation, checking of professional records, giving feedback to teachers after supervision by Quality Assurance and Standards Officers, and its effect on curriculum implementation and the challenges faced by Quality Assurance and Standards officers as they carry out instructional supervision and its effect of curriculum implementation.

2.2 Overview of instructional supervision

According to Fischer (2011), supervision of instructions by classroom visits may include: walk through mechanism where the head teacher walks into a class and sees how instruction process is going on. It provides a quick look at teacher performance and environmental factors in the classroom. Informal visit is none announced visit lasting for ten or more minutes during which the teacher's practices are observed and documented. Formal observation is an announced visit lasting an agreed amount of time. A study on teachers' attitude towards

supervision of instruction in America by Kramer, Blake & Rexach (2005) revealed that teachers in high performing secondary schools view supervision of instruction as a friendly exercise while those in low performing schools look at supervision as witch-hunt. Supervision in a school implies the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out. It therefore involves the use of expert knowledge and experiences to oversee and coordinate the process of improving teaching and learning activities in schools. Supervision could also be seen as an interaction involving established relationship between and among people, which are influenced by a predetermined programme of instruction. According to Kamindo (2008), instruction supervision refers to be activities concerned with maintaining and increasing effectiveness in teaching performance.

A study by Muoka (2007), established that supervision is defined in terms of leadership and achievement of the set goals which involves stimulations of goals, stimulation of professional growth, development of teaching, selection and revision of educational objectives by use of instructional materials and evaluation of institution. Okumbe (1999) defines supervision as the activities which educational administration may express in leadership in the improvement of learning such as classroom observation, Acheson, (1987) states that supervision is the ability to perceive desirable objectives in school and act with the process of bringing about improvement of instruction by working with learners.

It involves leadership and studying, improving and evaluation teaching and learning. Okumbe (1999), concurs with Olembo Wanga and Karagu (1992), that supervision is providing instructional effectiveness through guiding and influencing teachers and learning to learning behaviour in order to achieve educational goals. They further noted that in order for a school to perform effectively and efficiently, it should have a foresighted educational leadership based on sound management principles, techniques meaning that there should be sound supervisory strategies and skills in primary schools. Olembo Wanga and Karagu (1992), established that the quality of school output is determined by nature of inputs and effectiveness of tasks carried out on transforming these inputs to outputs.

According to Maicibi (2005), without proper supervision style effective performance cannot be realized in schools. A study by Mobegi, Ondigi and Oburu (2010), established that Quality Assurance has ignored their roles of visiting schools and offering necessary advice on improvement of quality curriculum implementation. Maranga (1977), established that supervisors lack skills and techniques to contribute to the adequate performance of supervisory roles and the roles are not adequate.

According to Harris, cited by Kamindo (2008), supervision is what a school personnel has to do with adults and duties to maintain or change the school

operation in a way that directly influence teaching processes employed to promote pupil learning which is directed towards maintaining and improving teaching learning process of the school.

2.3. Quality Assurance and Standards Officers professional guidance in time management and curriculum implementation

A study by Glickman, Gordon, Ross and Gordon (2001), instructional supervision in school by administration is about observing and evaluating lessons in a classroom, taking comments on teacher's performance and sharing suggestions for improvement. The process of instructional supervision in primary schools is conducted by the administrators which include the headteachers the QASOs or deputy Headteachers. It involves face to face classroom visit to observe and evaluate teachers.

According to Olembo, Wanga and Karagu (1992) found out that a timetable is a chart prepared to regulate time of the entire school. It dictates when all subjects allocated for every class and for every specific lesson to be taught as planned.

The QASO checks if every class has a copy of the school timetable displayed in the classroom. The QASO guides the teachers in planning effectively to ensure that time management is observed by every teacher in the entire school. The length of instruction periods should be correctly followed to enable the teachers to complete the syllabus in the set date by the school. The Quality Assurance and Standards Officers observe how a teacher observes time in every subject he or she

is handling and how he or she keeps time in planning and carrying out instructions in the classroom. The QASOs will ensure that all parts of lesson plan takes the time allocated for each part in effective time management (Nyakwara, 2009).

2.4. In-service training of teachers by Quality Assurance and Standards Officers

The government is providing in service courses to teachers and head teachers improve capacities of education managers to improve their utilization for example The Kenya Education Staff Institute (KEMI). It is also giving in-service training to teachers in various subjects' mastery and rationalization the curriculum with aim of improving teaching methodologies e.g. (SEMASE) which caters for science and Mathematics Digolo (2003)

A study done by Etindi (2000), found out that Quality Assurance and Standards Officers appointed have only attended Teachers training college therefore they too need in-service course (INSET) for supervision is different from teaching.

According to Republic of Kenya (2000) Quality Assurance and Standard Officers organize workshops and seminars for teachers to enlighten them on curriculum changes in curriculum as well as education policies advice teachers on how to use modern teaching methodologies towards effective and efficient curriculum implementation.

A study by Nyarora (1999), established that lack of adequate in-service training leads to decline in quality of education offered.

Farant (1980), states that Quality Assurance and Standards Officers provided link between teacher administrators and other relevant stakeholder. They offer in-service training to teachers on educational resource capacity building with an aim of improving education standards which lead to better results in academic performance. Acheson (2003) asserted that supervision should have a human approach that would take into account differences in teachers' and even schools. The government initiative to change the name from inspectorate to Quality Assurance and standards (DQAS) in 2004 aimed to improve the relationship between the supervisors and supervisee by in serving teachers and Quality Assurance and standards attitudes towards instructional supervision. Glickman (1995), asserts that supervision means assisting in taking care of teachers not only professionally but personally and assisting them towards self actualization, for example QASO should encourage teachers for further learning. According to Republic of Kenya (2000) the role of DQAS is threefold meaning advisory, inspectoral and administrative in advisory the officers inspect all educational institution. In administration the officers establishes and maintains a linkage with the institutions of higher learning and provides career guidance to educational institutions.

A study by Chepkuto (2012) established that roles of QASO include visiting schools regularly and assist greatly in organizing workshops on teaching methods giving advice and ideas on ways of implementing curriculum was fully done by

updating teachers on changes in curriculum, preparation of schemes of work, correcting pupils' work and other professional staff in all administration levels. He also noted that teachers benefit from QASOs in development of schemes of work, lesson plans and records of work, ability to maintain quality instructional materials. It also established that teachers could implement the curriculum in stressing syllabus coverage in time, preparation of teaching learning materials, assessment of pupils work and mobilizing other stakeholders for support towards education

2.5 Checking of professional recording and curriculum implementation by Quality Assurance and Standards Officers

A study by Murithi (2012), on influence of headteachers instructional supervision strategies on curriculum implementation in public primary schools established that instructional supervision helps improve headteachers and teachers performance which in turn leads to curriculum implementation. It also concluded that assessment of syllabus coverage by head teachers too lead to curriculum implementation. It also established that instructional supervision enhances head teacher frequency of checking teacher's records on curriculum implementation

A study by Wafula (2010), on the teacher's perception on the role of Quality Assurance and Standards in promoting and maintaining quality education in Nairobi. The findings were that principal had perception that the QASOs were important in helping to improve actual teaching. Teachers on the other hand

perceived that QASOs are very helpful in the role of preparation and keeping of teaching records on assessment and evaluation.

A study by Kimeu (2010), established that head teachers were inadequately checking the teacher's professionally records. She suggested that headteachers should be equipped in supervisory methods in order to improve teacher's performance. Another study by Musungu and Nasongo (2008), established that 8% of the principals in high performing school checked lesson books, schemes of work, register of schools attendance and class attendance register. Effective principals are perceived as those who are involved in proper tuition and revision. Through supervision of teachers and students work by proper policy, syllabus coverage proper testing, instruction, orientation for new employees and team work building which enhance performance.

2.6. Instructional supervision feedback and curriculum implementation

According to Glickman (1990) in his model of clinical supervision gave a cyclical sequence of events which could be implemented at least twice a year. The sequence includes pre-conferencing, classroom observation which makes use of physical indication, visual indicators and interpersonal analysis and lastly post conferencing where they both discuss the results and remedial action. They also critique both the supervisor and supervisee

Also a study by Kimeu (2010), explains classroom observation headteacher and teachers as it encourages harmony in working situation leading to high performance. According to Cogan (1973), found out that teachers were able to be professionally responsible and more able to be analytical of their own performance, open to help others and self directing. They become confident professionally because they become specialists. Unruh and Turner (1970) established that supervision is a social process of stimulating nurturing and appraising the professional growth of teachers and supervisors towards development on conditions for learning. According to Neizer (1971), instructional supervision is the process of direction, controlling, stimulating, analyzing appraising, designing and implementing those behaviours directly and primarily for the improvement of learning hence good performance. Olembo Wanga and Karagu (1992), concurs with Okumbe (1999) that supervision is concerned with providing instructional effectiveness through guiding and influencing teachers and learners to strive towards desirable teaching and leaning behaviors so as to achieve educational goals.

Blaise and Blaise (2000), asserts that instructional leadership in specific behavior such as making suggestions giving feedback, modeling, effective instruction, soliciting opinion and heed to be instruction resource person. Alimi (2001), Stated that if supervision practices are adequately and fully developed, and

efficiently utilized, then the recipient will benefit with long life acquisition of knowledge values , attitudes , competence and skills.

2.7. QASOs Challenges instructional supervision

A study by Horsolman (2002), in South Africa found out that Quality Assurance face a lot of challenges which include short time, frames and notices, unavailability of transport and shortage of assessment tools.

Kipkoech and Kyalo (2010), established that schools were visited by the QASOs once in a while even once a term. Chetalam (2010), in his study on the factors affecting performance in Kenya Certificate of Primary Education Kabarnet Division of Baringo District noted that there was lack of enough supervision by QASOs and acknowledged that the supervision have positive performance, however it revealed that in Baringo District supervision was not enough.

UNESCO (2005), stated that teachers had a lot to say on the role of QASO and other education officers. Many teachers were not happy with them because they never announce their coming and they were fault finders than professional advisers. The government is conducting in-service courses for QASOs to improve professionalism in the way they conducted their duties

Marecho (2012), on her study found out that the number of QASOs was less compared to the many schools they were allocated to supervise.

Breadwell and Clayton (2006), observed that if supervisor builds trust by creating a rapport with the teachers if they perceive as fair, honest and fourth right. The process of supervising regardless of their experience the teachers will accept supervision, allow questions and answer questions on honesty or give room for further investigation, such approach can change the whole activity of supervision perception.

Kinaiya (2010), investigated the secondary school teacher's perception towards supervision by QASOs in Narok. The findings were that teachers had a positive perception towards supervision; he noted that challenges facing QASOs included impassible roads, resistance from teachers, inadequate personnel, hostile environment and poor communication. Ajuoga (2009), found out that competence was average in human relations, knowledge of subjects, supervisory approaches, report writing, and action research.

2.8 Summary of Literature Review

The literature reviewed on the influence of QASO instructional supervision practices in public primary school in Central Division, Machakos District, Kenya. The studies looked at the factors influencing performance in K.C.P.E whereby inadequate school assembly had been cited.

A study by Marecho (2012), revealed that the QASOs were not able to supervise every teacher during their visits. They checked pupils books, work covered, syllabus coverage, quality of content delivery and supervised teachers in class.

The study concluded that the QASOs mentorship influenced curriculum implementation. The findings of Marecho's study (2012), found out that QASOs professional qualification was not a factor in how they influenced curriculum implementation but how committed they were.

Muriithi (2012), recommended that head teachers should be retrained on the roles of effective instruction. Supervision on academic achievement and that head teachers should delegate work to heads of department to assist in instructional supervision, Maroko (2010), suggested that QASOs need to be trained to adjust to their new role. The training should instill friendly courteous and supportive approach.

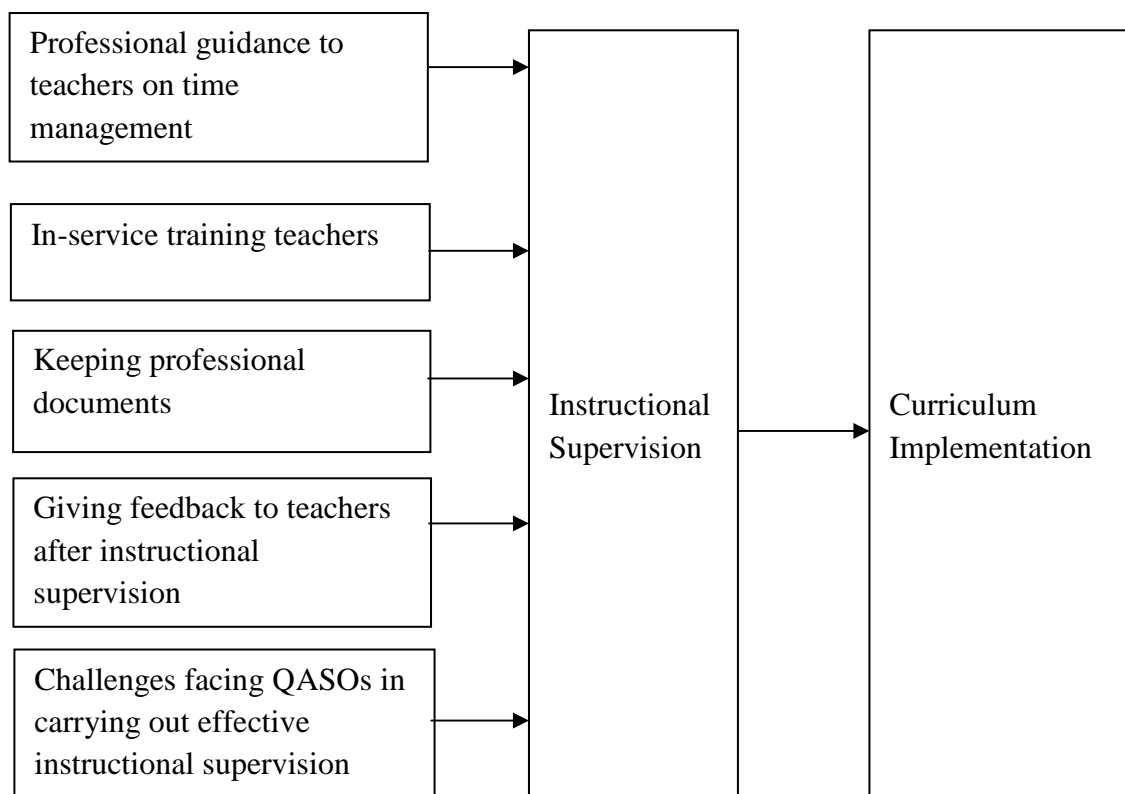
2.9. Theoretical Frame work

The study was based on the systems theory propounded by a biologist called Ludwing Von Bertalanffy Okumbe (1999), a school is an open system which means it is an input whereby it allows students, parents resources from the environment and after the process of teaching and learning it gives out as outputs students back to the environment, the systems theory has a concept of cause and effect in an organizational behavior systems theory puts on guard against the strong tendency to ascribe phenomena. The concept of subsystems and the concept of multiple causation are central of systems theory. A school is interactive with its environment. The QASOs and head teachers perform

instructional supervision. The teacher's, parents and pupils come from the immediate environment and influence one another towards a common goal which is effective curricular implementation. Effective interaction therefore contributes to the success of the school. It describes some of the roles of The Quality Assurance and Standards Officers are required to implement the curriculum. The results show what is expected at the end which is better curriculum implementation.

2.10. Conceptual Frame Work

Figure 2.1 QASO instructional supervision practices



Source: Author 2013

In this study the conceptual frame work was based on the influence of the Quality Assurance and Standards Officers on teachers by mentoring them working in a better collaborative manner where by it will be noticed that teachers who are mentored by QASO on syllabus coverage, time management, professional documents giving feedback after supervision become better teachers who are self reliant and become experts in their work than those who are working on their own.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology includes the various techniques that were used to describe procedures followed under the following headlines; research design target population, sample size and sampling procedures research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design.

The research used descriptive survey design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals Orodho (2002). The questionnaires were used to access qualitative data. In this way verification, deeper explanation and appropriation of findings of the survey were sought so as to give accuracy in interpretation of data (Kerlinger and Lee, 2000). Descriptive survey design allows researchers to gather information, summarize and present and interpret for the purpose of clarification (Orodho, 2002).

3.3 Target Population

The target population is the real hypothetical set of people, events or objects which the researcher wishes to organize the results of the study. In this study the target population was 72 primary schools, 72 head teachers, 940 teachers and one

QASOs from Central division (March 2011 report from DEO office Central Division, Machakos District).

3.4 Sample Size and Sampling Procedures

According to Mugenda and Mugenda (2003), 30 percent to 10 percent of the respondents can represent the target population. Borg and Gall (1983), agree with Mugenda and Mugenda because they suggests that for descriptive study and correlation studies 30 percent of the cases are the maximum to work with. The researcher used stratified sampling by choosing 30 percent of 62 schools headed by male head teachers which was 19 schools and took all the 10 schools headed by female head teachers. The teachers were also sampled using stratified sampling. Stratified sampling is used when there are sub groups such as gender. Male teachers were 30 percent of 353 which was 106 male teachers and 30 percent of 587 female teachers which was 176 female teachers.

3.5 Research Instruments

Questionnaires and interview schedules were used to collect data. A questionnaire is a useful tool because of the privacy of the respondents. The head teacher's questionnaire and teachers were divided into two parts, part one contained questions on their demographic background information while part two contained closed and open ended questions. The open ended questions aimed to get more information on curriculum implementation through the Quality Assurance and

Standards Officers. A questionnaire is mostly used method in collecting data when the respondents are literate, Orodho (2004). It allowed the researcher to make comparison on the answers given by different respondents on the same question. The interview schedule was for one QASO who was sampled using census sampling for one QASO in the Division.

3.6 Validity of the Instruments

Validity is the degree to which an instrument measures what it purports to measure. Borg and Gall, (1989) Content validity is the degree to which the sample of the test items represents the content that the test is designed to measure. Pilot study was used in two schools chosen randomly. The instruments were administered and test re-test applied after two weeks. Experts checked the questionnaires to verify content validity.

3.7 Instrument Reliability

Orodho (2007), states that reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The test-retest technique was used to test the consistence of the instrument. This is where the instrument was administered to the same group twice. If the instrument is reliable, the individuals taking the test are supposed to score the same or similar scores in the second test as they did the first one. To ensure reliability of the findings, there was a time lapse of two weeks between the first test and the second test for within this short period of time, the respondents were in a position to

remember what they wrote in the first test. The scores from test one and test two were correlated to get the reliability of the instruments using Pearson's Product Moment coefficient correlation. Thus:

$$r = \frac{\sum xy - (\sum x)(\sum y)/N}{\sqrt{[\sum x^2 - (\sum x)^2/n][\sum y^2 - (\sum y)^2/N]}}$$

X = Scores from test one

Y = Scores from test two

N = the number of respondents

A correlation coefficient, which may range from -1.00 to +1.00, shows the size and direction of a relationship between two sets of scores. The larger the absolute value of the number, the stronger the relationship whether it be positive or negative (Best & Kahn, 2006). A coefficient of 0.8 was considered adequate. Therefore, the higher the correlation coefficient the higher the test-retest reliability.

3.8. Data collection procedures

Research of all types essentially deal with generating, collecting and analyzing data, drawing inferences from them (Peter, 1994). The researcher got a research permit from the National Council of Science and technology to undertake research in public schools in Central Division, Machakos District. The researcher visited the DEOs office to get permission to carry out research in Central Division, Machakos District and the individual schools were visited to seek

permission to administer the questionnaires to both the head teacher and the teacher. The schools were visited later to collect the filled questionnaires.

3.9. Data analysis techniques

Data analysis techniques explain the nature of data to be obtained and whether it is to be analyzed quantitatively or qualitatively (Kerlinger, 1973), quoted by (Mwasindo, 2012), defines data analysis as categorizing raw data to obtain answers to research questions. The quantitative data was analyzed through descriptive statistics and presented in frequency tables, bar charts, pie-charts and histograms using statistical package social sciences software (SPSS).

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study investigated the influence of Quality Assurance and Standard Officers' instructional supervision practices on curriculum implementation in public primary schools in Central division Machakos District, Kenya. Data was collected using questionnaire for head teachers, teachers and an interview guide for the QASO Machakos District. The sample population comprised of 312 respondents. Collected data was compiled into frequencies, percentages and presented in tables. The data was then interpreted guided by the following objectives; to determine the extent to which Quality Assurance and Standards Officers' professional guidance to teachers on time management, in-service training of teachers on effective teaching and learning methods, checking of professional documents and giving feedback to teachers after instructional supervision influence and curriculum implementation. The challenges faced by Quality Assurance and Standards Officers in carrying and instructional supervision in curriculum implementation.

4.2 Instrument return rate

The study sample comprised of 29 head teachers, 282 teachers and one QASO. Therefore, a total of 311 questionnaires were administered. All the 29

questionnaires from the head teachers and the 282 teachers questionnaires were returned. An interview session was conducted with the QASO in his office. Therefore the response rate was 100%, since the researcher administered the research instruments and collected them immediately they were filled in, thus the return rate was considered excellent for the purpose of the study.

4.3 Demographic information

The researcher sought to establish the respondents' personal information that comprised of gender, age bracket, academic level of qualification and teaching experience. The researcher included the gender to establish extent to which each of the gender balance was distributed in public primary school. The findings were presented as follows in Table 4.1.

Table 4.1 Respondents' gender

Gender	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Female	10	34.5	176	62.4
Male	19	65.5	106	37.6
Total	29	100.0	282	100.0

From the study findings the teaching profession is greatly dominated by female teachers though leadership is dominated by male head teachers. These findings

show that gender disparity exists in leadership position in Central division Machakos District. To confirm these findings the QASO's gender was established to be male, thus leadership in the division was highly considered a masculine responsibility. These findings agree with Davies (1990), who says gender disparity in educational leadership has been long standing in many parts of the world. This could be due to the community's social norms.

The respondents' age bracket was sought to determine the age of the head teachers and establish whether it had any influence on their teaching process. The results were presented in table 4.2.

Table 4.2 Respondents' age bracket

Age	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Below 25 years	0	0	92	32.6
26 – 35 years	6	20.7	128	45.4
35 – 45 years	13	44.8	30	10.6
46 – 60 years	10	34.5	32	11.3
Total	29	100.0	282	100.0

Table 4.2 shows that most of the head teachers were over 35 years of age while most teachers were aged between 25 to 35 years. These findings show that age bracket determined the appointment to leadership thus older teachers were likely to be appointed into headship. While most of the teachers were in their junior years.

The researcher sought to determine whether the duration head teachers and teachers had served in one station had an effect on curriculum implementation. The results were presents in table 4.3.

Table 4.3 Respondents' on duration served in current school

Age	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Below 5 years	8	27.6	150	53.2
5 – 10 years	5	17.2	108	38.3
10 – 15 years	6	20.7	13	4.6
15 years above	10	34.5	11	3.9
Total	29	100.0	282	100.0

From the study findings most of the head teachers had stayed in their current station for more than 15 years, while majority of the teachers indicated that they had been in their current stations for less than five years. These shows that the

head teachers were familiar with the practices in their station due to the long physical stay they had, though teachers were not very competent with their station due to their limited physical stay. This shows that the head teachers were in a better position to give information about their school since they had been there long enough.

The QASOs length of stay in the current station was sought and he responded that he had been in the current station for one and half years. This period was seen to be enough for him to familiarize himself with the area of duty thus was in a position to carry out instructional supervision effectively.

The respondents academic qualifications were sought to determine whether it has any influence on curriculum implementation. The responses were tabulated in table 4.4.

Table 4.4 Respondents’ academic qualifications

Qualification	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
B. Ed	5	17.2	11	3.9
Diploma	10	34.5	44	15.6
PI	2	6.9	203	72.0
ATS	12	41.4	24	8.5
Total	29	100.0	282	100.0

From the study findings, most of the head teachers indicated ATS (IV) as their academic qualification, while majority of the teachers were P1 holders. The QASO’s academic/professional qualification was O’level. These finding reveal that academic level was not a factor for progression into leadership thus experience was a determining factor.

4.4 Quality Assurance and Standards Officers’ instructional supervision practices

Instructional supervision in school by administration is about observing and evaluating lessons in a classroom, taking comments on teacher’s performance and sharing suggestions for improvement. The process of instructional supervision in

primary schools is conducted by the administrators which include the headteachers the QASOs or deputy Headteachers.

To determine whether instructional supervision takes place in schools in Central division Machakos district the researcher asked the teachers whether they had ever been supervised by QASO at any one time. Their responses were presented in table 4.5.

Table 4.5 Teachers’ responses on ever being supervised by QASO

Response	Frequency	Percentage
Yes	90	31.9
No	192	68.1
Total	282	100.0

From the study findings majority of the teachers indicated that they had never been supervised by a QASO in their teaching profession in Central division. This was clear that the QASO role in instructional supervision was not fully effected in the division, as the officer is either busy with other issues to deal with or cannot cover the whole area. These findings concur with Kamindo (2008) who establishes that the introduction of Free Primary Education (FPE) made head teacher to be managers, accountants, record keepers and supervisors. Quality

Assurance and Standards Officer have concentrated on finance facilitation rather than instructional supervision.

The teachers who indicated that they had ever been supervised by QASO were requested to indicate the number of times it had ever happened. Their results were tabulated in Table 4.6.

Table 4.6 Frequency of instructional supervision on teachers by QASOs

No of times	Frequency	Percentage
Never	192	68.1
Once	62	22.0
Twice	20	7.1
Three times	8	2.8
Total	282	100.0

Table 4,6 Shows that most of the teachers who indicated that they had ever been supervised by QASOs had only had it once. To confirm this inadequacy of the practice the QASO was asked how many times he visited schools per term, he stated that they only visit schools once per term. This was clear indication that he was not able to cover the vast school population in Central Division since there were 72 public primary schools in the division making the population too big for

him to effectively cover. These findings are in line with Marecho (2012) who establishes that the numbers of Quality Assurance and Standards Officers were too small compared to the many schools they are allocated to supervise. They are therefore not able to supervise every school frequently.

4.5 Quality Assurance and Standards Officer's professional guidance on time management

It is the duty of the QASO to check if every class has a copy of the school timetable displayed in the classroom. The QASO guides the teachers in planning effectively to ensure that time management is observed by every teacher in the entire school (Glickman, Gordon and Gordon, 2001). The researcher sought to establish from the teachers whether time management skills guidance accorded to them by QASO affect syllabus coverage in curriculum implementation. The results are presented in table 4.7.

Table 4.7 Teachers responses on whether time management skills affect syllabus coverage in curriculum implementation

Response	Frequency	Percentage
Yes	282	100.0
No	0	0.0
Total	282	100.0

The teachers all agreed to the fact that guidance on time management affect syllabus coverage in curriculum implementation because with acquired skills

teachers are able to effectively plan their lessons and cover the syllabus in good time thus having ample revision time hence improved curriculum implementation. The curriculum is effectively implemented with good time management.

Further the researcher sought to establish from the head teachers whether QASOs instructional supervision help teachers manage their time. Their responses were tabulated in table 4.8.

Table 4.8 Head teachers' responses on QASO's frequency in helping teachers in time management

Responses	Frequency	Percent
Always	15	51.7
Often	3	10.3
Sometimes	8	27.6
Rarely	3	10.3
Total	29	100.0

From the study findings majority the head teachers indicated that QASO's guidance on time management to teachers is always help in instructional process. The QASO's response confirm that they encourage teachers to be time conscious so as to effectively manage their time thus capacity building with the aim of improving educational standards which results to effective curriculum implementation. These findings imply that teachers once exposed to effective

time management they will be in a position to implement the curriculum properly and timely. These findings are in line with Nyakwara (2009), who states that the QASO checks if every class has a copy of the school timetable displayed in the classroom. The QASO guides the teachers in planning effectively to ensure that time management is observed by every teacher in the entire school. The length of instruction periods should be correctly followed to enable the teachers to complete the syllabus in the set date by the school. The Quality Assurance and Standards Officers observe how a teacher observe time in every subject he or she is handling and how he or she keeps time in planning carrying out instruction in the classroom. Thus, he ensures that all parts of lesson plan takes the time allocated for each part in effective time management.

4.6 Provision of in service training to teachers by Quality Assurance and Standards Officers and curriculum implementation

When supervision practices are adequately and fully developed, and efficiently utilized, then the recipient will benefit with long life acquisition of knowledge values, attitudes, competence and skills (Alimi, 2001). The researcher sought to establish the frequency of Quality Assurance Standards Officers' induction of both the teachers and head teachers in schools. Their responses were tabulated in Table 4.9.

4.9 Head teachers' responses on the frequency of the QASO to perform induction

Responses	Frequency	Percent
Always	1	3.4
Often	2	6.9
Sometimes	4	13.8
Rarely	10	34.5
Never	12	41.4
Total	29	100.0

The study findings reveal that most of head teachers indicated that the QASO never conduct induction training to them and the teachers. This was clear indication that they get into practice with uncertainty in the way they perform duty in the right direction. These findings concur with Nyarora (1999), who establishes that lack of adequate in-service training leads to decline in quality of education offered. Teachers were asked whether they benefited from the QASO's in-service training to establish whether in-service training provided by the Quality Assurance and Standards Officers was important to the teachers' instructional process. Their responses were tabulated in Table 4.10.

Table 4.10 Teachers' perception of whether they benefited from QASO's in-service training

Responses	Frequency	Percentage
Yes	86	30.5
No	196	69.5
Total	282	100.0

From Table 4.10 shows that teachers' attitude towards QASOs was clearly outlined by the great percentage of the teacher respondents who indicated that in-service courses offered to them are not of any help to their instructional process. These findings agree with Farrant (1980), who states that Quality Assurance and Standards Officers provided link between teacher administrators and other relevant stakeholders. They offer in-service training to teachers on educational resource capacity building with an aim of improving education standards which lead to better results in academic performance thus effective implementation of the curriculum.

The researcher further sought to determine the teachers' perceptions on the benefits of in-service training by QASOs. Their responses were tabulated in table 4.11.

Table 4.11 Reasons for teachers' perception on the benefits of in-service training

Reasons	Frequency	Percentage
Taught the same thing over a long time	62	22.0
Teachers are resistant to change	104	36.9
QASOs do not inspect every teacher	30	10.6
Enlightened on new teaching approaches	86	30.5
Total	282	100.0

Table 4.11 shows that most of the teachers resist change since they do not want to welcome new teaching methods or ideas. They also stated that they are taught the same things for a long time. In the in-service courses attended and the QASOs do not have enough time to inspect every teacher thus the courses fall un-beneficial. The teachers who indicated that they benefited from the in-service courses indicated that they were enlightened with new teaching approaches to improve their instructional process and implementation of the curriculum.

The head teachers were requested to indicate the frequency of the QASO of conducting in-service course and their responses were presented in Table 4.12.

Table 4.12 Head teachers' responses on QASO's frequency of conducting in-service

Responses	Frequency	Percent
Strongly agree	6	20.7
Agree	7	24.1
Disagree	16	55.2
Total	29	100.0

From the head teacher respondents, majority of them disagreed that QASO conduct in-service courses. This was a clear indication that the frequency of QASO conducting in-service was not at a good rate since it was recommended that they always conduct in-service courses. Thus, the QASO was asked how they mentor teachers through in-service and stated that they conduct in-service courses only in weak subjects.

4.6 QASO's checking of professional documents and curriculum implementation

Instructional supervision by QASOs helps improve headteachers and teachers performance which in turn leads to curriculum implementation. Assessment of syllabus coverage by head teachers too lead to curriculum implementation which

is enhanced by the head teacher frequency of checking teacher's records on curriculum implementation

Quality Assurance and Standards officer's role in promoting and maintaining quality education in schools is perceived that the QASOs were important in helping to improve actual teaching, helping teachers in the preparation and keeping of teaching records on assessment and evaluation Kimeu (2010). Thus the researcher sought to determine the frequency of QASO's observing instructional process, and presented their findings in Table 4.13.

4.13 Head teachers' responses on QASO's frequency of observing instructional process in class

Response	Frequency	Percent
Monthly	3	10.3
Termly	8	27.6
Yearly	15	51.8
Never	3	10.3
Total	29	100.0

Table 4.13 shows that the QASOs visit most of the schools once a year. This finding reveals that the QASOs do not have enough time to visit the schools regularly so as to monitor curriculum implementation. Further, the head teachers

were requested to indicate the frequency of QASO to check performance records of schools. The findings were tabulated in Table 4.14.

4.14 Head teachers' responses on the frequency of QASO's checking performance records

Response	Frequency	Percent
Monthly	7	24.1
Termly	13	44.8
Yearly	8	27.6
Never	1	3.4
Total	29	100.0

The study findings show that most of the head teachers indicated that QASOs check performance records once a term. This was due to the fact that head teachers submit schools' performance records to the DEO's office every end of the term.

Teachers were asked to determine whether inspection of their professional documents developed their work plans. The responses are tabulated in Table 4.15.

Table 4.15 Teachers responses on whether they benefited from QASO in preparation of lessons plans

	Frequency	Percentage
Yes	176	62.4
No	106	37.6
Total	282	100.0

The study finding show that majority of the teachers agreed that they benefited from the QASO's role of checking their professional documents as a way of developing their work plan and output. These findings reveal that teachers are welcoming to the QASO in supervision of their work organization.

The findings are in line with Chepkuto (2012), who noted that teachers benefit from QASOs in development of schemes of work lesson plans and records of work and ability to maintain quality instructional materials. It also established that teachers could prepare work plans and implementation of curriculum in stressing syllabus coverage in time, preparation of teaching learning materials, assessment of pupils work and progress and mobilizing other stakeholders for support towards education.

4.8 QASO's feedback after instructional supervision and curriculum development

Instructional supervision is the process of direction, controlling, stimulating, analyzing appraising, designing and implementing those behaviours directly and primarily for the improvement of learning hence good performance. Classroom observation encourages harmony in working situation leading to high performance. Teachers were able to be professionally responsible and more able to be analytical of their own performance open to help others and self directing. They become confident professionally because they become specialist Cogan (1973).

Table 4.16 Teachers' responses on whether QASO conduct feedback after observation

Responses	Frequency	Percentage
Yes	11	3.9
No	271	96.1
Total	282	100.0

From the study findings, majority of the teachers indicated that QASO do not give feedback after observing instructional process in schools. These show that the supervision is not fully performed when the discussion on the made observations was ignored since the feedback is to improve to the teachers' career development.

This response is in line with Alimi (2001), who states that when supervision practices are adequately and fully developed and efficiently utilized, then the recipient will benefit with long life acquisition of knowledge value, attitudes, competence and skills.

The head teachers were also requested to indicate the frequency of the QASO to give feedback after classroom visitation and school inspection, so as to determine whether they gave advice on weakness and commended on successes of the lesson so as to promote instructional supervision and improve performance. Their responses were presented in Table 4.17

Table 4.17Head teachers’ response on the frequency of QASO to give feedback after observation

	Frequency	Percent
Always	3	10.3
Rarely	17	58.7
Neutral	2	6.9
Never	7	24.1
Total	29	100.0

From the study findings, most of the head teachers indicated that QASO rarely give feedback after visiting classrooms. Though the relative small number of the head teachers indicated that QASOs give feedback after observation they are

supposed to put emphasis on giving their responses after observing instructional process in class so as to improve and thus promote performance, because there was an alarming number of the head teacher respondents who indicated that the QASO either rarely or never give feedback.

The teachers were requested to indicate whether QASOs hold post conferencing after classroom observation with the teachers to point out on their strengths and weakness and even try to come up with possible solutions and recommendations so as to improve their instructional activities. The results were tabulated in Table 4.18.

Table 4.18 Teachers' responses on whether QASO give them feedback after classroom observation

Response	Frequency	Percentage
Yes	86	30.4
No	196	69.6
Total	282	100.0

Table 4.18 shows that majority of the teachers were not engaged into discussion after they were supervised in their instructional process in class. These findings were because a large percentage of the teachers had not been supervised by QASOs. To confirm these findings, the QASO was requested to state whether he

gave feedback to teachers after visiting classrooms during instructional process. He stated that most of the times he left his observation results in the head teachers office or makes comments on his observation in class before the completion of the teachers' instructional process.

Further, the study sought to determine whether QASOs recognize or even appraise teachers' effort and successes in their instructional process. The head teachers' response on the frequency of the QASO recognize or appraise teachers is presented in Table 4.19.

Table 4.19Head teachers' response on the frequency of QASO to recognize or appraise teachers

No. of times	Frequency	Percentage
Always	5	17.2
Often	6	20.7
Sometimes	13	44.8
Rarely	4	13.8
Never	1	3.4
Total	29	100.0

The study findings reveal that most of the head teachers indicated that QASO recognize or appraised the teachers' effort in instructional process only at

sometimes. These findings show a demoralizing trend since lack of recognition fails to motivate teachers to put more effort in their instructional process.

When the QASO was asked on whether he recognizes or appraises teachers efforts after observation of their instructional process he stated that he only points out on weak areas so as improvement can be made and makes a general comment on the observations he has made. These findings concur with Unruh and Turner (1970) who establishes that supervision is a social process of stimulating nurturing and appraising the professional growth of teachers and supervisors towards development on conditions for learning.

The researcher sought to determine whether after observation and realization on teachers' weakness Quality Assurance and Standards Officer encourage further education as a way of improving the teachers' knowledge and instructional ability. The head teachers' responses were presented in table 4.20.

Table 4.20 Head teachers' response on whether QASO recommend further education after classroom observation

Response	Frequency	Percent
Always	9	31.0
Often	5	17.2
Sometimes	11	37.9
Rarely	4	13.8
Total	29	100.0

From the study findings, most of the head teachers indicated that QASO often recommended for further studies to teachers after classroom observation. These findings could be due to the challenges they encounter in the inadequacy of teachers knowhow on as they conduct their instructional process. These findings agree with Republic of Kenya (2000), that Quality Assurance and Standard Officers organize workshops are seminars for teachers to enlighten them on curriculum changes in curriculum as well as education policies advice teachers on how to use modern teaching methodologies towards effective and efficient curriculum implementation.

The teachers were asked whether QASOs have recommended them to further their education. Their responses were presented in Table 4.21

Table 4.21 Teachers’ responses on whether QASO recommend them for further studies

	Frequency	Percentage
Yes	166	58.9
No	116	41.1
Total	282	100.0

Table 4.21 shows majority of the teachers indicated that they were recommended to further their studies after classroom observation by QASO. This was clear indication that teachers need to be refreshed so as to develop their career competence and improve their performance. The QASO stated that he refers teachers to seminars and workshops that have been organized by the ministry to improve their exposure and also give them new experiences.

The researcher also sought to establish whether QASOs recommend promotion for teachers that they felt were in the capacity for promotion. The head teachers' responses were tabulated in Table 4.22.

Table 4.22 Head teachers' responses on the frequency QASO recommend for teachers' promotion

Responses	Frequency	Percent
Always	1	3.4
Often	5	17.2
Sometimes	11	37.9
Rarely	12	41.4
Total	29	100.0

From the study findings most for the head teachers indicated that QASO rarely recommend for promotion of teachers. These could be due to the fact that teachers personally apply for promotion.

Further the head teachers gave responses on the frequency of QASO to provide professional guidance after visiting schools. These findings are presented in Table 4.23.

Table 4.23 Head teachers’ responses on the frequency of QASO’s provision of professional guidance

Responses	Frequency	Percent
Always	6	20.7
Often	12	41.4
Sometimes	7	24.1
Rarely	4	13.8
Total	29	100.0

The study findings reveal that QASO often provide professional guidance. This was clear indication that when teachers are given professional guidance they become specialists in their subject area. It helps the teachers’ effectiveness in curriculum implementation. These findings are in line with Chepkuto (2012), who establishes that roles of QASO include visiting schools regularly, assist greatly in organizing workshops on teaching methods giving advice and ideas on ways of implementing curriculum was fully done by updating teachers on changes in curriculum preparation of schemes of work, collect on pupil work and other professional staff in all administration levels.

4.9 Challenges facing QASOs in effective instructional supervision

Quality Assurance and Standards Officers face a lot of challenges which include short time, frames and notices, unavailability of transport and shortage of assessment tools.

The researcher sought to find out whether the QASO check whether provision of teaching/learning resources was adequate. The head teachers' responses were presented in Table 4.23

Table 4.23 QASO's provision of teaching/learning resources

Response	Frequency	Percent
Always	1	3.4
Often	13	44.8
Sometimes	2	6.9
Rarely	10	34.5
Never	3	10.4
Total	29	100.0

From the study findings most of the head teachers indicated that QASOs oftenly check the provision of teaching and learning resources. This was clear indication that QASOs oftenly check if the finances provided for resources by the government are well utilized. To confirm these findings the QASO stated that he

visited the schools to check on the availability of teaching and learning resources in the schools.

The researcher requested to find out whether teachers benefit in team building and collegial practice due to QASO inspection. Their responses were presented in Table 4.24.

Table 4.24 Teachers' responses on whether benefited from QASO in team work

	Frequency	Percentage
Yes	274	97.2
No	8	2.8
Total	282	100.0

Majority of the teacher indicated that they benefited in team building and worked in collegiality due to their interaction with QASOs. These findings are a clear indication that seminars and workshops on team works are effectively embraced in schools.

Teachers were requested to state challenges they face when being supervised by QASOs. This was to establish the eventualities that come along with the instructional supervision practices. The findings were presented in Table 4.25.

Table 4.25 Teachers' responses on challenges faced during instructional supervision

Challenges	Frequency	Percentage
Nervousness	58	20.6
None	42	14.9
Discouraging remarks	112	39.7
Harassment	48	17.0
Reteaching	11	3.9
Abusive language	11	3.9
Total	282	100.0

From study findings reveal that most of the teachers fear discouraging remarks from QASOs in front of the pupils, they also harassment and use abusive language during supervision. Others indicated that teachers were not comfortable when they teach in the presence of QASO thus lowering their competence. This was clear indication that teachers were uncertain of the outcome of the supervision. These findings are in line with UNESCO (2005) that states many teachers were

not happy with them because they never announce their coming and they were fault finders than professionals advisers. The government is conducting in-service courses for QASOs to improve professionalism in the way they conducted their duties.

Further the head teachers were requested to indicate the challenges that are faced by QASO's in carrying out their instructional supervision. Their responses were presented in Table 4.26.

Table 4.26 Challenges caused by QASO's during instructional supervision

Responses	Frequency	Percent
Attitude	6	20.7
Pupils' distraction	2	6.9
Fear of intimidation	8	27.6
Unfriendly	5	17.2
Unprepared lesson records	5	17.2
No problems	3	10.3
Total	29	100.0

From the study findings, most of the head teachers indicated that teachers had negative attitude towards instructional supervision by QASOs due to fear of being intimidated by the unfriendly supervisors. They also indicated that teachers were usually not prepared for lessons with the right professional documents and also

the presence of QASO in class distracted pupils attention in class since they keep looking at him thus failing to get the lessons concept. This was clear indication that QASOs need to improve on their approach of conducting supervision by announcing their visits in advance, to prepare both teachers and learners as well as the head teacher on the disruption of the day's programme.

The study sought to establish teachers' attitude towards Quality Assurance and Standards Officers by inquiring whether they were out to punish teachers. The teachers' responses were tabulated in Table 4.27.

Table 4.27 Teachers' responses on whether QASO are out to punish the teachers

	Frequency	Percentage
Yes	272	96.1
No	10	3.9
Total	282	100.0

Table 4.27 shows teachers strong agreement that QASOs are only out to punish them. This was clear indication that QASO's role in instructional supervision was not well conducted. These findings are in line with Moswela (2008) who establishes that the environment in which instructional supervision takes place is

hostile and intimidation to make the teachers to be impressed on any improvement to teaching methods.

Therefore the researcher sought to establish whether the QASO's role contributed any efforts in teachers work and presented in Table 4.28.

Table 4.28 Teachers respondents' if QASO have no contribution to make teachers work

	Frequency	Percentage
Yes	99	35.1
No	183	64.9
Total	282	100.0

Table 4.28 shows that teachers feel that QASO's role in instructional supervision made no contribution to their work. This implied that teachers felt that they can do without the QASOs inspecting on their work. This could be because though most of the teachers are not supervised yet they still implemented the curriculum. The teachers were requested to suggest ways to solve the problems encountered during instructional supervision by QASOs. Their responses were tabulated in Table 4.29.

Table 4.29 Teachers' responses on how to solve problems

	Frequency	Percentage
Educate teachers role of QASO	139	49.2
Develop teachers-QASOs relationship	143	50.8
Total	282	100.0

Teachers indicated that teachers need to be educated on the role of QASO in their professional development so as to change their attitude towards them. The teacher-QASO relationship also needs to be reviewed so as to create good relations so as to change teachers' attitude so as stop feeling victims of intimidation and fault finding but also view the QASO's role as a career development process.

Head teachers' suggestion on ways to improve instructional supervision were presented in Table 4.30.

Table 4.30 Head teachers' suggestions on ways to improve instructional supervision

Solutions	Frequency	Percent
Early notification	2	6.9
Create cordial relationship	6	20.7
Preparation of professional records	7	24.1
Address teachers outside class	7	24.1
No opinion	6	20.7
Proper induction	1	3.4
Total	29	100.0

From the study findings the head teachers indicated that QASOs need not to come to schools to carry out instructional supervision unannounced but rather on early notification, they should also create cordial relationships with teachers by addressing viewed issues with teachers outside classroom in the absence of the pupils. QASOs are supposed to conduct proper induction to both newly appointed head teachers and teachers while the teachers are to be encouraged to prepare professional records not only for inspection but for smooth teaching process. With this issues addressed schools performance would improve since each party plays his/her dutiful role without feeling oppressed or pressured by the other. These findings are in line with Duff (2000), who states that Quality

Assurance is a process through which an education institution guarantees to itself and its stakeholders that it's teaching and learning and other services reach a standard of excellence.

4.10 Comparison between curriculum implementation in schools supervised and schools not supervised by QASOs

The researcher sought to establish the comparison between schools that have been supervised by QASOs and those that have not been supervised. Table 4.31 presents the responses on syllabus coverage between the schools.

Table 4.31 Comparison of syllabus coverage between schools

Response	Frequency	Percentage
Syllabus Completed	6	20.7
Syllabus not completed	23	79.3
Total	29	100.0

From the study findings the schools that had been supervised indicated that they completed the syllabus coverage. These findings imply that the QASOs role in supervising syllabus coverage in schools was effective because teachers are able to manage their time thus completing the syllabus in time.

The researcher sought to establish the difference of curriculum implementation between schools that have been offered in-service training by QASOs and those that have not. Table 4.32 presents the responses.

Table 4.32 Comparison of curriculum implementation between schools with in-service training

Response	Frequency	Percentage
Curriculum implementation	6	20.7
Curriculum not implementation	23	79.3
Total	29	100.0

From the study findings the schools that had been offered in-service training indicated that they effectively implemented the syllabus. These findings imply that the QASOs role in offering in-service was effective for it enhanced them to effectively implement curriculum.

The researcher sought to establish the difference of curriculum implementation between schools that QASOs check professional records and those that have not. Table 4.33 presents the responses.

Table 4.33 Comparison of curriculum implementation between schools QASOs check professional records

Response	Frequency	Percentage
Curriculum implementation	6	20.7
Curriculum not implementation	23	79.3
Total	29	100.0

From the study findings the schools that QASOs check professional records indicated that they effectively implemented the curriculum. These findings imply that the QASOs role in checking professional records enhance teachers to be in a position to effectively implement curriculum since they have planned work plan. The researcher sought to establish the difference of curriculum implementation between schools that QASOs give feedback after observation and those that have not. Table 4.34 presents the responses.

Table 4.34 Comparison of curriculum implementation between schools QASOs give feedback after observation

Response	Frequency	Percentage
Curriculum implementation	6	20.7
Curriculum not implementation	23	79.3
Total	29	100.0

From the study findings the schools that QASOs give feedback after observation indicated that they effectively implemented the curriculum. These findings imply that the QASOs giving feedback after observation enhance teachers to be in a position to effectively implement curriculum since they are able to improve on their instructional process.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations generated from the research findings of the study. It also presents suggestions for further study.

5.2 Summary of findings

The study investigated the influence of Quality Assurance and Standards Officers instructional supervision practices on curriculum implementation in public primary schools Central division, Machakos district, Kenya. It was guided by the following variables as the research objectives; Quality Assurance and Standards Officers professional guidance to teachers on time management, provision of in-service training on effective teaching and learning methods, checking of teachers' professional documents, giving feedback after instructional supervision and challenges faced by QASO during instructional supervision . It adopted systems theory profounded by Ludwing Von Bertalanffy (1978).

The study employed descriptive survey research design for its appropriateness as it enables the researcher to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behavior and values. The target population comprised of 72 public primary school thus the research used a sample of 29 public primary schools that were stratified sampled based on the

head teachers' gender. Thus the study sample population comprised of 29 headteachers, 282 teachers and one Quality Assurance and Standards Officers. Data was collected using questionnaires for teacher and head teachers and an interview guide for the QASO. The research tools were test retested to enhance their reliability while the university supervisors' expert judgment was used to validate the tools content.

Data was presented in relation to the study findings in relation to the study objective. The demography of the respondent shows that majority of the teachers (62.4%) were female though majority of the head teachers (58.6%) were male. Majority of the head teachers were over 35 years old, while most of the teachers aged between 25 and 35 years. Head teachers had stayed in one station for over 15 years thus they had proficient leadership experience.

The first study objective sought to determine the extent to which Quality assurance and Standards Officers professional guidance to teachers on time management influence curriculum implementation. The study findings reveals that QASOs monitors how teachers observe time in every subject they handle and how they keep time in planning carrying out instruction in classroom. QASOs are supposed to ensure that all parts of the lesson plan takes the time allocated for each part effectively. Majority of the teachers (62.4%) indicated that they had never been supervised by QASO in their instructional process. The teachers who indicated that they had ever been supervised indicated that they had only had

QASO's supervise their instructional process once. These findings were confirmed by both the head teachers and the QASO since majority of the head teachers (58.6%) indicated that QASO only visited their schools rarely and the QASO stated that he only visited schools once per term thus cannot be in a position to monitor teachers' time management.

The second research objective sought to the extent to which Quality Assurance and Standards Officers in-service training of teachers on effective teaching and learning methods influence curriculum implementation. Teachers and head teachers should be given in-service training in various subjects' mastery and rationalization the curriculum with aim of improving teaching methodologies. The study findings most of the head teachers (41.4%) indicated that QASO's sometimes offer professional guidance to teachers on effective curriculum implementation, while majority of the teachers (55.2%) indicated that QASO conduct in-service courses, but the Quality Assurance and Standards Officer stated that he provided in-service courses, seminars and workshops only on weak performing subjects. These findings show that QASOs should provide more seminars and workshops to improve on teachers' instructional capacity. QASO is also recommended to induct new teachers and newly promoted head teachers of effective curriculum implementation and smooth school running. The study findings show that most of the head teachers (34.5%) and teachers (41.4%) indicated that QASO rarely induct them on professional performance.

The third study objective sought to establish the extent to which checking of professional documents by QASO influence curriculum implementation. From the study findings most of the head teachers (44.8%) indicated that QASO sometimes check professional documents, while majority of the teachers (74.5%) indicated that their professional documents were not frequently checked. Quality Assurance and Standards officer stated that he encourage teachers to keep and maintain professional records to be able to effectively implement curriculum.

The fourth study objective was to establish the extent to give feedback to teachers' after instructional supervision by QASO influence curriculum implementation. Post conferencing after classroom observation where both the QASO and the teacher discuss the results and remedial action. From the study findings most of the head teachers (37.9%) indicated that QASOs give feedback, while majority of the teachers (56.7%) indicated that they do not give feedback after classroom observation. The QASO stated that he oftenly avoid holding post-conferences with teachers due to their scarce time and vast workload expected to be delivered.

The fifth objective sought to identify the challenges faced by QASOs in carrying out instructional supervision. The study findings reveal most of the head teachers 44.8% indicated that QASOs never provide for teaching/learning resources and lower percentage 34.5 indicated they provide indicated that only provide rarely. Majority of the teachers indicated that they benefited through team building

and worked in collegiality due to their interaction with QASOs. Most of the teachers fear discouraging remarks from QASO in front of the pupils or fellow teachers. They also do not like harassment and abusive language during supervision. Others indicated that teachers are nervous when they teach within the presence of QASO thus lowering their competence. Teachers strongly agree that QASOs are only out to punish them.

Most of the head teachers indicated that teachers had negative attitude towards instructional supervision by QASOs due to fear of being intimidated by unfriendly supervisors. They also indicated that teachers were usually not prepared for lessons with the right professional documents and also the presence of QASO in class distracted pupils' attention in class since they keep looking at him thus failing to get the lessons concept.

Teachers feel that QASO's role in instructional supervision made no contribution to their work. Teachers need to be educated on the role of QASO in their professional development so as to change their attitude towards them. The teacher-QASO relationship also needs to be reviewed so as to create good relations so as to change teachers' attitude so stop feeling victims of intimidation and fault finding but also view the QASO's role as a career development process.

The head teachers indicated that QASOs need not to come to schools to carry out instructional supervision unannounced but rather on early notification, they should also create cordial relationships with teachers by addressing viewed issues

with teachers outside classroom in the absence of the pupils. QASOs are supposed to conduct proper induction to both head teachers and teachers while the teachers are to be encouraged to prepare professional records onto only for inspection but for smooth teaching process. Teachers indicated that understaffing, inadequate teaching and learning resources and lack of enough QASO personnel as the main challenges facing schools' performance in Central division Machakos district other than those problems caused by instructional supervision.

5.3 Conclusion of the study

The findings of the study suggested that supervision is a combination of process, procedures and conditions designed to advance the work effectiveness of individuals and groups. It was deemed to be an overseer of smooth learning process. Instructional supervision stimulates teachers to improve instruction, revise and maintain instructions and methods of teaching.

Quality Assurance and Standards Officers need to conduct proper induction on teacher and head teachers so as to ensure effective curriculum implementation. Time need to be allocated for supervision since QASOs only manage to visit schools once per term and they are not able to visit all schools since one Educational officer is assigned a very large geographical area. Teachers are supposed to be trained to properly manage their subject time allocated on the timetable to ensure syllabus coverage of all subjects.

Quality Assurance and Standards officers need to facilitate more seminars and workshops on curriculum implementation to ensure that teachers have the right skills to implement the curriculum. The relationship between the QASO and teachers shows that they supervisors are out to intimidate teachers and are unfriendly as they carry out their supervision practices. This relationship need to be looked into so as the QASO's practices can refine the teachers skills when supervision was carried out in the right manner.

The provision of teaching/learning resources from the QASO is reported to be very low and at most times does not happen at all times this is because they lack funds to facilitate even their travelling expenses through out their allocated area of duty leave alone provision of teaching/learning resource.

Most of the challenges faced by the Quality Assurance and Standards Officers are highly depended by the teachers attitudes towards them because due to their ignorance the teachers are not comfortable with their presence as they carry out their instructional process. Quality Assurance officers also lack professional skills to address problems noted in class during instructional process or handle the issues in unethical manner thus rendering their supervisory role of little importance.

5.4 Recommendations of the Study

The study findings came up with the following recommendations:

- i. The teachers should be sensitized on the importance of instructional supervision in their career development, this will guide the teachers on how to carry out their duties effectively.
- ii. Quality Assurance and Standards Officers should be professionally trained and use friendly approaches that befits their instructional supervision duties.
- iii. The school community should be educated on the use of supervision on their schools' performance.
- iv. The Ministry of Education through teachers training colleges should create awareness to training teachers on the importance of instructional supervision on their career development. Educationalists should organize seminars and workshops to create awareness to head teacher on positive ways of conducting instructional supervision practices. Community participation in school programmes, for instance involvement in recreation activities, environmental conservation activities and developmental activities.

- v. The government through the Ministry of Education should allocate more funds for the provision of teaching/learning resources to enable effective learning for a better curriculum implementation.

5.5 Suggestions for Further Study

The researcher proposes further research in the following areas:

- i. This study needs to be replicated in other districts throughout the country in order to compare the results.
- ii. Further study should also be carried out on contribution of leadership styles and the effectiveness of instructional supervision.
- iii. A study should be carried out to investigate the influence of instructional supervision on the relationship between teachers and head teachers

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APPENDIX I

LETTER OF INTRODUCTION

School of Education
Department of Educational
Administration and Planning
University of Nairobi
P.O. Box 30197- Nairobi.

The Head teacher

_____ School

Dear Sir / Madam,

REF: PERMISSION TO CONDUCT STUDY IN YOUR SCHOOL

I am a post graduate student at the Department of Educational Administration and planning of the University of Nairobi. I am conducting a research on **the contributions of QASOs on curriculum implementation in Public Schools in Central Division, Machakos District**. I will be grateful if you allow the carry out the research in your school.

I would like to assure you that all the information provided will for the purpose of the research and would be treated with utmost confidentiality.

Thanks for your cooperation.

Yours faithfully,

Ndiso Eunice Mwelu.

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

Instructions: Answer the following questions as free as possible. The answers provided will be kept confidential and will only be used for the purpose of this research.

Part A: Demographic data

- i. What is your gender ☐ Male ☐ Female
- ii. What is your qualifications _____
- iii. For how long have you served in the current school?
Less than 5 years ☐ 5- 10 years ☐ 10 – 15 years ☐ more
than 15 ☐
- iv. What is your age bracket?
30 years and below ☐ 30 -40 years ☐ 40-50 years ☐ 50- 60 years
- v. What other responsibilities do you have in the school apart from teaching?

Part B

The role of QASO in curriculum implementation

1. Have you been supervised by QASO at any given time?

Yes ☐ No ☐

ii) If yes how frequent in a term?

Once ☐ Twice ☐ Three times ☐

2. In which areas have you benefitted from QASO?

(Tick YES or NO)

	YES	NO
a) Instructional material development		
b) Development of work plans, lesson plans records of work		
c) Improving actual classroom instruction through better methods of teaching		
d) Mentorship on syllabus coverage		
e) In service training workshops		
f) Time management		
g) Team work and collegial teaching		

3. What are the problems you encounter when being supervised by QASO?

4. Do you get time to critique both the supervisor and supervisee after instructional supervision?

Yes ☐ No ☐

5. In which ways can time management affect syllabus coverage in curriculum implementation? _____

6. Tick the statement that best describes your opinion?

a) QASOs are out to punish the teacher

b) QASOs are helpful in my work

c) QASOs have no contribution to make in my work

7. Please indicate how QASOs have benefitted in your profession by indicating ?

	Yes	No
Instructional material development preparation of lesson plans and schemes of work		
Better teaching methods		
In-service training of teachers through seminars		
Classroom observation		
Be conscious time management		
Syllabus coverage		

Mentoring of teachers on syllabus coverage		
Meeting teachers in groups to encourage collegial teaching after school visits		
Giving feedback to teachers after supervision		
Follow up inspection to check whether teachers are doing as advised.		

8. What are the problems teachers face during supervision?

9. How can the above problems be solved? _____

10. Do you mind instructional supervision every month?

Yes ☐

No. ☐

11. Tick the statement that best describes the QASOs visits to your school?

Yes ☐

No. ☐

12. Tick the statement that best describes the QASOs visits in your school?

Frequent ☐ very frequent ☐ rarely ☐ very rarely ☐

13. In your own words what are the causes of poor performance in your division? _____

Thank you for your cooperation.

APPENDIX III

HEAD TEACHERS' QUESTIONNAIRES

This questionnaire is divided into Chapter A and B. kindly tick in the box or provide an explanation in the space provided.

Chapter 1: Demographic Information

1. What is your gender ☐ Male ☐ Female
 2. What is your age bracket?
25-35years ☐ 36-40 ☐ 41-45 ☐ 46-60 ☐
 3. How long have you been a head teacher? _____
 4. What are your professional qualifications? _____
-

Chapter B Instructional supervision practices of Quality Assurance and Standards officers.

Please tick the correct option from the boxes provided.

Roles	Always	Often	Sometimes	Rarely	Never
Induct newly employed teachers					
Give professional guidance on teachers on better teaching methods					
Observe teachers in class					

Check on performance of each subject.					
Help teachers in time management					
Roles	Always	Often	Sometimes	Rarely	Never
Give feedback on teachers' instruction after classroom observation.					
Conduct in-serving training for teachers on curriculum changes, policies and improving their teaching methods					
Provide teaching and learning resource					
Recognize and appraise teachers for good performance					
Encourage teachers for further education					
Recommend teachers for promotion.					

5. What challenges do the teachers encounter with the QASOs during classroom visits_____

6. In your opinion how can the challenges be addressed? _____

7. Do the QASOs benefit the teachers in curriculum implementation?

8. Which reasons can mostly be attributed to influence of curriculum implementation negatively in your school

Please tick the correct option from the boxes provided

	Very much	Moderately	Little	Very little
Failure to set goals				
Not enough teachers				
Inadequate supervision				
Limited learning resources				
Not covering the syllabus				
Not keeping time				
No adequate in-service training for teachers				
Lack of feedback to teachers by QASOs after supervision				
Not preparing professional documents				

9. What are some of the challenges teachers face during instructional supervision. List them

10. In your opinion, explain how the challenges can be addressed

11. In what areas do you benefit from QASOs?_____

APPENDIX IV

INTERVIEW GUIDE FOR QUALITY ASSURANCE AND STANDARDS OFFICER

These interview questions are meant for academic only. They are not used for any other service, prejudicial to the respondents. The information will be held in confidence.

Please answer the questions as honestly as possible.

Chapter A

1. Position of the Quality Assurance and Standards officer_____
2. Period at present station_____
3. What is your highest academic qualifications? _____
4. How many schools are you in-charge of ? _____
5. How many times do you visit the schools per term? _____

6. What do you check during your visits from teachers? _____
7. Do you induct newly employed teachers? _____
8. How do you mentor teachers in the following areas?
 - i) Time management _____
 - ii) Syllabus coverage _____
 - iii) Teaching learning methods_____

iv) In- service training the teachers _____

v) Professional documents?_____

vi) Performance of the learners?_____

vii) Specific subjects ?_____

9. Do you hold post conferencing and post conferencing meeting with the teachers you intent to supervise during your classroom visit?

Yes ☐ No ☐

Do you do follow up inspection? Yes ☐ No ☐


10. Are there some challenges you face in your area of work list them?

11. How can they be solved? _____

APPENDIX V

AUTHORIZATION LETTER

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/14/013/1133** Date: **24th June 2013**

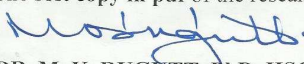
Eunice Mwelu Ndiso
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **18th June, 2013** for authority to carry out research on *"Influence of quality assurance and standards officers' instructional supervision practices on curriculum implementation in public primary schools in Central Division, Machakos District."* I am pleased to inform you that you have been authorized to undertake research in **Machakos District** for a period ending **30th September, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Machakos 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
Machakos District.

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

APPENDIX VI

RESEARCH PERMIT

RESEARCH PERMIT

Research Permit No. **NCST/RC/14/013/1132**
Date of issue **24th June 2013**
Fee received **KSH.1000**

THIS IS TO CERTIFY THAT:

Name of Applicant
Eunice Mwelu Ndiso

Name of Institution
University of Nairobi

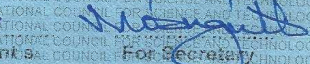
Address
P.O. Box 92-0902, Kikuyu

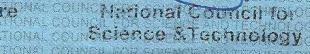
has been permitted to conduct research in

Location
Machakos District

Province
Eastern

on the topic: **Influence of quality assurance and standards officers' instructional supervision practices on curriculum implementation in public primary schools in Central Division, Machakos District**

Applicant's Signature  **For Secretary**

Signature  **National Council for Science & Technology**

Permit period ending: **30th September, 2013.**

RESEARCH CLEARANCE PERMIT

CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

CPK6055(3mt/10/2011)

(CONDITIONS—see back page)