FACTORS INFLUENCING THE ROLE OF QUALITY ASSURANCE AND STANDARDS OFFICERS IN PRIMARY SCHOOL CURRICULUM IMPLEMENTATION IN KITUI COUNTY, KENYA

Elizabeth W. Marecho

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DECLARATION

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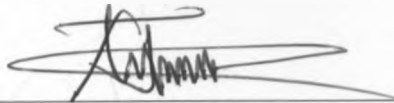
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Elizabeth Waturi Marecho

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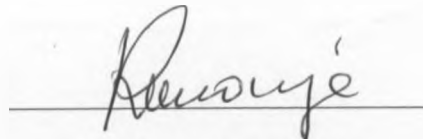
University Supervisors

(signature)

Prof. Winston J. Akala

Associaite Professor

Department of Educational Administration and Planning

University of Nairobi

(signature)

Dr. Rosemary Imonje

Lecturer

Department of Education Administration and Planning

University of Nairobi

DEDICATION

This reasearch project is dedicated to my beloved children Blair and Blairy, my beloved husband Alfonse whose prayers, care, support and encourangment has brought me where I am today. Also to almighty God in whom I trust and who has given me strength to keep going.

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ABBREVIATIONS AND ACRONYMS

DEO   District education officer

DQAS   Director of quality assurance and standard

INSET   In service training

KESI   Kenya staff institute

KNEC   Kenya National examination council

MOE   Ministry of education

MOEST   Ministry of education and Technology

PDE   Provincial director of education

QASOs   Quality Assurance and standard officers

ABSTRACT

The purpose of the study was to establish the factors influencing the role of QASOs in curriculum implementation in Kitui central Kalundu zone. Four research objectives were formulated to guide the study. This research adopted a descriptive survey. The sample comprised of 7 headteachers, 47 teachers and 2 QASOs. Data were collected by use of questionnaires and interview schedule. Descriptive statistics such as frequencies and percentages were used to analyse data.

Findings also revealed that the QASOs were not able to supervise every teacher during their visits. Findings also revealed that QASO visits were not announced and they conduct spot check. It was further noted that QASOs had plan of actions made during the visits, they indiacted that they made follow up to see whether the previous recommemdations made had been implemented. The findings indicated that QASOs made arrangments to meet all teachers as group and discuss perfomance and syallabus coverage. The findings also indicated that to check of syallabus coverage, the QASOs checked on pupils work books and teachers professional records. The QASOs indicated that inorder to improve the perfomance, they (QASOs) had organized bench marking organized cluster meeting and invited guest speakers. The findings from Headtechaers and teachers towards the QASOs visits indicated that they don't mind QASOs visit every month since they felt QASOs would enable them to discuss the challenges they faced at school.

The study recommended that the government should avail the required resources to facilitate supervision by the QASO and add more QASOs in the field. Teachers should cultivate positive perception towards supervision and inspection while the QASO should conduct supervision with an aim of assisting teachers in teaching and learning. Taking the limitations and delimitations of the study, it was suggested that a study on the effect of supervision and inspection on academic

performance should be conducted. An investigation on the role of supervision on school policy development should be conducted while a study on relationship between head teacher training and its effect on supervision of school should be conducted.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The term supervision is a coinage from two Latin words: 'super' and 'video '(Cullingford, Daniels, & Brown, 1998). Super means 'over' or 'above', while video means 'to see'. Therefore, taken together, super-video simply means 'to see from above' or to 'oversee'. Hence, to supervise means to oversee. The concept of supervision, like that of inspection, has changed over time (Cullingford, et al 1998). Since the 18th century, supervision of instruction has gone through four identifiable periods of development.

The first period can be regarded as that between the 18th century and the 19th century when supervisory concepts and behaviours were characterized by inspection for control, and inspectors were non-professionals. At that time, the major function of supervision was the making of judgments about the teacher, rather than about teaching and pupil's learning. Decisions were based on the recommendations of the supervisor, which was, invariably, the replacement of the teacher, if he was not performing well. Attention was mainly on the teacher's ability to teach and control the pupils rather than the improvement of instructional procedures (Cullingford, et al, 1998).

According to Glen and Nester (1965) supervision is that phase of school administration which deals primarily with achievement of appropriate selected instructional expectations of educational service. Glen and Nester further asserts that the history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common schools in the late 1930s in America. During this time superintendents inspected schools to see that the teachers were following the prescribed curriculum and that students were able to recite their lessons.

In the second half of the twentieth century the field of supervision became closely identified with various forms of clinical supervision. According to Goldhammer (1980), clinical supervision is that phase of instructional supervision which draws its data from first-hand observation of actual teaching events, and involves face to face interaction between supervisor and the teacher in the analysis of teaching behaviours and activities of instructional improvement. The initial practice of clinical supervision, however, soon had to accommodate perspectives coming out of the post-sputnik curriculum reforms of the 1960s that focused on the structures of the academic disciplines. It was during this period that research findings from psychology of learning were adapted to facilitate effective teaching.

The genesis of supervision in Kenya can be traced back in the colonial period following the passing of Education Ordinance in 1924 which required that all schools be registered and open to inspection by the Director of Education (Sifuna, 1990). The importance of supervision was further emphasized by the Beecher Report (Kenya Colony & Protectorate, 1949) which recommended the

introduction of efficient supervision and inspection. To make the inspection and management of African education thoroughly efficient, the commission recommended that the inspection and managerial function be separated, the former remaining with the Director of Education and the latter with the bodies responsible for supervision and inspection. However, the Binns Report (Kenya Colony & Protectorate, 1951) in an attempt to avoid the tendency of the supervisory teams staffed by missions to overlap the work of the government officials recommended for the merging of supervision and inspection.

The Ominde Commission Republic of Kenya (RoK) (1964) went against the Binns Reports by recommending the separation of supervision and inspection as a way of improving the attainment of educational objectives. The commission argued that inadequate supervision was one of the causes of low standards in education. It also recommended for the improvement of the supervisor's approach to teachers through creation of kinds of relationship that could likely lead to positive and enthusiastic response on the part of the teachers. The importance of supervision was also highlighted by the Report of National Committee on Educational Objectives and Policies which recommended that supervisory services for secondary schools be expanded and strengthened with qualified and experienced personnel (RoK, 1976).

The President of the Republic of Kenya, Mwai Kibaki has asserted that his government is committed to ensuring that all children in the country have access to quality education for education plays a vital role in national, social and economic development (Teachers Service Commission, 2007). The president's

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assertion on education calls for the need to have sound quality assurance services. The commitment of the Ministry of Education (MoE) to provide quality education is manifested by the establishment of the Directorate of Quality Assurance and Standards (DQAS) to replace the Department of the Inspectorate (MoEST, 2005).

The MoE through strategic plan 2006-2011 asserts that the function of quality assurance entails monitoring of schools and teachers to ensure that curriculum is delivered appropriately. Recently efforts have been made to enhance the quality assurance function in the ministry. The MoE has stepped in to rationalize work load, operational zones and institutions to ensure that quality assurance services are available to all learners. To improve the mobility at the local level, Quality Assurance and Standards Officers (QASO) have been provided with motorcycles and financial allocations to district education offices increased to finance fuel and other logistical requirements (RoK, 2007).

According to the Republic of Kenya (2000), the role of DQAS is in three folds; Advisory, inspectoral and administrative. The advisoral role involves inspecting all educational institutions regularly and compiling appropriate reports, while administrative role involves establishing and maintaining professional linkage with institutions of higher learning and providing career guidance to educational institutions.

The objective of Quality Assurance in Kenya according to National Development plan 2002 – 2008 are to identify educational institutions that needs improvement, to ensure quality teaching is taking place in the institutions, to monitor the performance of teachers and educational institutions in accordance with "All round standard performance". To ensure that the appropriate curriculum is in operational in educational institutions. Carry out regular inspections in all education institution and advice on the provision of proper and adequate physical facilities in educational institutions.

In the American system of education the purpose of supervisions (as it applies to the relationship between a school leader and school teachers) is to assist in creating a tone; A tone of respect, a tone of inclusion, a tone of caring, a tone of professionalism, a tone of reflection, a tone of "doing it better" and a tone of celebration to assist in crafting a vision, to assist in collaboration on goals leading to the vision and to assist in assessing improvement. On the part of teachers, to assist in caring for teachers—not only professionally but personally and to assist in the self-actualization of teachers Glickman (1995).

The West African Education Ordinance covering the colonies of Lagos, Sierra Leone and the Gambia was promulgated in 1882. This provides for establishment of school inspectorate services (Omoregie, 2004). The constitution thereby gives this authority to the Ministry of Education to ensure quality control of the educational system through the inspection of schools and institutions as well as to appoint inspectors to conduct inspections and report on the nature of instruction and examination in schools. The inspectors also referred to superintendents were

authoritarian, they harassed teachers and terrorized schools" consequently the image of the inspector became uncomplimentary one (Omoske, 2004).

Olagboye, 2004 noted the change on modern approach to inspection which has bases in good human relations. This approach view the inspector as a consultant and adviser, teacher's friend, helper and guide who, in essence, advises teachers, schools heads and the Ministry of Education on how best the teaching – learning process can be improved (Aiyepeku 1987, Olagboye, 2004).

Kamunge Report of 1988 recognized that there were challenges that bedeviled the inspectorate. Such challenges included inspection by untrained and incompetent personnel, lack of equipments and management facilities. Further it was pointed out that school inspectors in the field are generally limited in their movement due to lack of transport. It was also noted that whereas the inspectorate

is responsible for providing teachers with necessary professional guidance on all subject matters in the curriculum, such guidance has not been forth coming.

Quality Assurance & standard exercise in Kenya are carried out with legal authority granted through section 18 of education Act Cap 211 of the law of Kenya 1968 and revised in 1980 under this section. The inspectorate department was established and mandated with authority to enter and inspect any school or place at which it is reasonably suspected that a school is being conducted at any time, with or without notice.

Despite the vivid definition of the roles of the QASO'S the standard of education seem not to improve much especially in Kalundu zone the area the research isbeing carried out. Data from 2011 KCPE shows that Kitui county was number 42 out of 47 counties in the country and second last school was from Kitui county.

Supervision done by QASO's is quite critical to education instructions and indeed it's a useful vehicle which drives the education system towards the achievement of the desired goals with view of obtaining useful outcome (MOEST 2004). Therefore there is need for teachers to perceive supervision by QASO positively since negative perception leads to poor performance in the school. A research carried out by Ministry of Education (2000) Management Guide found out that inspection visits are often poorly planned and lack clear objectives. Plans to visit the schools are over ambitious and are carried out only when there is a crisis. This makes the teachers to have a negative attitude towards the officers (Njogu 2003).

Against this background the researcher seeks to further establish factors influencing the role of QASO in curriculum implementation in public primary schools in Kitui Central district Kalundu Zone. The researchers specifically choose Kalundu zone since it hosts the QASO's offices.

No. of Zones	No. of Schools	No. of QASO	No. of Teachers
Kalundu	18	2 for all the zones	244
Miambani	21		133
Changwithya	26		240

1.2 Statement of the Problem

The roles of QASOs have been clearly spelt out by Report prepared for UNESCO Nairobi cluster consultation (2004) by the Kenyan government. Therefore its expected that the QASOs work hard in hand with teachers for the success and performance of education standards in schools. However, this collaboration of teachers and QASOs is questionable because data from the District Education Officer Kitui county shows that Kitui county was No. 42 out of 47 counties in KCPE results 2011. Therefore the question is are the QASOs performing their roles effectively? If not what hinders them and if they are what factors is making the county to perform poorly.

1.3 Purpose of the Study

The purpose of the study was to establish the factors influencing the role of QASOs in curriculum implementation in Kitui central Kalundu zone.

1.4 Objectives of the Study

The following were the objectives of the study.

- Examine the frequency of QASOs visit to public primary schools in Kitui central district.

- Establish the strategies QASOs use to monitor curriculum delivery in Kitui central.

- Determine ways in which QASO mentorship influence the curriculum implementation in Kitui central.

- To determine the extent to which professional qualifications of QASO influence their role in curriculum implementation in Kitui central.

1.5 Research Questions

The study sought to answer the following research questions.

- To what extent does the frequency of QASOs visit to schools influence the teachers' attitude and performance?

- What are the teachers' views on the role of QASO in monitoring of curriculum delivery influence performance in public primary schools?

- What role does the QASO mentorship play to facilitate and support the teaching process in the teaching profession?

- To what extent does the QASOs experience and academic qualifications influence their role in curriculum implementation in public primary schools in Kitui central?

1.6 Significance of the Study

The findings of the study may assist the MOE through QASO to design in – service training (INSET) courses geared at developing the capacity of QASO to enable them ensure quality education at all levels of education. The Kenya Staff Institute (KESI) a body specializing in capacity building for education personnel, would find the suggestions of the study of paramount importance in coming up with courses aimed at addressing problems experienced by practicing QASO. The study is expected to be of help to teachers so that they appreciate the role of the QASOs and forge constructive collaborative fronts in approaching educational undertakings. The findings of this study can form the basis for further studies in regard to the role of quality assurance and sustained desirable performance in the public sector and in education.

1.7 Limitations of the Study

The study depended on the co-operation of respondents since some may give answers which they think acceptable instead of answering questions frankly and accurately. To ensure that this problem does not affect the study the researcher appealed to the respondents to be frank and assurd them that their identity will be treated with confidentiality and their responses would only be used for the purpose of study. Also the study did not give data of the whole Kitui County but a section of Kitui central – Kalundu zone.

1.8 Delimitations of the Study

The study was carried out in Kalundu zone and examined the two QASO's in district and teachers in public schools. There are many factors that influence the role of QASO in curriculum implementation but the study restricted itself to those factors affecting the curriculum delivery like frequency visits by QASO to teachers and professional qualification of QASO. The researcher confined the study to public primary schools in Kitui central district, Kalundu zone. This is because of the concern raised over the poor results posted by one of the schools within the zone.

1.9 Assumptions of the Study

It was assumed that the respondents (teachers) are knowledgeable about the role of QASO's and gave out accurate and honest responses to the questionnaire items. Also it is assumed that public primary schools are regularly visited by the QASOs. It was also assumed that the results of this study were representative of the situation and can be generalized to the population.

1.10 Definition of Significant Terms of study

Inspection refers to an organized examination or formal evaluation exercise. It involves the measurements, tests and gauges applied to certain Characteristics in regards to an object or activity.

Attitude refers to Predisposition to act unfavorably towards a certain object Situation, ideas or persons.

Perception refers to the way an individual views or interprets issues and everything in their surrounding.

Quality Assurance and Standard Officers (QASO) refers to Officers of the Ministry of Education whose duty entails monitoring of school and teachers to ensure that curriculum is delivered appropriately.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, literature review focuses on areas such as frequency of QASO visits to public primary schools in Kitui central, QASO mentorship on teaching and learning process, the teachers/ QASO's professional qualification in curriculum implementation and strategies used by QASO in monitoring curriculum delivery. Also theoretical framework and conceptual framework are discussed.

Supervision

2.2 Meaning and purpose of supervision

Many authors have come up with various definitions of supervision. Acheson (1987) defines supervision as the ability to perceive desirable objectives in school and to help others contribute to the vision and act in accordance with the process of bringing about improvement of instructions by working with people who are working with pupils. Supervision is also a specialized function which involves leadership in studying, improving and evaluating teaching and learning (Acheson & Gall, 1987).

According to the MoE Hand Book on Inspection (RoK, 2000) the purpose of inspection is to have an overview of the quality of education in Kenya based on All Round Performance Indicators of an educational institution so that it can be

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plan effectively to improve the standards of education which is being offered to the pupils. The inspection should ascertain whether the institution has added value to the education of the pupils. To establish the value added the QASO should compare the entry behaviours with the end result. For example pupils entry point for Kenya Certificate of Primary Education (KCPE) marks at Form I in Mathematics and the performance of the same Cohort at Kenya Certificate of Secondary Education (KCSE) four years later.

2.3 The Functions of the Directorate of Quality Assurance and Standards in Instructional Supervision

Provision of quality education opportunities to all Kenyans children in central to the government's poverty eradication strategy and the economy recovery strategy. To realize these goals, the MoE has put in place effective assurance mechanisms. It is important to point out that the department of the MoE responsible for the provision of quality education in learning institutions is the DQAS. The DQAS was formerly known as the inspectorate department. It is imperative to remember that with the new policy that emphasizes partnership, mentoring, integrity, trust and collaboration the DQAS must increasingly becomes a team player and not a policing service as it has been perceived in the past (MoE, 2007).

The DQAS is the professional arm of the MoE charged with the establishment maintenance and improvement of standards of education in Kenyan schools and colleges (School Management Guide, 1999). As the watch-dog of the MoE, the

DQAS is responsible for assessing the standards and quality of education provided and assisting in providing guidance in raising these standards. Under this provision, the directorate is empowered to enter all educational institutions, except the universities, to observe, advise, assess the teaching and learning process that goes on (Oketch & Asiachi, 1992). The function of quality assurance entails ensuring that curriculum is delivered appropriately (MoE, 2007).

Being the custodian of standards, the DQAS plays the role of quality assurance and quality development. Quality assurance is achieved through inspection of institutions and reporting of these inspections to the institutions and to the MoE. On the other hand quality development is achieved through the work of advisory services, the provision of staff development opportunities and the development of learning and teaching materials, by the advisory wing of the directorate (RoK, 2000). It has to ensure that fresh thinking and trends in curriculum and instructional approaches are diffused everywhere. In an advisory capacity, the directorate plays the professional role of liaising closely with the classroom teachers for the purpose of attaining the required educational standards.

The DQAS participates actively in all matters pertaining to curriculum innovation and development. The directorate plays this role through local and national curriculum development activities. For instance the Kenya Institute of Education (KIE) subject and course panels are chaired by experts from the Directorate in all major deliberations of curriculum planning and development at (KIE) (MoE, 2007). At the local levels, the QASO organize seminars and workshops for teachers through which they discuss curriculum changes with teachers, advising

them on important aspects of implementation in schools. The government through the DQAS is monitoring school level curriculum delivery to determine existing discrepancies in institutions methodology and areas that need attention (RoK, 2000). According to Eshiwani (1993) since the inspectorate Department (now Directorate of Quality Assurance and Standards) decides what should be taught and because it is in touch with every aspect of educational development, it has sometimes been referred as the "nerve center" of the MoE.

The DQAS is the main source of information and advice to the senior administrators in the MoE on the formation of education policy in the country. Such advice may be on trends in the learning institutions in areas of access, quality, gender, enrolment, wastage, retention, learning and teaching materials, leadership, staffing, governance, health care, career guidance, discipline, curriculum evaluation, pre-service and in-service training of teachers, costs, institutional development etc. (RoK, 2007). Education Institutions are advised on how to collaborate with examination bodies like Kenya National Examination Council (KNEC). Other stakeholders are advised on curriculum issues affecting education and assessment tools that are in place. Through the function of supervision the government is advised on the identification, selection and promotion of the education personnel, for example teachers.

Basic Supervisory Skills

In order to ensure effective supervisory leadership, supervisors require some basic skills. Rue and Brays (1993) and Okumbe (1999) identify three basic supervisory skills; technical skills, interpersonal / human relations skills and conceptual skills. Technical skills include understanding and being able to perform effectively the specific processes, practices and techniques required of specific jobs in an organization. Although the supervisors may not be expected to have all the technical answers, they need an overall knowledge of the functions they supervise and sources of specific information. While the supervisors can seek advice from specialists, they need to have enough technical knowledge in order to make sound judgments. For instance, QASO need to be experienced teachers to understand what constitute effective classroom instruction.

The human relations skills refer to the ability to understand the teachers and interact effectively with them. It also refer to the ability of the supervisor to get support and information from his/her superiors. Human relations skills enable the supervisors to act both officially and humanely. Human relations skills for instance, enable the supervisors to know the staff or teachers as individuals and appreciate their skills and efforts, and reinforce those activities that are useful to the school and minimize their bad behaviours. A supervisor should, therefore endeavour to achieve both good quality work as well as the satisfaction of the teachers by combining both nomothetic and idiographic considerations of administration. The human relations skills are important for dealing with teachers

not only as individuals but also as groups. The human relations skills can be acquired from both training and experience.

Conceptual Skills are mental abilities to acquire, analyze, and interpret information received from various sources required of specific jobs in an organization. These skills include analytical, entrepreneurial and allocation skills. Analytical skills include the ability to divide a complex situation into component parts and study their characteristics in order to understand the characteristics of the whole situation.

Entrepreneurial skills include the ability to search for opportunities and willingness to take calculated risks. Allocation skills are required of supervisors because organizations have limited resources available to achieve goals. Allocation skills help supervisors to make decisions more effectively. Supervisors should enhance their supervisory effectiveness by acquiring newer and emerging concepts and techniques in supervision. Through further training and staff seminars the conceptual capacities of supervisions can be expanded.

2.4 Legal Provisions Governing Inspection/Supervision

As supervision is a professional service, the QASO need to be conversant with the laid down procedures and criteria to be followed. Criteria for supervision are derived from the existing legal provisions. The statutory provision in the

Education Act, Chapter 211, Section 18 of the laws of Kenya stipulates these criteria. This section of the law gives the supervisor authority to:

> "Enter and inspect any school or any place at which it is reasonably suspected that a school is being conducted at any time, with or without any notice and report with respect to the school or any aspect thereof" (RoK, 1980. P. 13).

According to this section the procedure is that an institution can be inspected formally, that is with notice or specially, on emergency, that is without notice. The decision to inspect an institution with notice requires that it is informed in adequate time and that information on areas to be inspected is also communicated to the institution. The decision to inspect an institution without notice depends on the circumstances prevailing there, especially the special needs or concern of the community or other emerging issues. Once an inspection is conducted it is mandatory that the QASO report with respect to the school or any aspect thereof, by writing an inspection report. This legal statement therefore not only confers upon the supervisor the necessary authority to carry out his/her duties, but also defines the obligation and manner of performing these duties as a responsible professional. This is indeed what makes the inspection report to have a legal authority and bearing (RoK, 2000).

2.5 National Policy Governing Supervision of Schools in Kenya.

The Kenya school inspection has made its historical roots in the colonial era, before Kenya gained her independence. The practice of inspecting schools is therefore highly influenced by the British system because Kenya was a British colony. Inspection of schools in Kenya is a function of the Ministry of Education, in accordance with the provision of the Education Act, chapter 211, Section 18 and 19 of the law of Kenya (Republic of Kenya 1980). The National Report on the Development of Education in Kenya (2001) puts it clear that Kenya's education system is managed through a network that extends from the headquarters through the Provinces, District, Division and Zones. The Ministry of Education, Science and Technology (MOEST) which is responsible for all education matters in Kenya is structured into departments which co-ordinate and oversee the implementation of all the education sector policies. The Department of quality Assurance and standards at the national level is managed by the Director of Quality Assurance and Standards. At the provincial level, the Provincial Director of Education is both the administrative and professional head of education. They are assisted by Provincial Quality Assurance Officer and Standard Officer. At the district levels, education is guided and directed by District Education Officer, who is assisted by District Quality Assurance and Standard Officer. In the zones, there are zonals QASO, who monitor the quality assurance and standards in education.

2.5.1 Types of Inspection

According to MoE Handbook for Inspection of Educational institutions (RoK, 2000) there are the following types of inspection in Kenya (RoK, 2000).

Panel Inspection is variously referred to as Full Inspection, External School Review or External School Audit. It involves a full diagnostic and situational analysis of the institution. This type of inspection is referred to as an institutional review, or audit, because it is usually carried out with a view to examining the strengths and weaknesses, or limitations of the institution and suggesting interventions to be administered for the improvement of educational standards.

Panel inspection can be district, province or nationally based. A good panel should be composed of a team of specialists. For example subject specialists and other specialists such as gender, guidance and counseling, management, auditors etc. Such inspections are more meaningful if institutions are given notice. An educational institution should be panel inspected after every three years. The MoE intends that panel inspection should be the main type of inspection in future.

Subject Based Inspection are specialized inspections carried out by the inspectors in their areas of subject specialization. These inspections are planned and prompted by the following factors:- performance trends in a particular subject in the national examinations by school, zone, district or province, the

inspector's work programme, inquiring into teachers needs with a view to making suggestions for INSET to be carried out, and monitoring visits to gather data and information about teaching and learning in the subject or another aspect of school life, and provision made for it, for the purpose of producing a national review on practices and standards.

Education Institutions Registration Inspection should be carried out on the request of the District Education Board (DEB). Before an inspector conducts such an inspection he/she must ascertain that the desire to register the institution is expressed by the DEB, by verifying the minutes of their deliberations. The minutes recommending the school for registration must be quoted. The QASO should verify as to whether facilities available and school catchment area warrant its registration. It is mandatory for such an inspection to be accomplished by a public health report.

Advisory Inspection is a routine type of inspection where one or more QASO visit a school and sample some aspects of the school. The frequency of this type of inspection is not certain, for it depends on the number of schools in a district and the QASO's work programme. The MoE is planning to replace this type of inspection by panel inspection as Teachers Advisory Centre (TAC) tutors should focus on advisory work and quality improvement, while QASO focus on the complementary functions of quality assessment and assurance.

Inspection of Teachers include assessment of teachers for: promotion, appraisal of competence, grading or regarding; Pre-service teachers and final teaching practice. The frequency of such inspections depend on the need.

Inspection of Educational Institutions for the Introduction of a New Subject in the School is a specialized form of inspection usually prompted by a school's request to the DQAS to introduce a new subject especially in applied technical subjects and other languages. The requirement is that before such a subject is introduced the DQAS has to send the relevant QASO to assess the readiness of the school in terms of learning and teaching resources. After which if Director is satisfied with the report findings, the school is given permission to introduce the subject.

Block Inspection as the name suggests the inspection is carried out as a block covering all or most schools in a given district. For example primary schools, secondary schools etc. It is usually organized at the national level, with QASO drawn all over the country. The QASO are then put in groups of 6-10 based on their specialities. The groups can range between 5-10 persons and the inspection can last for a full week, with a day a located to each school. The chairpersons of the groups are under an overall chairperson known as block chairperson. The

block inspection is important for it provides the strengths and weakness of standards of education in a district.

Mass Inspection is a general inspection, whose members are not necessarily QASO. For example District Officers, District Commissioners, and Health Officers can be part of the inspection. Mass inspections are for a specific purpose. For example Trophy.

Follow inspection is a follow-up of a previous inspection to determine to what extent recommendations have been implemented. For a special measure school, follow up inspections should be done annually or more regularly, until the school satisfies MoE benchmarks.

2.6 Frequency of QASO visits to public primary school Kitui central

The supervision of instruction is by design a developmental process with the main purpose of improving the instructional program, generally and teaching, specifically. Only when this process is carefully planned and executed can success be assured. The supervisory function is best utilized as a continuous process rather than one that responds only to personnel problems. Administrators with supervisory responsibility have the opportunity to have tremendous influence on

the school program and help ensure the benefits of a strong program of instruction for children.

Primary education is an important sector of education in Kenya. This is because about 40% of children who start primary education each year terminate their education at that level. It is therefore important to ensure its objectives are achieved. Consequently the government frequently undertakes reforms aimed at improving access, participation, retention and completion rates. The latest ones are provision of free primary education and a revised curriculum. Despite these reforms this sector of education continues to experience problems in achievement of its goals.

Quality Development is also a requirement which is achieved through the work of the advisory services, the provision of staff development opportunities and the development of teaching and learning materials. A teacher who has a positive attitude towards the school supervision by QASO will modify his ideas and accommodate new and important ideas derived from the supervision process which are aimed at improving learning and teaching.

The supervisor is available and approachable, communicates confidence in the worker, provides perspective, excuses failure when appropriate, sanctions and shares responsibility for different decisions, provides opportunities for independent functioning and for probable success in task achievement. (Kadushin 1992) The knowledge of this makes difference in the attitude or perception to supervision by the seniors and in our case the QASOs.

External supervision is a requirement that is executed by the QASOs. There are several factors that have been seen to influence the teacher's perception of frequency of supervision by seniors. Psychological factors such as personality, past experiences and learning and motives affect an individual's perceptual process to considerable extent.

2.7 QASO Mentorship influence on teaching and learning process in public primary schools

Since supervision is an activity that is aimed at improving quality of education, supervisors specific responsibilities tend to include mentoring of beginning teachers to facilitate supportive induction into the profession bringing individuals teachers up to maximum standard.(Blumburg 1980). Mentoring is the part of the leadership role that has learning (competence & proficiency skills, know – how, wisdom) as its primary outcome. Learning impacts performance and that in turn impacts the accomplishment of important goals. A mentor is simply someone who helps someone else learn so

One of the greatest challenges of teacher supervision by their mentor is that, the supervisorial responsibilities are rarely appreciated by the teachers targeted. In fact, most teachers react defensively and hostilely towards supervision even though it is a standard part to most programs. Teachers often view supervision as a threat and become anxious when interacting with their supervisors. These adversarial attitudes often stem from traditional supervisor-supervisee

relationships and the unsystematic and subjective nature of traditional classroom visits that are usually unannounced, supervisor-centered, authoritarian, directive, and judgmental. Whether to supervise teachers for the purposes of retention, review, dismissal, promotion, reward, or reprimand, the efforts need not be viewed as negative or unproductive. Hence the study seeks to address the importance of mentor and supervision as a tool for improvement of quality education in Kenya.

2.8 Teachers / QASO's academic qualifications and experience in curriculum implementation

According to Republic of Kenya (2000) the modalities of identifying potential QASOs is based on the track records of the applicant in relation to previous and present performance. The level of education of the applicant and experience and evidence of potential of quality assurance in education courses. Teachers who are the personnel in-charge of teaching and implementing educational policies desire to attain educational goals cannot be neglected. No matter how good an educational policy may be on paper, it may fail to accomplish its desired goals if not properly implemented by teachers who are educational policy implementers.

In light of the above observation a Nigerian scholar, Ogunsaju (1990) argued that one of the things that bother him most, as an individual, is the expectation of teacher effectiveness by the general society while the incentives likely to generate teacher's interests have been virtually absent. It should be noted that this usually has adverse effects on the quality of teachers' instruction, which consequently

reflects in the students' academic performance. Whether educational standard has fallen or not, it is imperative that teachers at various levels of education are committed to their job so as to put in their best in the attainment of school goals. Because of the central position teachers occupy in influencing academic performance of students, this study embarks upon to prove how teachers professional qualification may determine their attitude on supervision and performance at this juncture, it is noted that the success of the students in any examination depends largely on how qualified and dedicated teachers are Oshodi (1998), Duyilemi and Duyilemi (2002) rehiterated that students in any country cannot perform beyond the quality of the teachers. In his own contribution, Bangbade (2004) found out that teachers' attributes have significant relationship with students' academic performance. According to him such attributes include: teachers' knowledge of the subject matter, communication ability, emotional stability, good human relationship and interest in the job. No wonder Darling-Hammond (2000) asserts that the states interested in improving student academic performance should look at the preparation and qualification of the teachers they hire and retain in the profession and their mentors (QASO's).

2.9 Strategy used by QASO in monitoring curriculum delivery

Hanushek's (1989) Findings indicated that instructional supervision was viewed as a process of checking other people's work to ensure that bureaucratic regulations and procedures are followed and that loyalty to the higher authorities is maintained. The benefits of supervision practices included facilitating students'

academic performance, improving the quality of teachers and teaching, and enabling instructional supervisors to monitor teachers' instructional work. The major problems frustrating the practices of instructional supervision are those associated with a lack of consistency, questionable supervisor practices and lack of resources. Suggestions for change include developing clear policies on instructional supervision and providing needed resources, feedback and follow-up support

Honeycutt, (1989), advocates that the supervisor must therefore prepare to address anxieties and fears that are related to change or else quality education in schools would remain a mirage. The supervisor may take the steps like building trust, because if teachers perceive as fair, honest, and forthright the process of supervision, regardless of their experience they will accept supervision, allow questions and answer honestly, or give room for further research with reasonable time limit. Such an approach may change the whole scenario of the supervision perception, Breadwell & Claydon, (2006).

2.10   Summary of Literature Review

In the present result-based educational economy, quality remains a critical subject considering the value of financial input by various stakeholders against constrained resources. QASO roles seems to lack the value of being perceived as important, objective and focused on the issues most important in improving performance by the teachers as implementers of the curriculum. The poorly motivated and not that qualified principal, can do process control by making

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periodical checks to ensure that they are continuously operating within certain pre-established tolerances to prevent defects by making timely adjustments. This calls for the improvement of the internal school supervision processes.

2.11   Theoretical framework

The study will be based on the Attribution theory. The theory advocated by Kelly (1972) in his Co variation principle. The theory suggests that we judge people's behavior by attributing meaning to their behavior in the light of perceived internal or external forces.

The theory has three sets of characteristics. The cause of the success or failure may be internal or external. Second cause of success or failure may be either stable or unstable and third set is the cause of success or failure may be controllable or uncontrollable. The important assumptions of attribution theory is that internally caused behavior is perceived to be under the control of individual while externally caused behavior results from environmental forces that are perceived to influence people's behavior like rules. Therefore the roles of QASO's can be influenced by internally caused behavior (either from QASO's themselves or teachers) or the roles can be influenced by externally caused behavior from the environmental forces like the school administration rules, the community which surrounds the school. Attribution theory will guide the study if the perceptions about the role of QASO is viewed from the point that they are doing their work which is a legal requirement than that they are fault finders.

2.12 Conceptual framework

• Frequency of QASO visit • Monitoring of curriculum delivery • Mentorship / induction of teachers • Qaso professional qualification	• Supervision of Implementation of Curriculum	• Improved delivery of content • Teachers are motivated • Improvement of pupils perfomance in KCPE
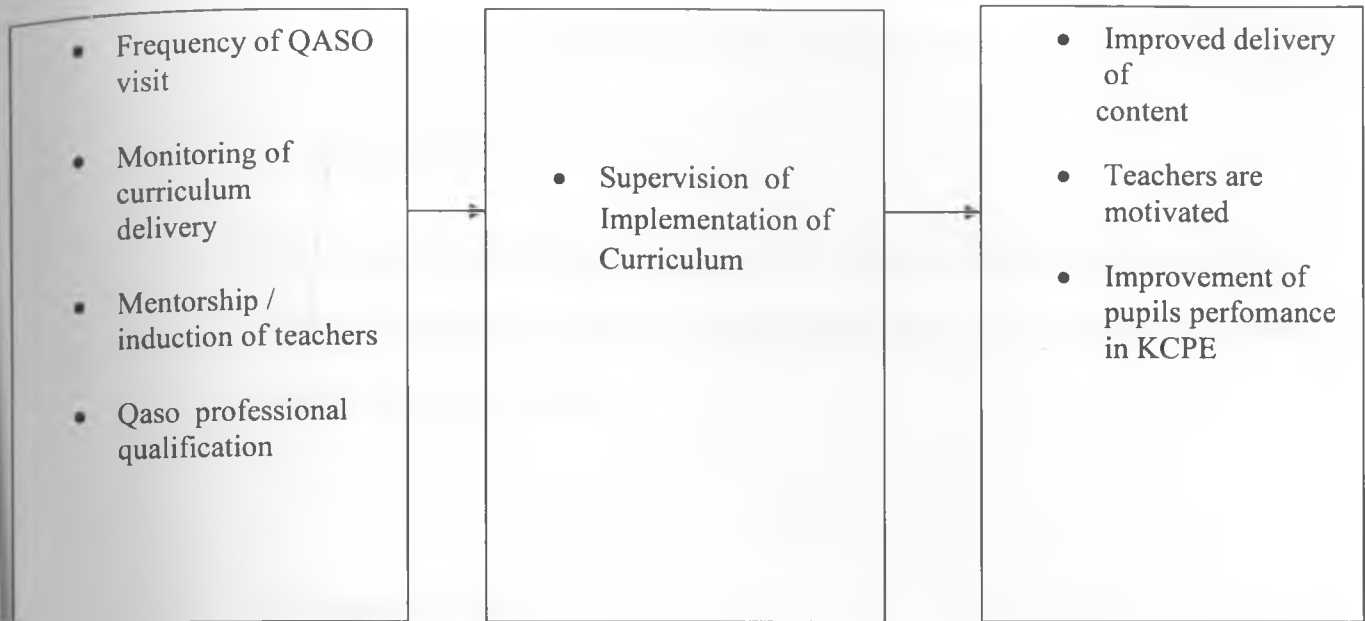
Conceptual framework shows the relationship between the dependent and independent variables. It describes some of the roles the QASO are supposed to do for curriculum to be implemented. The end result shows what is expected at the end which is good performance of pupils.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology focuses on the research design, target population, sample and sampling procedures, research instruments, data collection procedures and data analysis techniques

3.2 Research design

This research adopted a descriptive survey. A descriptive survey involves asking questions (often in the form of a questionnaire) of a large group of individuals either by mail, by telephone or in person. Orodho (2003) defines descriptive surveys as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. He further argues that descriptive survey designs are used in preliminary and explanatory studies to allow research, gather, summarizes present and interpret data for the purpose of clarification. The descriptive research design was chosen to allowed the research capture views of teachers, on the role of Quality Assurance and Standards officers. The design wassuitable for this study because views were collected from a group of people (teachers) without manipulating variables.

3.3 Target Population

According to Kombo and Tromp (2006) a population is a group of individuals, object or items from which samples are taken for measurement.The population was taken from public primary schools in Kalundu zone, Kitui county. Kalundu zone has 18 schools with 244 teachers and two QASO's from the district. These are the teachers employed the TSC. Jan. 2012 report from QASO office Kalundu zone, Kitui county.

3.4 Sample Size and sampling procedures

According to Kombo and Tromp (2006) a population is a group of individuals, objects or items from which samples are taken for measurement. The researcher intended to sample fourty nine teachers to represent 20% of the target population in line with Gay (2002). Each school contributed seven teachers and one head teacher. This made the target population to fifty six teachers. Also two QASO's from the district were interviewed.

Orodho and Kombo (2006) define sampling as a procedure a researcher use to gather people, places or things to study. It is a process of selecting individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group.

The sample for this study was selected using a simple random sampling design and purposive sampling. Simple random sampling was used because the research

was conducted in mixed public primary schools which are in the same geographical area and each respondent stood an equal chance of being selected. Purposive sampling was used because the researcher is interested with QASO's only who happens to be two in Kalundu zone. Interview schedules were used for the QASO's. The researcher used un – structured interview so as to probe more information. This type of interview is conducted face to face with the respondent.

3.5 Research instruments

The study made use of questionnaires and interview schedule to collect data. According to Moore (1983), questionnaires give detailed answers to complex problems and they are most effective for use in surveys. Questionnaire were grouped into two.one for head teachers and the other for teachers. Each questionnaire had section A which sought basic information. Section B to E sought to answer the research objectives. For example section B answered how the frequency the QASO visits influences their role in curriculum implementation. Section C answered the strategies used by QASO in curriculum implementation. Section D answered the role of QASO mentorship towards the teachers. Section E answered how academic professional qualifications of QASO influence their roles in curriculum implementation. The interview schedule was for the two QASO's.

3.6 Validity of the instruments

Validity refers to the appropriateness, meaningfulness and usefulness of the inferences a researcher makes. The process of drawing the correct conclusions based on the data obtained from an assessment is what validity is all about. Mugenda (2003) defines validity as the accuracy and meaningfulness of inferences, which are based on the research results. Content validity of the instrument was determined by the research objectives and pilot study was done to establish the validity of the instruments

3.7 Reliability of the instrument

Mugenda (2003) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. Reliability in research is influenced by random error. As random error increases, reliability decreases. The researcher used Test-retest method which involves giving the same instrument twice to the same group of people. The researcher repeated the instrument after two weeks. The reliability is the correlation between the scores on the two instruments. The result was correlated using the pearson's product-moment coefficient formula.

$$r = \frac{n\sum xy - \sum x \sum y}{\sqrt{(n\sum x2 \ (\sum x)2\} \ (n\sum y2 - (\sum y)2)}}$$

A correlation of 0.5 to 1.00 the instrument is reliable. Throught the test retest method, the instruments were indeed reliable.

3.8 Data collection procedures

The researcher got a transmittal letter from the University of Nairobi showing that the researcher is a student undertaking a research as requirement for Masters degree. The researcher further get approval from the National Council of Science and Technology to undertake the research in the public primary schools in Kalundu zone, Kitui central. The individual schools were visited to seek permission to administer the questionnaire to both the teachers and the head teachers. The schools were visited later to collect the filled questionnaire. The respondent were assured that code of ethics were to be observed.

3.9 Data analysis Techniques

The study used both qualitative and quantitative data. Descriptive statistics such as frequencies and percentages and inferential statistics such as ANOVA were used. Quantitative data were organized inform of themes as per objectives in the study. According to Mugenda and Mugenda (2003), the purpose of descriptive statistics is to allow for meaningful description of a distribution of scores or measurements using a few indices or statistics. The data were analyzed through descriptions and induction as outlined by Miles & Huberman (1994) using the following steps: The first one data was organized, classified and tabulated according to research questions and objectives. Data were edited to ensure accuracy and uniformity in report and to acquire maximum information from the

data.   Then data were summarized in questionnaires and interpretation of responses were done.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focuses on data analysis of data gathered from the field. The analysis was done based on the demographic information of the respondents, presentations, interpretation and discussions of findings. The presentations were done based on the research questions.

4.2 Questionnaire Return Rate

Out of the 49 questionnaires administered to the teachers, 42 were filled up and returned. Out of 7 questionnaires administered to the headteachers, all of them were returned . The two QASO selected for the study participated. These percentage rates of (100% and (89.3%) respectively were above the recommended 80% and so were adequate for the study.

4.3 Demographic information of respondents

This section presents the demographic data of the teachers and headteachers. The section first presents that of the headteachers followed by that of the teachers.

4.3.1 Demographic data of the headteachers

The demographic data of the headteachers focused on their gender, age, duration as headteacher and duration as teachers. These issues in the headteachers demographics are presented in this section of the chapter. The headteachers were asked to indicate their gender. Data indicated that 4 (57.1%) were male while 3 (42.9%) were female. The data shows that there was no major disparity in the headship in the schools. They were also asked to indicate their age. Their responses are presented in Table 4.1.

Table 4.1 Distribution of headteachers by age

Age	F	%
39 - 30 years	1	14.3
40 - 45 years	3	42.9
Above 45 years	3	42.9
Total	**7**	**100.0**

Age distribution of the headteachers showed that almost half the headteachers were aged between 40 and 45 years and the same number were aged above 45 years. The data implies that the headteachers in the study were relatively old hence may have had information on QASOs on curriculum implementation. The researcher further sought from the headteachers the duration that they had been in the current school. Their responses are presented in Table 4.2.

Table 4.2 Distribution of headteachers according to the duration in the current school

Duration in the current school	F	%
9 months	1	14.3
2 years	1	14.3
3 years	1	14.3
7 years	1	14.3
10 years	1	14.3
Over 10 years	2	28.6
Total	7	**100.0**

Data on the duration that the headteachers had been in the current school indicated that they had been in the schools for different durations with about4 (57.2%) being in the school for over 5 years which implies that they had adequate information on how QASO had influenced curriculum implementation in the schools.

The researcher was further interested in establishing the duration that the headteachers had been teachers prior to becoming headteachers. The data is presented in Table 4.3.

Table 4.3 Distribution of headteachers by duration in the schools

Duration in the school	F	%
Less than 1 year	3	42.9
15 years	2	28.6
20 years	2	28.6
Total	**7**	**100.0**

Data indicated that 3 (42.9%) had been teachers prior to becoming headteachers for less than 1 year, 2 (28.6%) had been teachers for 15 years while 2 (28.6%) had been teachers for 20 years. These findings indicated that the headteachers had a rather vast experience as teachers and hence are able to provide information on the influence of QASO on curriculum implementation. After presenting the demographic information of the headteachers, attention was later focused on the demographic data of the teachers which is presented in the following section.

4.3.2 Demographic data of the teachers

The demographic data of the teachers under study focuses on their gender, age, and the duration that they had been teachers. Data on the gender of the teachers indicated that 10(23.8%) while 32 (76.2%). The data shows that there were more female teachers in the zone unlike the male teachers. Asked to indicate their age, they responded as presented in Table 4.4.

Table 4.4.Distribution of teachers by age

Age	F	%
Below 30 Yrs	13	31.0
30 - 35 years	9	21.4
36 - 40 years	5	11.9
40 - 45 years	5	11.9
Above 45 years	10	23.8
Total	**42**	**100.0**

Data indicated that a relatively small number of teachers 13 (31.0%) were aged below 30 years, 5 (11.9%) were aged between 36 and 40 years, 9 (21.4%) were aged between 30 and 35, 5 (11.9%) were aged between 40 and 45 years while 10 (23.8%) were aged above 45 years. The data shows that majority of the teachers were aged above 36 years. Asked how long they had been teachers, they responded as presented in Table 4.5.

Table 4 .5 Duration as teachers

Duration	F	%
Less than 10 years	12	28.6
10 - 15 years	8	19.0
16 - 20 years	14	33.3
More than 20 years	8	19.0
Total	**42**	**100.0**

The data indicates that above half the number had been teachers for more that 10 years which indicates that they had served as teachers for a rather long time. This shows that they may have been in the schools for a relatively long time adequate for them to provide information on the influence of QASO on curriculum implementation.

4.3.3 Demographic information of the QASOs

Data on the QASOs bio data indicated that they were zonal QASOs, who had served for a duration of 10 and 24 years, one had been in the current station for 9 months and the other for 10 ten years. The QASO were asked to indicate the ranking of the division in the previous two years. Data indicated that in the year 2010 the mean score was 248.6, while in 2011 it was 250.32. Asked what steps they had done to improve the performance, they indicated that they had bench marking, conducted remedies for weak pupil, organized cluster meeting and invited guest speakers. Asked to indicate what ways they used to establish

whether curriculum had been delivered or not they indicated that they checked pupils' records and also checked teachers professional records

4.4. Influence of the frequency of QASO's visit to public primary schools on curriculum implementation

The study sought to establish the influence of the frequency of QASO's visit to public primary schools on curriculum implementation. The respondents were therefore requested to respond to several statements that sought to establish how visits by QASO affected the implementation of curriculum. For example, the headteacher were asked to indicate whether their schools were visited in the year 2012, 2011 and the year 2010. Their responses are presented in Table 4.6.

Table 4.6 Headteachers responses on visits by QASO

Year and term	Yes		No	
	F	%	F	%
2012 Term one	5	71.4	2	28.6
2012 term 2	5	71.4	2	28.6
2011 term 1	4	57.1	3	42.9
2011 term 2	2	28.6	5	71.4
2010 term 1	3	42.9	4	57.2
2010 term 2	2	28.6	5	71.4

Data shows that 5 (71.4%) were visited in the year 2012 term one and term 2, 4 (57.1%) schools were visited in 2011 term 1 and only 2 (28.6%) in term 2. In 2010, 3 (42.9%) were visited in term1 and 2 (28.6%) in term 2. The data indicates that there were more visits in the year 2012 than in the previous years. Asked to indicate the purpose of the visits, the headteachers indicated that they were routine visit, visits to inspect the school and teaching of teachers and also to inspect students' progress. They were also asked to indicate the visits to the schools In this item, 3 (42.9%) were of the opinion that it was frequent, 3 (42.9%) felt that it was rare while 1 indicated that it was very rare. It was established that the more frequent QASOs supervised the school the more improvement was noted. 2010 meanscore was 248.6 while in 2011 it was 250. 32.

Among the responses of the teachers on whether their schools were visited in 2012 and 2011, data showed as presented in Table 4.7.

Table 4.7 Teachers' responses on visit of schools by QASO

Year	Yes		No	
	F	%	F	%
2012 term 1	19	45.2	23	54.8
2012 term 2	22	52.4	20	47.6
2011 term 1	11	26.2	31	73.8
2011 term 2	15	35.7	27	64.3

Data indicated that slightly more than half the schools were not visited in 2012 term 1 as shown by 23 (54.8%) while just above half the schools 22 (52.4%) were

visited in 2012 term 2. It was also revealed that majority 31 (73.8%) and 27 (64.3%) schools were not visited in 2011 term 1 and term two respectively. Data from the teachers therefore indicate that most schools were not visited the year 2011. The data concurs with the headteachers responses that there were fewer visits by QASO in the year 2011.

Asked to indicate the purpose of the visits, teachers indicated that the visits were for different purposes which included inspecting teachers, giving guidelines; discussing KCPE results, checking whether the school has the required facilities; to encourage teachers on teaching techniques, to advice on quality teaching, to assess the quality of education, routine check of quality assurance, to assess ion school resources, accounting and checking the educational standards of the schools. Asked generally on the frequency of the visits, 12 (28.6%) indicated that it was frequent, 25 (59.5%) indicated that it was rare while 4 (9.5%) were of the feeling that it was very rare. The data shows that the QASO were not active to ensure that curriculum was implemented in the best way.

In the interview with the QASOs on the number of days they put aside for school visits per term indicated that they put two days per week Two days are set for school visit per week and office work 3 days per months in 8 times. They also indicated that they put 2 times at average per term. Also QASO indicated that due to their members they are unable to supervise all the schools in zone as required.

4.5 Influence of the strategies used by QASO's on curriculum delivery

To establish the strategies used by QASOs on curriculum delivery, the headteachers were asked to describe the QASO contacts with teachers. Their responses are presented in Table 4.8.

Table 4.8. Headteachers description of QASO visits

Description of interaction	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Interactive	1	14.3	6	85.7	0	00	0	00
Friendly	0	00	7	100	0	00	0	00
Autocratic	6	85.7	0	00	1	14.3	0	00
Sympathetic	4	57.1	1	14.3	2	28.6	0	00
Understanding	5	714	1	14.3	1	14.3	0	00
Bossy	1	14.3	3	42.9	3	42.9	0	00
Positive influential	5	71.4	1	14.3	0	00	1	14.3

Data indicated that majority of the headteachers were of the opinion that the interaction between the QASO and the teachers was interactive as indicated by 1 (14.3%) who indicated strongly agree and the rest 6 (85.7%) who agreed. All the 7 (100%) headteachers agreed that the interaction was friendly, while majority 6 (85.7%) agreed that the interaction was autocratic. On the issue whether the

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interaction was sympathetic, 4 (57.1%) strongly agreed whole 1 (14.3%) agreed while 5 (71.4%) strongly agreed that it was understanding and 1 (14.3%) agreed that it was. While 3 (42.9%) indicated that the interaction was bossy, 1 (14.3%) strongly disagreed and 3 (42.9%) agreed that it was. Majority 5 (71.4%) however agreed that the interaction was positive and influential.

The teachers were also asked to describe the interaction of QASO with the teachers. Their responses are presented in Table 4.9.

Table 4.9 Teachers' responses on their description of QASO visits

Description of interaction	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Interactive	13	31.0	20	47.6	8	19.0	1	2.4
Friendly	22	52.4	10	23.8	6	14.3	4	9.5
Autocratic	16	38.1	9	21.4	12	28.6	5	11.9
Sympathetic	10	23.8	10	23.8	15	35.7	7	16.7
Understanding	19	45.2	14	33.3	3	7.1	6	14.3
Bossy	22	52.4	8	19.0	5	11.9	7	16.7
Positive Influential	19	45.2	17	40.5	3	7.1	3	7.1

Data indicated that majority of the teachers 13 (31.0%) and 20 (47.6%) strongly agreed and agreed that their interaction with QASO was interactive, They also

noted it as friendly as shown by 22 (52.4%) who strongly agreed and 10 (23.8%) who agreed. There were teachers who noted it as autocratic as indicated by 16 (38.1%) who strongly agreed that it was autocratic and 9 ((21.4%) who indicated it was. Other teachers further indicated that their interaction with QASO was understanding, bossy and positive and influential. The data shows that different teachers had different opinions pertaining their interaction with QASO.

4.6 Influence of QASO mentorship on curriculum implementation

The headteachers were asked whether the QASO were able to supervise all the teachers when they visited schools. Data indicated that they were not as observed by 5 (71.4%). This was because of time, high enrollment of students among other factors. Asked what they looked for, the headteachers indicated that they looked for schemes of work, records of work and teaching and learning resources.

The headteachers were also asked to indicate whether the QASO made arrangement to meet all teachers as group. Their response indicated that they had such arrangements as indicated so by 5 (71.4%). Asked what they discussed with teachers as a group, the headteachers indicated that they discussed performance, school standards and correcting the mistakes noted during inspection. Those who indicated that the QASO did not make arrangements of meeting the teachers in a group indicated that the teachers were few and hence individual encounter was conducted by the QASO.

The researcher noted from the headteacher responses that the QASO visit was not announced. Only 1 (14.3%) headteacher indicated that it was announced. They

explained that QASO came without prior arrangements,, they conducted spot check. When informed of the visit by the QASO, they headteachers indicated that they made arrangements such as calling for staff meeting to inform the teachers, and making teachers have their records of work in place.

The headteachers were also asked to describe their opinion of the QASO visits. Their responses are presented in Table 4.10.

Table 4.10 Headteachers' opinion on QASO visits

Description	Yes		No	
	F	%	F	%
QASO visits was comfortable	5	71.4	2	28.6
QASO visits was satisfactory	4	57.1	3	42.9
QASO visits was ambushed	1	14.3	6	85.7

Asked whether they mind QASO visit every month, 3 (42.9%) indicated that they did not mind while 4 (57/1%) were not comfortable. Asked to give reasons, those who were positive indicated that QASO visits encouraged the teachers to use syllabus and that they advise the teachers accordingly. Those that were not of the opinion of QASO visiting monthly indicated that monthly visits would be too frequent.

They were also asked to indicate their feeling towards QASO visits. Their responses are presented in Table 4.11.

Table 4.11 Teachers' feelings towards QASO visits

Description	Yes		No	
	F	%	F	%
I was comfortable with QASO visits	18	42.9	24	57.1
I was satisfactory with QASO visits	19	45.2	23	54.8
I was ambushed with QASO visits	8	19.0	34	81.0

Data from the teachers responses indicated that 24 (57.1%) were not comfortable with QASO visits, 23 (54.8%) were not satisfied with QASO visit while only 8 (19.0%) indicated that they were ambushed by QASO. The data shows that teachers were of the opinion that QASO were not very helpful to them.

Asked whether they would mind QASO visit every month, 29 (69%) were not comfortable. Those who were comfortable indicated that through monthly visit they will be able to know the progress of the school, they would discuss the challenges at school, it is part and parcel of their responsibility, the visit would enable the teachers to be effective, they would encourage the teachers. Those that were opposed indicated that their visits made no difference, that they were on fault finding mission and that they wanted to be seen as working hard.

The headteachers were also asked to indicate whether QASO discussed the challenges they were facing. Data indicated that they did as indicated by 6 (85.7%). Asked to explain, they indicated that they shared with the QASO challenges of understaffing, insufficient learning materials, issues of enrollment and general standards of education. Asked to indicate the time that QASO spend with the headteachers, they indicated that they spent more than 30 minutes.

The teachers were also asked to indicate whether the QASO discussed the challenges that teachers faced. Their responses indicated that they did as indicated by 32 (76.2%). Asked what they discussed, teachers indicated that they discussed syllabus coverage, use of teaching aids, performance mean score, overwhelming class rolls, children with special needs, challenges facing the FPE, issues of enrolment, general hygiene and issued surrounding poverty level among pupils. Majority 27 (64%) indicated that they spent more than 30 minutes with the teachers.

The headteachers were also asked to indicate whether the QASO usually had planned activities of what they intended to check in schools. Their responses revealed that they sometimes did not have planned activities. When they had planned activities, they indicated that they had activities such as conducting internal audit, curriculum development, assessing pupils work and assessing teachers' professional records. The QASO also discussed academic and professional issues with the headteachers.

Asked whether the QASO had planned activities during their visits, 23 (54.8%) indicated that they had while 19 (45.2%) indicated that they did not. They further explained that those that had planned activities planned activities such as syllabus coverage, syllabus coverage, school academic performance; they assess the teaching of teachers in the classroom, went through the school offices, class and checked the facilities check on pupils' book ratios, observed teachers' professional books, and progress of the school. They also addressed teachers, checked official records, checked the school environment and also advised teachers.

In the interview with the QASO of what preparations they made prior to the visit to the schools, they indicated that plan of action depended on issues at hand and that they prepared from the records they have of the school. Asked to indicate the plan of action that they made during the visits, they indicated that they made follow up to see whether the previous recommendations made had been implemented.

Teachers were on the other hand asked whether the QASO were able to supervise every teacher during their visits. Data showed that they were not as indicated by 37 (88.1%). Asked what they looked for, they responded as indicated in Table 4.12.

Table 4.12 Teachers' responses on what QASO looked for during their visits

What QASO looked for	F	%
Pupils' book as per the work covered	4	9.5
Syllabus coverage	1	2.4
Quality of content delivery	4	9.5
Teachers teaching in class	4	9.5
N/A	29	69.0
Total	**42**	**100.0**

Data indicated that they looked at pupils' books and work covered, syllabus coverage, quality of content delivery and also supervised teachers in class. The teachers were also asked what would make them not attend to every teacher during their visit. Data showed that there were issues of time factor, the number of teachers was high very high for individual encounter, which the QASO were in a hurry.

Teachers were also asked whether the QASOs made arrangement to meet all teachers as group. Data indicated that they had as indicated by 31 (73.8%). This was geared towards advising the teachers on issues of performance, to address major issues that might be affecting the group; to discuss their observation; and advise where necessary, to discuss the weakness and the strengths of the school, to listen to teachers' views and to register general observations.

The teachers were also asked to indicate whether they would suggest that QASO visits be announced. Their responses indicated that they were not of the idea that

QASO visits should be announced as noted by 29 (69%). They indicated that if announced, the teachers would prepare their professional documents, they would also make sure that all the professional documents are intact, they would also update them and make the school clean.

The teachers indicated that lack of announcement meant that they wanted to find out what goes on under normal school routine, that it was good for spot check, good as teachers were always ready and times they were intimidative, undemocratic and scaring.

4.7 Influence of academic qualifications of QASO on their role in curriculum implementation

To determine the influence of QASO's professional qualifications on curriculum implementation, One-way Anova statistic method was used at 0.05 level of significance. The findings are presented in table 4.13.

Table 4.13 Influence of QASO professional qualifications on curriculum implementation

	Sum of squares	df	Mean square	f-value	Sig.
Between Groups	978.167	6	17.8637	0.5891	0.0233
Within Groups	891.999	131	15.5891		
Total	1870.166	137			

$F = 0.5891$; df = 4; p = 0.023

Data shows that F – value was 0.5891 which was greater than critical value at 0.05 (p > 0.05) level of significance hence professional qualifications did not influence QASO's curriculum implementation. This shows that academic qualifications were not a factor in how QASO influenced curriculum implementation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions, recommendations and suggestions for further research.

5.2 Summary

The purpose of the study was to establish the factors influencing the role of QASO's in curriculum implementation in Kitui central Kalundu zone. Four research objectives were formulated to guide the study. Research objective one sought to examine the frequency of QASO's visit to public primary schools in Kitui central district; research objective two sought to establish the strategies QASO's use to monitor curriculum delivery in Kitui central; research objective three aimed at determining ways in which QASO mentorship influence the curriculum implementation in Kitui central while research objective four sought to determine the extent to which professional qualifications of QASO influence their role in curriculum implementation in Kitui central.

This research adopted a descriptive survey. The sample comprised of 7 headteachers, 47 teacher's and 2 QASOs. The study made use of questionnaires and interview schedule to collect data. The study used both qualitative and

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quantitative data. Descriptive statistics such as frequencies and percentages and inferential statistics such as ANOVA were used.

The findings revealed that QASO's frequency of visits to schools influenced curriculum implementation. For example, findings indicated that that majority 5 (71.4%) of the schools were visited in the year 2012 term one and two. These were routine visit, visits to inspect the school and teaching of teachers and also to inspect students' progress. The data shows that the QASO were not active to ensure that curriculum was implemented in the best way. Findings also revealed that there were several strategies used by QASO's on curriculum delivery. Findings also revealed that QASO mentorship influenced curriculum implementation. For example majority 5 (71.4%) of the headteachers indicated that they supervised all teachers in the schools. The QASO do not made arrangements prior to visiting schools. They also discussed with teachers as a group on issues of performance, school standards and correcting the mistakes noted during inspection. Majority of the teachers indicated that the QASO visits were satisfactory. The QASO visits encouraged the teachers to use syllabus and that they advise the teachers accordingly. The headteachers and teachers also shared with the QASO challenges of understaffing, insufficient learning materials, issues of enrollment and general standards of education.

Findings also revealed that the QASO were not able to supervise every teacher during their visits. They take one teacher per stream, in the supervision, they looked at pupils' books and work covered, syllabus coverage, quality of content delivery and also supervised teachers in class. There were also arrangements put

in place to meet all teachers as group as it was indicated by 31 (73.8%). This was geared towards advising the teachers on issues of performance, to address major issues that might be affecting the group; to discuss their observation; and advise where necessary, to discuss the weakness and the strengths of the school, to listen to teachers' views and to register general observations.

Findings also revealed that QASOs professional qualifications was not a factor in how QASO influenced curriculum implementation. This was revealed by a result of ANOVA t F – value of 0.5891 which was greater than critical value at 0.05 (p > 0.05) level of significance hence professional qualifications did not influence QASO's curriculum implementation.

5.3 Conclusions

Based on the findings of the study, it was concluded that the number of QASO against many schools had an influence on the curriculum implementation. Therefore they were not able to supervise every school frequently. It was also concluded that when they visit schools they were not able to supervise every teacher and those they supervised they looked at pupils books and work covered, syllabus coverage, quality of content delivery and also supervised teachers in class.

The study concluded that QASO mentorship influenced curriculum implementation. For example they discussed with teachers as a group on issues of perfomance, school standards and correcting the mistakes noted during supervision. Also noted in the conclusion was the fact that QASOs had made

arrangement for Bench marking in Districts noted to perfom better in KCPE and the calling of quest speakers to motivate both teachers and pupils.

Also concluded was that the headteachers and teachers shared with the QASO challenges of understaffing, insufficient learning materials, issues of enrollment and general standard of education. The finding also concluded that the QASO organized for inservice courses like SEMASE, in – services course for social studies due to change of syallbus, language course also the subject poorly perfomed.

The meeting with teachers provided a chance for the QASO to advise on issues of performance, address major issues that might be affecting teachers; discuss their observation; and advise where necessary, to discuss the weakness and the strengths of the school, to listen to teachers' views and to register general observations. The study further established that QASOs academic qualifications was not a factor in how QASO influenced curriculum implementation.

5.4 Recommendations

Based on the above findings it was recommended that:-

- The government through the MoE should avail the required resources to facilitate supervision by the QASO. This is because when QASO are not provided with the necessary resources, they will not be able to carry out their duties.

- Kesi and other organizes of teacher in-service training should assist teachers cultivate positive perception towards supervision and inspection. Supervision can have no positive effect if the teachers do not have positive attitude towards it. Teachers therefore should be assisted to have positive attitude that supervision is meant for improving teaching and learning

- The QASO should conduct supervision with an aim of assisting teachers in teaching and learning. QASOs have been accused of being fault finders and not facilitators of learning. They to ought to assist teachers and not be fault finders.

5.5 Suggestions for further research

Taking the limitations and delimitations of the study, the researcher makes the following suggestions for further research:

- Since the study was conducted in one administrative zone, a similar study should be conducted in other areas so to establish whether it will yield same or different results in Kitui county.

- There is need to carry out a similar study on the effects of headteachers supervisory roles of the principals on curriculum implementation

- An investigation on the role of supervision on school policy development.

- Relationship between QASO supervison and its effect on academic performance..

- A study of the role of other stakeholders such as the PTA and BOG should be carried out to establish their what roles they perform in supervision of schools.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

ELIZABETH MARECHO

DATE:

Dear Respondent,

I am a post-graduate student in Nairobi University pursuing a Masters degree in Project in Curriculum Development. I am carrying out a research for my final year project which is a requirement for the master program the topic is "**Factors Influencing Teachers Perspective towards QASOs role in Public Primary Schools in Kalundu Zone**".

I kindly request that you consider sparing some few minutes and provide responses to the question produced. I appeal for your honesty so as to enable me make reasonable conclusion.

Thanks in advance for your co-operation and assistance.

ELIZABETH MARECHO

i) 2011 ---------------- ii) 2010 ------------------ ii) 2009 ---------------------

1. Whether your school was visited by the QASOs by ticking.

 i) 2012 – Term 1 – YES ☐ NO ☐
 ii)
 iii) 2011 – Term 1 YES ☐ NO

 iv) Term 2 YES ☐ NO ☐ Term 3 ☐ YES ☐ NO ☐

 i) If Yes what was the purpose of visit

 ....
 ....

2. Tick the statement that best describes the QASO visit to your school.

i) Frequent ☐ ii) Very frequent ☐ iii) Rarely ☐

ii) Very rarely ☐

3. i) Are the QASOs able to supervise every teacher when they come?

 YES ☐ NO ☐

 If yes what do they look for

 ....
 ....

ii) If No what do you think makes them not to see every one of you

....

....

ii) Do the QASOs make arrangement to meet all teachers as group?

NO ☐ YES ☐

i) If yes what do they discuss with you as a group

....

....

ii) If not what do you think they don't meet you as a group

....

....

4. Are the QASO visits announced?   YES ☐   NO ☐

i) If yes what preparations do you make

....

....

ii) If No how would you describe their visit

....

....

5. Tick the statement that best describes your opinion of the QASO visits.

   i)   I was comfortable   YES ☐   NO ☐

   ii)   It was satisfactory   YES ☐   NO ☐

                                    ☐   ☐

iii)   I was ambushed   YES   NO

6. Would you mind a QASO visit every month   YES [ ]   NO [ ]

Give a reason for your answer above.

_____

7. Did the QASOs discuss the challenges you are facing? YES [ ] NO [ ]

    i) If Yes, please state some of challenges discussed

....

....

8. By ticking an appropriate estimate show the time the officers spend with you.

i)   Less than 20 Min [ ]   ii) 30 min [ ]   iii) More than 30 min [ ]

    i) From your opinion do you think the QASO usually have planned
    activities of what they intend to check in schools. Sometimes they have ( )
    They usually don't have (   )

    If they have, please state the kind of activities they do

....

....

9. What the issues that were discussed.

i) Academic issues [ ]   ii) Professional issues [ ]   iii) Personal issues [ ]

i) How long have you been a teacher less than 10 years ( ) 10 – 15 years ( )
16 – 20 years ( )   More than 20 years (   )

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10. The table below has a statement which describes the QASO contacts with teachers. Tick one that describes them best.

A – Agree   SA – Strongly Agree   D – Disagree   SD – Strongly Disagree

STATEMENT	A	SA	D	SD
Interactive				
Friendly				
Autocratic				
Sympathetic				
Understanding				
Bossy				
Positive influential				

QUESTIONNAIRE FOR TEACHERS

These questionnaires are meant for academic inquiry only. They will not be used for any other purpose prejudicial to the respondents. The information obtained will be held in confidence.

SECTION "A"

BIO DATA

Please tick where applicable.

1. School name _____

2. Gender   Male ☐   Female ☐

3. Age Bracket

a) Below 30 Yrs   b)   36 – 40   c) 30 – 35 d)   40 – 45   e) Above 45

1. Indicate whether your school was visited by the QASOs by ticking.

i) 2012 – Term 1 – YES ☐ NO ☐   ii) 2011 – Term 1 YES ☐   NO ☐

          Term 2   YES ☐   NO ☐   Term 3   YES ☐   NO ☐

i) If Yes what was the purpose of visit

....

....

2. Tick the statement that best describes the QASO visit to your school.

i) Frequent ☐   ii) Very frequent ☐   iii) Rarely ☐   v) Very rarely ☐

3. i) Are the QASOs able to supervise every teacher when they come?

YES☐   NO ☐

i) If yes what do they look at

....

....

ii) If No what do you think makes them not to see every one of you

....

....

ii)   Do the QASOs make arrangement to meet all teachers as group?

YES ☐   NO ☐

i)   If Yes what do you think they don't meet you as a group

....

....

ii) If not what do you think they don't meet you as a group

....

....

4. Are the QASO visits announced?   YES ☐   NO ☐

i) If yes what preparations do you make

....

....

ii) If No how would you describe their visit

....

....

5. Tick the statement that best describes your opinion of the QASO visits.

iv)   I was comfortable   YES ☐ NO ☐

v)   It was satisfactory YES ☐ NO ☐

vi)   I was ambushed   YES ☐ NO ☐

6. Would you mind a QASO visit every month   YES ☐ NO ☐

Give a reason for your answer above.

_____

7. Did the QASOs discuss the challenges you are facing? YES ☐ NO ☐

i) If Yes please state some of challenges discussed

....

....

8. By ticking an appropriate estimate show the time the officers spend with you.

iii)   Less than 20 Min ☐   ii) 30 min ☐   iii) More than 30 min ☐

i) From your opinion do you think the QASO usually have planned activities of what they intend to check in schools. Sometimes they have ( )
They usually dont have ( )

If they have, please state the kind of activities they do

....

....

9. What the issues that were discussed.

i) Academic ☐   ii) Professional issues ☐   iii) Personal issues ☐

i) How long have you been a teacher

less than 10 years (   )   10 – 15 years (   )   16 – 20 years (   )

more than 20 years (   )

10. The table below has a statement which describes the QASO contacts with teachers. Tick one that describes them best.

A – Agree   SA – Strongly Agree   D – Disagree   SD – Strongly Disagree

STATEMENT	A	SA	D	SD
Interactive				
Friendly				
Autocratic				
Sympathetic				
Understanding				
Bossy				
Positive influential				

APPENDIX IV

INTERVIEW GUIDE FOR QASO's

These interview Questions are meant for academic inquiry only. They will not be used for any other purpose prejudicial to the respondents. The information obtained will be held in confidence.

SECTION 'A' Bio data

1. Position of the officer

2. Period served

3. Period at the current station

4. Position and title

5. What is your academic qualifications

SECTION B

5. How many days are put a side for school visis in a week? Per month.

6. How many times do you visit individuals schools on average per term?

7. What preparations do you make prior to the visit of the schools?

8. Please can you exaplin some of the plan of action which you make during the visit. Do you make a follow up?

9. Have you set time to hold discussion with individual school on curriculum implementation.

10. What issues are commonly forwarded by teachers for your attention during your visit and what solutions do you offer.

11. As a QASO what is your area of specialization? Does it have any connection with your present work?

12. What is the ranking of your division / zone in KCPE performance in the last 2 years. What steps have you done to uplift the mean grade?

13. Do you hold induction seminars with teachers? What are some of the problems raised and how do you solve them?

14. Which ways do you use to establish whether curriculum has been delivered or not?

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254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
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secretary@ncst.go.ke

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

NCST/RCD/14/012/899

6th July   2012

Our Ref:

Date:

Elizabeth Waturi Marecho
University of Nairobi
P.O. Box 30197
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Factors influencing the role of quality assurance and standards officer's in curriculum implementation in Kitui County"* I am pleased to inform you that you have been authorized to undertake research in **Kitui District** for a period ending **30th September, 2012.**

You are advised to report to **the District Commissioner and the District Education Officer, Kitui 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:

District Commissioner
District Education Officer
Kitui District.

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Elizabeth Waturi Marecho

of (Address) **University of Nairobi**

P.O.Box 30197-00100, Nairobi.

has been permitted to conduct research in

Location

Kitui **District**

Eastern **Province**

on the topic: Factors influencing the role of quality assurance and standards officers in curriculum implementation in Kitui County.

for a period ending: 30th September, 2012.

Research Permit No. *NCST/RCD/14/012/899*

Date of issue *6th July, 2012*

Fee received *KSH. 1,000*

Applicant's Signature

Secretary
National Council for Science &Technology