

**IMPACT OF SUPERVISION ON THE IMPLEMENTATION OF  
EARLY CHILDHOOD EDUCATION CURRICULUM IN  
SELECTED PUBLIC PRE-SCHOOLS IN LANG'ATA DISTRICT,  
NAIROBI COUNTY, KENYA.**

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**A Research project submitted to the School of Education in partial fulfilment  
for the award of Masters Education Degree in Early Childhood Education in  
the Department of Educational Communication and Technology,  
University of Nairobi.**

**JULY 2014**

# DECLARATION

Declare that this is my original work and that it has not been submitted to the University of Nairobi or any other universities for examination purpose

Signature -----

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This project has been submitted for examination with the approval of my university supervisor

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## **AKNOWLEDGEMENT**

I wish to thank my supervisor Prof. Obonyo Digolo who patiently guided me through the research process and in preparing this report .My sincere thanks goes to Dr. Justus Inyega who lectured me in research methods, Dr Origa who lectured me in statistics that enabled me to analyse, interpret and present the data with ease and to all lecturers in the department of educational Communication and Technology for providing the foundation for the study.

I would also like to thank all the QASOs, DICECE Officers, primary school head teachers and the preschool teachers in the sampled schools in Langata district for their cooperation and attention.

Special thanks goes to my loving children, Maurice, Sharon and Cynthia for the moral support and cooperation they accorded to me during the study.

To all I say God bless.

## **ABSTRACT**

The purpose of this study was to investigate the impact of supervisory activities on the implementation of early childhood education curriculum in public pre-school in Langata District. The study targeted 8 public preschool the sample comprised of 4 divisions in the district, 4 divisional QASOs, 3 DICECE officers, all primary head teachers and preschool teachers in the sampled schools. The research proposal was based on the fact that there was inefficient and inadequate supervision of ECDE curriculum implementation, which had engrained the education in the public pre-schools .Descriptive survey research, was used to analyse the level of involvement in supervision by the QASOs, DICECE officers, primary school head teachers, and preschool teachers. The relationship between variables was explained using conceptual and theoretical frameworks. The literature review was focused on supervision of ECDE curriculum, supervision of education in schools; a global view, regional in Kenya and in Langata district, Nairobi county. The tools developed for the study include questionnaires for QASOs, DICECE officers, primary school head teachers and preschool teachers. Interview schedule was also used because questionnaires tend to limit more information.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

|        |   |   |
|--------|---|---|
| CRC    | - | Convention on the Rights of the Child                           |
| DEO    | - | District Education Officer                                      |
| DICECE | - | District Centre of Early Childhood Education                    |
| DQAS   | - | Directorate of Quality Assurance and Standards                  |
| ECCDE  | - | Early Childhood Care Development Education                      |
| ECD    | - | Early Childhood Development                                     |
| ECDE   | - | Early Childhood Development Education                           |
| ECE    | - | Early Childhood Education                                       |
| EFA    | - | Education for All   |
| FPE    | - | Free Primary Education  |
| KICD   | - | Kenya Institute of Curriculum Development                       |
| KSH    | - | Kenya Shillings   |
| MoEST  | - | Ministry of Education Science and Technology                    |
| NACECE | - | National Centre for Early Childhood Education                   |
| NGO's  | - | Non- Governmental Organizations                                 |
| QASO   | - | Quality Assurance and Standards Officers.                       |
| TAC    | - | Teachers Advisory Centre  |
| TSC    | - | Teachers Service Commission                                     |
| UNESCO | - | United Nations Educational Scientific and Cultural Organisation |
| UNICEF | - | United Nations International Children's Emergency Fund          |

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

This part covers background to the study, statement of the problem purpose of the study, research questions, limitations and delimitations of the study, basic assumptions of the study, definitions of key terms and organisation of the study.

Definition of Early Childhood Care and Education differ from country to country around the world. The more industrialized nations consider early childhood to be a period from birth through age eight while developing countries focus from birth through age six, (Essa, 1999). Regardless of the different definitions, the increased interest in early childhood education around the world reflects respective nations' philosophical beliefs about children.

The World Conference on Education for All (EFA) that took place in Jomtien Thailand in March 1990 articulated the significance of early years as the foundation for the life of an individual. The belief that early learning begets later learning and success just like early failure breeds later failure has been validated in both economic and educational research (Heckman, 1999). Accordingly, children may be viewed as growing plants that need nurturance, miniature adults, natural and national resources that need to be nurtured as future investments to the sustenance of a society and its ability to compete in the technological age (Essa, 1999).

Researches in early childhood development and education programmes play critical role in laying a foundation for further education and character formation. It has been noted that participation in comprehensive early childhood programmes of good quality can significantly alter the development trajectory of a child (UNESCO, 2005).

According to France and Utting (2003), good quality early education via effective implementation of the preschool curriculum is a prerequisite to educational efficiency. Children acquire the basic skills, concepts and attitudes required for successful learning and development prior to entering formal education system thus reducing the chances of failure and lay a foundation of life-long learning. As reflected in many official documents such as Gachathi and Kamunge education commission reports (Republic of Kenya 1976, 1988), the government is keenly aware of investing in quality care and education for pre-

school children through the thorough supervision on the implementation of curriculum. ECDE is, therefore, a holistic intergrated approach that requires a healthy nurturing environment that includes opportunities for holistic development of children. Kenya is fourth in Africa with only Mauritius, Namibia and Ghana having a higher proportion of children in ECD services.

Early Childhood Development Education (ECDE) in Kenya is governed by a partnership policy of the MoEST whose main aim is to enhance the provision of ECD services throughout the country. The policy was first stipulated in the Sessional Paper No. 6 of 1988 on education and manpower training for the next decade and beyond with a view to boosting the sector. Numerous stakeholders have various roles and responsibilities for the provision of direct and indirect services for children. The main partners include government ministries, private organizations, NGOs and bilateral and multilateral partners. The community however is the most important partner taking responsibility for the provision of physical facilities, payment of salaries, organization of feeding programmes and provision of learning and play materials.

The Ministry of Education is the major sector in the government responsible for the country's ECD programmes and involves other ministries for planning and implementation of the curriculum. Within the ministry are three concerned sections at the national level: the ECD unit of the Directorate of Basic Education, responsible for the formulation of policy guidelines, registration of pre-schools, co-ordination of data collection, funding, donors and provision of trainers; The ECD unit of the Division of the Directorate of Quality Assurance and Standards responsible for inspection of pre-schools and training institutions, administration of teacher trainee examinations and pre-school teacher certificates; and the National Centre for Early Childhood Education (NACECE) housed in KICD is responsible for pre-school curriculum and material development, training of and professional support to DICECE trainers and co-ordination of research, monitoring and evaluation. The 2010 constitution has now charged the county government with the responsibility of running the ECE program.

**Kenya has four curricula for early childhood development, they include;** Guidelines for early Childhood Development in Kenya popularly known as the ECD guidelines, Kindergarten Headmistresses Association Curriculum, Montessori, the Islamic Integrated

programme and the curricula of parental and education programme. The curricula have provided flexibility and variation in terms of activities undertaken which is a healthy feature. Communities are allowed to develop appropriate affordable and relevant services without any pressure and competition. The lesson from Kenya is that the community is a very important source for the sustainability (Kipkorir & Njenga, 1993). Empowered local authorities to provide social services in their respective areas. A major characteristic of pre-school education in Kenya is that pre-schools serve a wide cross-section of children from different social, economic, cultural and religious background unlike in many other African countries where pre-schools are for children of wealthy members of the elite. Children attending Kenya's ECD services come from a wide spectrum of rich and poor, educated and uneducated families (Republic of Kenya, UNESCO, 2005), show this.

#### **1.1.1 Supervision of ECDE Curriculum Implementation.**

Supervision is an important aspect of ECDE curriculum implementation. It aims at regular and continuous monitoring of activities to ensure that the curriculum goal/objectives are met (KIE, 1995). Supervision of ECDE curriculum is done by the Directorate of Quality Assurance and Standards in collaboration with DICECE trainers and supervisors who have a special responsibility of supervising the ECDE curriculum eg preschool headteacher. It is important to supervise in order to gather information from children, care-givers, parents, communities, and general ECD environment. This can be used to correct errors, modify practices where necessary and motivate as well as encourage all involved in ECD. The changes resulting from supervisory activity strengthen the ECD programmes.

According to KIE (1995), supervision is a continuous monitoring of ECD activities to ensure effective implementation of ECD approved curriculum. This leads to the holistic development of children, motivate, enriches and promote personal as well as professional growth all those involved. Supervision is important because it helps to ensure that childrens' needs are met, enables efficient implementation of curriculum, checks whether the objectives of the programmes have been achieved, promotes maintenance of basic standards, identifies problems and constraints and identifies strengths and achievement.

During supervision, the supervisor is supposed to take into consideration the various factors so as to ensure that the environment of ECD centre is conducive to the total

development of a child. Supervision involves assessing physical facilities such as classrooms, toilets, compound, indoor and outdoor equipment and materials for their suitability for learning and child development. In many educational acts, guaranteeing a satisfactory level of educational quality is achieved primarily through inspection and supervision of legal requirements that schools should comply with.

In pre-school setup, teaching/learning situation is the most important area which should be supervised, this is because children learn through play, manipulation of objects and interacting with people and material in their environment, (KIE, 1995). Teachers and caregivers need special skills to ensure that learning takes place effectively. Supervision should be aimed at ensuring the total development of children and how children interact with one another.

The Early Childhood Development section of the Ministry of Education, Directorate of Quality Assurance and Standards is responsible for maintaining and improving educational standards in all pre-schools owned by the community and private sector. The QASO's have the authority to enter and inspect any school at any time without notice, and report their findings to the director quality assurance and standards (MoEST, 2000). The bulk of supervision is carried out by DICECE trainers and zonal QASO and TAC tutors based at the District level. The supervisors monitor the teaching-learning process and inspect facilities and services at pre-schools (MoEST, UNESCO/OECD, 2005).

To establish and maintain educational standards in ECD institutions, the Directorate of quality assurance shall: assess all ECD centres attached to primary schools at regular basis; assess new ECDE centres for the purpose of registration; assess ECD teachers undergoing a two- year in-service courses, in-service all personnel working in ECD; ensure implementation of curricula for children and ECDE personnel through regular visits to the institution; liaise with other service providers to ensure delivery of quality services; organize follow-up action on quality assessment reports among other duties (RoK, 2006).

The issues that hamper the quality assurance function sector include: inadequate legal provisions; inadequate requisite skills; lack of tools to measure learning achievement; inadequate capacity for school level supervision; lack of national system of teacher INSET accreditation; inadequate curriculum support materials; lack of adequate capacity

and facilities for curriculum support through radio and other channels; lack of capacity to assess learners' special needs and respond to them and inadequate budgetary allocation . MoEST (2012).

There remains numerous challenges facing the ECDE curriculum implementation and the programme as a whole in the country and in Lang'ata District which has grave implications for the provision and enhancing of quality pre-school educational standards in the district. Supervision of curriculum implementation is inadequate and the physical presence of QASO and DICECE officers has not been effectively being felt in pre-schools. There is inadequate information on curriculum implementation which calls for further research since QASO and DICECE officers' and the head teachers' contributions have not exhaustively been assessed. It is from this background that there is need to investigate the impact of supervisory activities of those in authority has on the implementation of curriculum hence quality of preschool education.

### **1.2 Statement of the Problem**

Despite the effort by the government, communities and other collaborating partners, in trying to improve quality of pre-school education services in Kenya, there are challenges and irregularities in the implementation of pre-school curriculum. According to the World Bank report (1996) on the evaluation of ECD centres which is consistent with a report by Kenya Institute of Education NACECE, (2008) on effects of FPE on ECD programmes, inadequate monitoring and supervision was cited as one of the key issues in the sector.

The Ministry of Education, UNESCO/OECD (2005), consistent with RoK (2006) identifies insufficient supervision as one of the perceived problems facing ECD. Some of the causes cited were: The officers in charge of monitoring pre-schools are not conversant with pre-school curriculum, teaching and methodology. It was also noted that, Inspection guidelines provided by the ECD section of the directorate are long and largely irrelevant and are not user friendly; the District has a Shortage of QASOs to ensure that all existing pre-schools have been registered. Implementation of FPE has led to a heavy workload for QASOs and TAC tutors of closely monitoring FPE and leaving little room for them to work with ECD centres. There is also Shortage of DICECE trainers and zonal QASOs to ensure that all existing pre-schools are supervised on regular basis. Lack of

frequent refresher causes to equip the preschool heads with skills and knowledge of supervision of the curricular implementation in the school. Furthermore there is the Pressure from parents on preschool teachers and head teachers to concentrate more on children's class work that leaves them with no option but to deviate from the curriculum because the same parents are their employers.

Comparing the number of DICECE officers and zonal QASOs in the District against the number of pre-schools, supervision and monitoring is a daunting task for these officers. Due to lack of effective supervision of curriculum implementation in ECDE Centres in the district has led to drilling of children, children not developed holistically because emphasis is only given to book work only wrong methodology employed like teacher centred and not child centered approach. The study, therefore, sought to investigate the impact of supervisory practices on curriculum implementation with a view to making recommendations for the holistic education and development of preschool children in Lang'ata District Nairobi County.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate the impact of supervision on the implementation of the ECD curriculum in Lang'ata District. Specifically, the study focused on the supervisory functions of the DICECE officers, QASOs and head teachers, with a view to determine the effectiveness of supervision and the extent it affects the implementation of pre curriculum offered in preschools.

### **1.4 Objectives of the Study**

The study sought to fulfil the following objectives:

1. To establish the actual supervisory activities carried out by QASOs, DICECE Officers and Primary School head teachers on curriculum implementation in ECDE in Langata District.
2. To identify challenges faced by QASOs, pre-school heads and DICECE officers in the district in their line of duty.
3. To identify strategies of enhancing effective supervision of ECD Curriculum in implementation of ECDE in Lang'ata District.



## **1.5 Research Questions**

1. What is the impact of actual supervisory activities carried out by QASOs on curriculum implementation on ECDE in Langata District?
2. What is the impact of actual supervisory activities carried out by DICECE Officers on curriculum implementation of ECDE curriculum in Langata District?
3. What is the impact of actual supervisory activities carried out by Primary School Head teachers on curriculum implementation of ECDE curriculum in Langata District?
4. What challenges are faced by the QASOs, DICECE officers and head teachers in the Supervisor of ECDE curriculum centres in the district?
5. What strategies do primary head teachers, teachers, DICECE officers and QASOs recommend as necessary measures to be adopted by the stakeholders to improve supervision of preschool curriculum implementation?

## **1.6 Significance of the Study**

This study was significant in providing useful information about the status of supervision in ECDE services and therefore contribute to the improvement of the ongoing process of implementing pre-school curriculum and providing quality preschool education to develop holistic child. The teachers were advised on their moral value so that they became role models to enhance children's spiritual development. It helped to identify training needs of QASO, DICECE officers, school heads and ECD teachers on the effective implementation of curriculum. Discrepancies uncovered helped identify feasibility problems that the QASO's, DICECE officers and school heads face in supervision and hence possible solutions; the Ministry of Education was advised to allocate larger portion of funds to run the centers. The trainings, workshops, and refresher courses were suggested to be offered to the persons' in charge of supervisory activities in ECD section to be perfect in their roles as supervisors. Information obtained from this study was proposed to guide the MoE and policy makers on future formulation and implementation of policy guidelines related to ECDE provision. The qualification of the individuals in charge of supervisory activities in ECD, policies guiding the entry grade for ECDE teachers to college. Curriculum to cater for the 0-3 yrs children clear guideline

on what should be emphasized on by the supervisors during their supervisory work to ensure effective implementation of the curriculum in the preschool was proposed.

### **1.7 Limitations of the Study**

This study was carried out in Nairobi county, Langata district only. The sample comprised of ECD teachers, primary head teachers, DICECE officers and QASOs. The research will be conducted in selected pre-schools in the district. Generalization of results was done with caution because Langata district is in Nairobi with an urban setup and has the biggest slum in east Africa (Kibera), with the leafy area of Nairobi Karen makes its unique characteristics which may not be found in other setups. Some respondents were not willing to give information because of being suspicious of the researcher. The researcher overcame these by creating a good rapport with the respondents and assuring them of confidentiality of their responses

### **1.8 Delimitations of the study**

The study focused on the primary school head teachers, preschool teachers, DICECE officers and QASOs. The study was carried out in the following divisions; Soweto, Mugumuini; Karen and Nairobi West in Langata District, Nairobi County. This region was chosen because it is one of the areas in the county with a high concentration of pre-schools. This gave a good representation of what was going on in preschools in the county.

### **1.9 Basic assumptions**

The study assumed that the respondents would give accurate, truthful and honest answers to items in the questionnaire. All preschools in Lang'ata District had adequate and relevant learning resources for the holistic development of the preschool children. All preschools in Lang'ata District both private and public use guidelines for ECDE curriculum. All preschools in Lang,ata District are regularly supervised.

### **1.10 Operational Definition of Terms**

**Caregiver** - Someone who looks after the pre-school children and they may include, teachers and parents.

**Child** - A young person below the age of six years.

**Early childhood development education** – Is education provided to children under the age of six years where development experiences are provided before start of compulsory schooling, mainly to meet the child’s cognitive, social, moral spiritual, emotional and physical needs.

**Quality Assurance and Standards officers** – An educational professional under MoE who supervise Education Standards, curriculum development and implementation in schools.

**Inspection** – Visits to schools for checking facilities; also referred to as assessment.

**Pre-school** - Refers to the schooling that provides care for young children in readiness for primary education, the term will be used interchangeably with kindergarten, nursery, day care and pre-unit.

**Quality**- It is a measure of degree of excellence and worthiness of pre-school education geared towards meeting the Kenyan ECD guidelines.

**Supervision** - This is a process that entails keeping check and monitoring to ensure curriculum implementation is done effectively and efficiently.

### **Curriculum**

Entails all the learning which is planned and guided by the school whether carried out in groups or individually, inside or outside the school.

### **Implementation**

This is the manner in which the teacher selects and mixes various aspects of knowledge contained in curriculum document.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This part contains review of related literature on supervision of implementation of Early Childhood Development curriculum with reference to provision. It focuses on what philosophers, scholars, educationists, researchers and the Ministry of Education have found out concerning Early Childhood Education. The literature review is based on supervision of implementation of ECDE curriculum. The part also contains theoretical and conceptual framework.

#### **2.2 Supervision of ECDE curriculum.**

This is a process that entails keeping check and monitoring to ensure curriculum implementation is done effectively and efficiently

##### **2.2.1 Supervision of education in school; global view**

School supervision and support services are a crucial element in improving the quality of basic education. These services although existing in almost every country, have been severely neglected by policy makers. This policy neglect has been reflected by a similar indifference among researchers. Indeed, the most recent comprehensive study on education supervision in developing countries dates from mid, 1970s (Lyons and Pritchard, 1976). In the recent years however, changes in education management have fundamentally affected supervision and support services and this has contributed to a renewed interest in their functioning in particular in developed countries.

In both developing and developed countries, education policy makers have shifted their attention from expansion issues to quality issues, since 1980s. This focus on schools has led to important reforms in the administration of education and led to increased interest in mechanisms of quality control resulting in a serious questioning of traditional supervision services. Most European countries set up their school supervision systems generally known as the inspectorate. These agencies have a core responsibility in the development of modern education systems. Their task was not only to supervise the implementation of

rules and regulations but also to carry out functions such as guidance, information and stimulation. The ultimate objective of inspection was to improve education quality (Gabriel & Anton, 1987). These inspectors were members of the most famous supervision service known as England's Her Majesty's Inspectorate founded in 1934. These became a model for quite a number of developing countries.

France's inspection system, whose background goes back even further to the French Revolution has been copied by several of its colonies. Gabriel and Anton (1987) note that Algeria, for instance, retains much of French inspection practice. Pakistan and Zambia on the other hand tend to follow English inspection practice. In most countries, school support services which include school visits in their job description do not date back so far. In England, for instance, the first such service was given in 1902.

Throughout the history of supervision, services have undergone various changes subject mainly to the political environment and the wider reforms in education. School and teacher supervisors have indeed been a political and politicized issue in quite a number of countries where a school inspector has played a political role. In South Africa, for instance, school was one of the main battlefields of the anti-apartheid struggle. Inspectors and more surprisingly, subject advisers were seen as instruments of control and oppression (Lyons & Pritchard, 1997). While in all countries the objectives of school supervision and support is to improve the quality of education, most ministries of education will list, as their primary task, the monitoring of what goes on in schools. In Spain, for instance, the first function of the inspectorate is to "ensure that the laws, regulations and any other legal dispositions of educational administration are fulfilled in schools and services". In Thailand, two groups of inspectors exist whose task is almost exclusively to monitor the implementation of the ministry policy (Watson, 1994).

In all countries therefore, the foremost task of supervisor is not to surprise schools. Job description details the number of school visits to be undertaken. In Indiana for instance, the norms prescribe that every school is inspected once a year and visited two to three times a year by their inspecting officer (Gabriel & Anton, 1997). A trend to assign teacher supervision to the head of school and to request supervision of staff to focus on the school evaluation is spreading. Some countries have considered teacher inspection to

be the prerogative of the school director. In Burundi, MoE policies require the directors to make 150 visits per year and file written reports with the school inspectors on what they have observed. However, in several, countries, Thailand, Russia and Japan, it remains the task of local level inspectors to supervise teachers (Watson, 1994).

Some countries separate administrative supervision from pedagogical supervision, for example Spain, France and Guinea. Such separation especially at school level is difficult to sustain, it is not easy to classify duties as either professional or educational and those which are managerial or administrative in nature. Clearly, an inspector visiting a school may well perform both kinds of duty for example collecting statistical data or looking into problems of supply of materials or staffing and building problems and in the same visit inspecting the work of particular classes or teachers (Lyons and Pritchard, 1997).

The disappointing performance of many external supervision services has led to the prospect of moving away this type of external supervision and support or limiting its role by placing emphasis on in – school quality monitoring devices. Only a few countries have implemented such profound reforms. In New Zealand, England, Iceland and Scandinavian countries supervision without an external inspection service already exists. In Denmark, primary schools are not visited by external authorities. The school plans have to be approved by the municipal council but monitoring is done mainly through the school council, the headteacher and the staff itself. The headteacher is responsible for the school administration and will observe classroom teaching only in the case of new teachers or those who have particular problems. Each private school however is attached to an inspector chosen by the parents or appointed by the municipality (Gabriel & Anton, 1997).

School supervision is necessary because many basic problems can only be solved properly and monitored at school level. Occasional visits by school inspectors cannot prevent the problems and the gradual deteriorating of the schools. Daily function decentralization of control to school level also involves a change in the approach to quality improvements; there is a shift in many countries from a quality control to quality assurance strategy. In other words, there's a growing conviction that teachers should be

encouraged and empowered to gauge for themselves the quality of the services which they have to deliver (Cullinford, 1998).

### **2.2.2 Studies Conducted in the Area of Supervision and Inspection**

A study by Clark (1995) on how training influenced supervisors' performance in their roles in Lusaka, Zambia revealed that qualification of supervisors had positive correlation with their performance. Qualified supervisors were noted to contribute significantly to teachers' achievements both in and outside the classroom. He concluded that training played a significant role in how the supervisors performed their duties. He found out that supervisors and head teachers who attended workshops and seminars on their administrative roles improved their performance significantly. Respondents admitted that the workshops they had attended had a positive impact on governance and management of their schools.

Daresh and Playko, (1992) carried out a research on how supervision impacted on curriculum implementation in schools in Boston. Results obtained revealed that supervision done in areas of checking on lesson plans, schemes of work register and other administrative documents had a positive impact in academic performance of pupils.

Walter and Yallow (1996) conducted a study on how inspection and supervision impacted on quality of services given by school managers. Results revealed that supervision improved the quality of education. Supervision also made schools to take pride in their activity programmes which provided a wide range of cultural, intellectual, practical services and sporting opportunities. A greater level of staff involvement, despite the long and busy school day, further enhanced quality of education.

Wanga (1988) conducted case studies on supervision to see how supervision had improved quality of education. Findings indicated that since inspection was done in sampled schools, the school had seen many changes in the area of teachings. Previous inspection included recommendations about excessively didactic teaching, need for a more formalized management style and the rationalization of staff responsibilities. Data showed that styles of teaching had improved although more variety was still required, new programmes had successively been introduced, the management structure was in the process of re- organization and there was a new tutor system. The study also noted that the rationalization of staff responsibilities required further thought and action.

### **2.2.3 Those in charge of supervision of curriculum implementation.**

#### **QASO**

Quality Assurance and Standards in school is the process of bringing improvement in instruction and schools in general through visits by Quality Assurance and Standards officers (QASOs) to individual schools. QASOs were previously known as inspectors of schools under the department of the inspectorate. In the Ministry of Education, the mandate of inspection system was to ensure policy implementation regarding effective instructional procedure and wholesome learning environments. The inspectorate thus became a critical link between central education authorities and the system, in its mandate irrespective of name changes and different administrative perspectives (MoEST, 2005).

Guaranteeing a satisfactory level of educational quality is achieved through primarily inspection and supervision of legal requirements that schools should comply with. The inspectorate is entitled to evaluate quality standards in such a manner that schools are challenged to provide higher standards of quality than those considered merely satisfactory (Curlingford, Daniels & Brown, 1998). This framework contains both the legal requirements that schools should comply with and the quality standards that inspectors use to assess schools. Such confrontations of schools with their strong and weak points are expected to make schools that are performing below standards aware that they can and should do better. The history of supervision of schools dates back to 1909 when the colonial government established an education department, which became responsible for supervision of all matters to education. The colonial government identified the need for close supervision of schools and thereby appointed the first colonial school inspector in 1920. In 1924, the first education ordinance was established after the Philips-strokes Commission. This empowered the government to develop control and supervise education at all levels and control registration of schools. By 1927, the inspectorate department was fully established.

Since independence, the government has addressed challenges facing the provision of quality education through commissions, committees and task forces. The Ominde Commission found that there was need to separate the roles of supervisors and inspectors



for achievement of educational goals. The commission observed that a good system of supervision is essential to any school system and particularly important when a large portion of teachers are without adequate training or educational standing.

The Directorate of Quality Assurance and Standards in the Ministry is charged with the responsibility of ensuring quality education in Kenyan schools and colleges (MoEST, UNESCO/OECD, 2005). Through interaction with schools and institutions, the department collects the necessary data and information and informs the ministry on the trends and achievements in the education institutions within Kenya. The department was initially known as “the inspectorate”; it is now referred to as “Department of Quality Assurance and Standards”. This demonstrates the importance the Government of Kenya has placed on issues of quality education. The staffs in the department are expected to supervise and advise curriculum implementers. To carry out these duties, they should have good academic qualifications, specialized skills and well-established staff development programmers. This enables them keep pace with the changes in the education sector.

The MoEST, UNESCO/OECD policy review report (2005) recommends that the directorate should recruit inspectors in ECD with Bachelor of Education degrees in Early Childhood studies. Currently, the effectiveness of assessments are promoted by the following factors: Agreed inspection plans, work programmes at national, provincial, district , division or zonal levels; inspectors personal initiatives; Adverse reports or anonymous correspondence from stakeholders and governors asking for inspection, follow-up inspection from concerns indicated in the previous inspection reports.

The QASOs use many supervisory techniques to monitor, guide and direct the teacher. They visit the classroom to see what the teachers are doing. Conferences and workshops are organized to update the knowledge of the teachers. In addition, micro teaching, inter-visitation and research techniques are used to educate teachers. When the teachers follow the steps laid down in blue print, quality education assessment is assured. Effective teaching is the first step towards quality educational assessment. This can only be achieved through effective quality assurance. It is from this background that there is need to look at the supervision of ECDE programmes and the implications it has for the

provision of quality pre-school education since ECDE is critical to the educational outcome of every individual.

#### **2.2.4 DICECE Officers**

After the official placement of Early Childhood Education under the Ministry of Education in 1980, the ministry was charged with the responsibility for registration, supervision, training of teachers, formulation of policy and curriculum development (MoEST, 1988). According to the report, the first national pre-school education seminar was organized in 1982 whereby the participants were to examine trends in pre-school education. The main objective of this seminar was to come up with strategies of mobilizing resources and coordinating the inputs of different sponsors and partners in order to improve the quality of children services. The participants in the seminar came up with several recommendations concerning pre-school education which necessitated the establishment of the National Committee known as the Early Childhood Implementation Committee. This committee was supposed to advise the Ministry of Education headquarters which consisted of two units namely; Directorate and inspectorate (MoEST 1988). The ECD section in the directorate was to deal with all administrative matters including; co-ordination of local and external partners, provision of policy guidelines for pre-school programmes and grants for trainers. Inspectorate section, on the other hand, was to deal with the maintenance of professional standards, as well as the inspection and supervision of schools, assessment of teachers undergoing training and administration of ECD teachers' examinations.

In 1984, the Ministry of Education launched the National Centre for Early Childhood Education (NACECE) at the Kenya Institute of Education. The centre became an implementation organ for ECD programmes which included coordinating of training of pre-school teachers and trainers, development and dissemination of ECD curriculum and evaluation of ECD programmes (MoEST, 1988). NACECE works in conjunction with district centres for Early Childhood Education (DICECE). DICECE established in 1985 was meant to decentralize pre-school services to the district level. According to the report, DICECE officers were supposed to ensure that training and awareness programmes were given to the children and their families through training of ECD teachers. They were also responsible for the mobilization of the community involved in

pre-school programmes in order to improve the welfare of children in healthcare and education. The DICECE officers participate in the evaluation of ECD programmes and carry out basic research on the status of pre-school children in and out of school (MoEST, UNESCO/OECD, 2005).

### **2.2.5 Primary Head teachers' tasks in the implementation of preschool curriculum in Kenya public preschools**

This exploratory study addressed what the head teacher does to teachers, children and parents in the implementation of the preschool curriculum. The 33 head teachers were purposefully selected. The research established that the key tasks undertaken by the head teachers to teachers, children and parents as the key preschool stakeholders are not associated to their (head teachers') general background characteristics, but are more related to their basic knowledge about preschool education and the time they have at their disposal. It was found that the stated tasks are peripheral to direct classroom management undertaken by preschool teachers. The identified tasks by the 33 head teachers formed a basis of broader discussion about the need to have them trained and attend in-service courses on preschool classroom management which would make them experts in curriculum implementation. Key words: head teacher, tasks, preschool curriculum, implementation, preschool.

### **2.2.6 Implementation of Curriculum**

This is the manner in which the teacher selects and mixes various aspects of knowledge contained in curriculum document. Kenya has four curricula for early childhood development, they include; Guidelines for early Childhood Development in Kenya popularly known as the ECD guidelines, Kindergarten Headmistresses Association Curriculum, Montessori, the Islamic Integrated programme and the curricula of parental and education programme. The curricula have provided flexibility and variation in terms of facilities and activities undertaken which is a healthy feature in the curricula

#### **Guideline for early childhood development (ECDE)**

This aim to stimulate and develop a child's spirits, soul and body. This curriculum encourages creative playing instead of watching TV or playing computer games. The

activities are painting coloring singing building things out of boxes, shits and boards, baking and playing dress-ups.

### **Kindergarten headmistress association curriculum (high scope approach)**

It believes children needs constant interaction with materials, ideas, events and people independent learning is the best for children which is stimulated by the environment.

### **Montessori**

Teach children about living things and help them find their own place in the world .it is based on reading matters and sensory awareness. Children with disabilities stand s to gain more in this type of curriculum.

### **Islamic integrated programme**

This is a religious preschool programme that instills moral value in the children and the world around them. It prepares children on how to deal with their future encounters.

### **Curriculum of parental and educational program. (cooperative curriculum)**

Parents take turns in teaching the children they meet prior and decide on what to teach and the curriculum.

## **2.3 Theoretical Framework**

This study is guided by rationale of supervision theory developed by Robinson (1968). According to him, supervision of professionals in education is necessary to fulfill a number of functions, among them making the job of teaching easier. Others are, ensuring that there are adequate number of teachers, good orientation programmes and provision of adequate supplies and equipment.

The theory states that the results of teaching are highly intangible and teachers have a better way of assessing their quality of work or effects of their work. These teachers may invite education officers to supervise them not because they need help but because they want a reassurance that they work well. This would earn them recognition and build in them confidence. Teacher's morale needs to be maintained. It can be done through rewards, involving them in decisions that affect their work ethics and provision of teaching materials among others. Another important aspect of this theory is that supervision of classroom instruction is necessary to ensure that functions of all teachers are coordinated. Robison suggests that this can be done through proper time scheduling

and clustering of pupils according to their grades. An important concept developed by Robinson is that of a working team which would bring together diverse skills of a number of equal or near equal specialists. For him, much of the co-ordination of their efforts would come from the team rather than super ordinates in the authority structure.

The theory states that teachers differ in their degree of professional competence and in their need for advice regarding their classroom work. However, he points out that there is a difference between requested for and unrequested advice. Advice that is unsolicited inclines towards questioning of teachers' professional competence while advice that follows a request from the teacher inclines towards a genuine desire for help in the solution of a problem. From this theory there five important function that are necessary to fulfill in the supervision of curriculum implementation .this functions became an integral part of the study as they hit directly on variables that are to be investigated in the study, this functions are ;

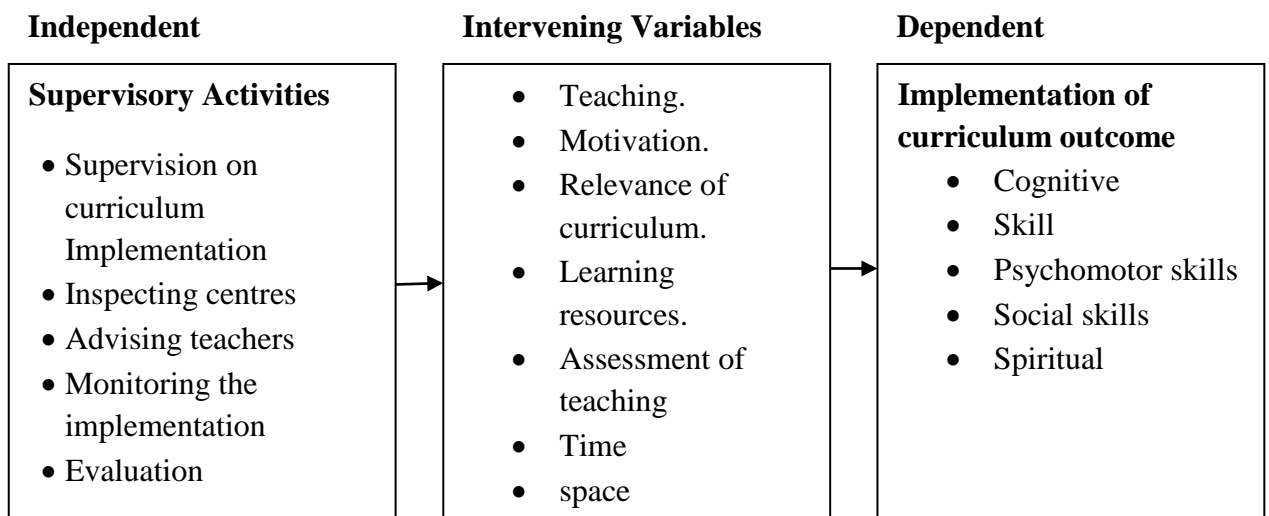
- a) **Facilitation:** Supervision is supposed to facilitate teaching.
- b) **Morale Building:** Whenever teachers are supervised, they feel that they are doing their work well, thus it boosts their morale in the workplace.
- c) **Co-ordination:** Supervision ensures that there's co-ordination of teachers in the school.
- d) **Advisory function:** When the atmosphere of supervision is well-developed then teachers will feel free to consult those in higher ranks.

**The Development function:** As a result of supervision, there is curriculum development as well as professional growth of teachers.

Robinson feels that the five functions that is, facilitation, morale building, co-ordination, advisory and development justify the necessity for supervision of professionals in the curriculum implementation. This study will seek to find out whether supervision of ECD programmes by education officers, the QASOs and DICECE trainers satisfy these five functions.

## 2.4 Conceptual Framework

From the rationale of supervision theory developed by Robinson (1968), the researcher designed a conceptual framework that shows the independent variables and how they will help the study. The model is based on the concept that overall supervision of the ECD programme will lead to improvement in service delivery of pre-school education. Supervision will also lead to better quality education in terms of curriculum and instruction, use of adequate, relevant teaching materials, resources and provision of enough physical facilities. This is facilitated by the competent skills of the supervisors and supervisory practices which will be best carried out when supervisors fulfill five important functions in supervision which include: morale building, coordination, advisory function and the development function. When supervisory practices are carried out, they will lead to better methods of teaching, motivated teachers and learners, consequently leading to achievement of educational goals in ECD. All combined will lead to the desired outcome. It will also lead to a learner who is holistically nurtured which is indicated by the achievement in social, psychomotor and cognitive skills. These skills are a prerequisite to entering formal schooling that is, the first class of primary school education.



**Fig. 1.1: A model of conceptual framework on Supervisory Practices by QASO's in Public Pre- Schools in Lang'ata District.**

## **2.5 Summary of Literature Review**

The literature review indicates that early childhood care and education has improved over time. With the realization of independence, Kenya had to come up with better education policies which had the interest of the Nation at heart. Initially, there were no policies and guidelines underlying the provision of early education in Kenya. Today, there is more government involvement in collaboration with other partners particularly in the provision of ECD leading to the streamlining of ECD programmes, which heavily relies on community participation, provision of adequate curriculum and support materials, and availability of guidelines for registration and adequate supervision and monitoring. Policies developed in the ECD sector enhance the provision of early education which is a backbone of all individual learning in life.

Supervision of education is not unique to Kenya but it is global. Both developed and developing countries have put in place mechanisms to supervise educational services to ensure quality assurance and standards in education. Quality of education provided in a Kenya is determined by the satisfaction of the community with the educational services. The Kenyan government is, therefore, through the Ministry of Education compelled to maintain and improve educational standards through supervision. It is critical that Early Childhood Education programmes be intensively supervised as this will determine the kind of educational outcome of an individual in later years which inversely affects national development. Despite the government's efforts and those of other collaborating partners to enhance provision of early childhood education of good quality, there are still issues and constraints facing the sector which need to be addressed urgently to enable the country to realize the achievement of its educational objectives and consequently the realization of providing education For All (EFA). The literature review points out the role of QASO and DICECE officers in providing services. Unfortunately, it is revealed that these services are inadequate due to the few numbers of these officers. The introduction of FPE may have adversely affected supervision and monitoring of ECD services since officers in charge are required to closely supervise FPE hence paralyzing services to ECD.

This shocking revelation has prompted the researcher to investigate the supervisory activities of QASO, DICECE officers and the preschool head teachers to find out the implications on the provision of quality pre-school curriculum implementation in Lang'ata District, Nairobi County.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The following was discussed in this section: location of the study, research design, target population, sample size, sampling techniques, research instruments, pilot study, data collection procedures and data analysis techniques.

#### **3.2 Research Design**

A descriptive survey design was adopted to investigate supervisory practices in Early Childhood Development curriculum implementation and its implications for the provision of quality education in public pre-schools in Nairobi Province. The design involves describing, recording analyzing and reporting conditions that exist or existed. It also determines and reports the way things are (Borg, 1989). This design was relevant to this study because it facilitated adequate data collection basically by the use of questionnaires, documentary and data analysis. It assisted in measuring, classification, analysis and comparison and interpretation of data. It also helped in identification, assessment and description of behaviour, attitudes, values, opinions, characteristics, personal information and supervisory practices of the inspectors. Data collected was used to determine the current status of supervision in public ECD centres and its implications for provision of quality pre-school education in Nairobi Province.

#### **3.3 Target Population**

According to Mugenda (1999) population is an entire group of individuals, events or objects having a common observe. The population of this study was 8 public ECD centers in Langata district. To elicit the required information, the study also targeted various categories of ECD stakeholders. These categories comprised of 6 ECD teachers, head teachers, 4 zonal quality assurance and standards officers and 3 DICECE officers who were the supervisors of ECD teachers and centers.

### **3.4 Sample and Sampling Procedures**

Out of the six divisions in Langata, four were selected through purposive sampling due to their unique characteristics that might have influenced the supervisory practices of the officers in charge. These divisions comprised of characteristics which included aspects of slum, city center, upper class, rural, lower and middle class aspects. These unique aspects necessitated generalization of findings to the rest of the county. Soweto and Mugumoini division had aspects of middle and lower class regions that covered a good part of Kibera slum. Karen represented a typical urban upper class setting while Nairobi west had several of ECD centers in the heart of Langata district. The four divisions had 20 public pre-schools. The sample was above 30% of the 20 pre-schools which was 8 centers, this provided an adequate sample for the study. Two schools in each of the four divisions were randomly sampled to ensure that all pre-schools in each division had an equal and independent chances of being selected.

From each of the 8 schools, one ECD teacher was selected, where there was more than one teacher, the one in charge was purposively selected together with the assistant since they were more informed. In cases where there was one teacher, he/she was automatically included in the sample.

Given that all public ECD centers were feeder schools for particular primary schools, maximum number of primary schools associated with the ECD centers was 8, hence all primary school head teachers in the 8 schools participated in the study.

DICECE officers and QASOs are the officials in charge of monitoring and supervision for smooth curriculum implementation in the ECD centers. For this reason, DICECE officers and QASOs in charge of Langata District were participants in the study. A total of 3 DICECE officers and all the 4 zonal QASOs participated in the study.

### **3.5 Research Instruments**

The study instruments included the questionnaire and interview. The researcher used questionnaires as the main instrument of data collection. Mugenda and Mugenda (1999) observed that questionnaires give detailed answers to complex problems and therefore, are most effective. The use of questionnaires is also a popular method for data collection

in deduction because of the relative ease and cost-effectiveness with which they are constructed and administered. Questionnaires give a relatively objective data and endear themselves well design.

There were four questionnaires in this study: Zonal Quality Assurance and Standard officers' questionnaires, DICECE officers' questionnaire, Primary school head of school questionnaire, ECD teachers'. All the four questionnaires had the same format. Section (A) of the questionnaire contained the demographic information of the respondents including gender, educational and professional qualifications. Section (B) of the questionnaire sought to provide information on the process of supervision of early childhood curriculum implementation by QASOs and DICECE officers in Langata District. Some items in the questionnaire were closed-ended while others were open-ended.

Documentary analysis was appropriate to gather information on the impact of supervision on preschool curriculum implementation. Documentary analysis was provided by the preschool teachers showing the outcome of the children holistic development as per the common examination done by the public preschools in Langata District and developmental progress records they kept. The researcher prepared a documentary analysis form that contained four sections. Section one comprised of the name of the document, section two stated the purpose of the document, section three had the description of the document and section four the significant of the document according to miles and Huberman (1992) a documentary analysis should have the four sections.

The researcher will also review and scrutinize documents on pupil work in the exercise book, teacher's preparation documents and the learning environment, these will provide information on the nature of services and facilities provided and their impact on quality of education in the pre-school. The researcher will also examine supervision schedules of QASOs and DICECE officers to ascertain the level of supervision of pre-school curriculum implementation.

The researcher will use Interview schedule, according to Mugenda Wa Mugenda (1999) interview schedule allows the respondent to freely respond to the questions and gives the

researcher an opportunity to probe the respondent further. The interview schedule was administered to 4 QASOs, 3 DICECE officers, 8 primary head teachers and 8 preschool teachers to obtain information on impact of supervision on preschool curriculum implementation

### **3.6 Validity of Research Instruments**

Ogula (1998) states that validity is the degree to which a test measures what it is supposed to measure according to Roger D. Wimmer (2000) there are two types of validity ;internal and external validity. Internal validity refers to whether you are measuring what you think you are measuring .external refers to whether the research result can be generalized to respondents outside your sample. Cronbach (1982) suggests that validity of an instrument may be established deductively by showing that the item corresponds to the definition of the traits intended to be measured.

To ascertain the validity of the instruments, each respondent completed the questionnaire and each question item was discussed to determine suitability, clarity and relevance for the purpose of the study. The researcher also sought expertise of the supervisors to establish content validity and assess the relevance of the instruments to the study. The researcher administered the research instruments independently to the three scholars or researchers to examine each question item against research objectives. Each of them was requested to give an independent opinion on suitability and adequacy of each question item. Their views comments and suggestions were used to improve the questionnaire while working on the final copy in which they were incorporated in the design of the final instrument.

### **3.7 Reliability of Research Instrument**

Mugenda and Mugenda (1999) defined reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. An instrument is reliable when it can measure a variable accurately and obtain the same results over a period of time. However, reliability in research is affected by random errors, the pre-test helped the researcher identify the most likely source of errors and hence respond to before the actual study. Errors might come about as a result of inaccurate coding,

ambiguous instructions, interview, fatigue and bias. The researcher in designing and administering of her instruments took care to avoid such errors. The split half technique was used to verify instruments reliability. Delayed response technique was used. The instrument was given to the respondent and after fortnight the researcher gave another one to the same respondent. Since the response was the same the instrument was considered as reliable.

### **3.8 Data collection procedure, data Analysis Technique and data presentation.**

Both qualitative and quantitative techniques of data analysis were employed in this study. Analysis of data was started by checking the gathered raw data for completeness, usefulness and accuracy. Quantitative data was computed using the statistical package for social sciences (SPSS version 20) to get case processing summary, data was converted into frequencies and percentages and presented in tables and figures.

Qualitative medium was used in the study to address the open-ended items in the questionnaire which were tallied to find out the most common responses to enable computation of percentages. Generalization was drawn in line with the study objectives based on questionnaire, documentary analysis and interview material. The findings were presented using tables, pie charts and graphs for the purpose of making interpretations clearer.

### **3.9 Ethical Standards**

The researcher upheld the dignity of the respondent, confidentiality was priority number one. Pseudo names were used to hide the identification of the respondents and information got was used purely on academic purpose. The findings of the study upon request was and will be available to the respondents and other stake-holders.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION OF THE FINDINGS

#### 4.1 Introduction

The study sought to find out impact of supervision on ECE curriculum implementation in selected public pre-schools in Lang'ata District, Nairobi County, Kenya. Questionnaires and interview guides were used to collect data from the respondents. The collected data was sorted and organized to eliminate incomplete questionnaires and interview guides. Quantitative data was coded and keyed into SPSS version 20 for analysis while qualitative data was coded into theme categories that represented the situation as reported by the respondent. The findings of the study were presented and discussed according to the background information of the respondents and the objectives of the study.

#### 4.2 Response rate

Response rate according to America Association for Public Opinion Research (AAPOR), (2011) is the rate of complete research instruments with reporting units divided by the number of eligible reporting units in the sample. A total of 16 questionnaires were issued to respondents and a total of 14 questionnaires were received. According to Mugenda and Mugenda (2008), a response rate of 50% is acceptable for analysis. AAPOR (2011) explained that a response rate of over half is good while over 70% is very good. The response rate was very good at 87.5% and therefore it was sufficient for analysis. According to Babbie (1990), a response rate of 60% is good, 70% very good and 50% adequate for analysis and reporting from manual surveys. Bailey (1996) sets the adequacy bar at 75% and Chen (1996) argues that the larger the response rate, the smaller the non-response error.

### 4.3 Background information of the respondent

#### 4.3.1 Zone of the respondent

The study sought to find out the zonal area that the respondent came from. The findings were presented in Table 4.1. 75% of the DICECE officer respondents were from Langata Zone while 25% were from Karen Zone.

**Table 4.1: Zone the DICECE respondent came from**

|              | Frequency | Percent      | Cumulative Percent |
|--------------|-----------|--------------|--------------------|
| Langata Zone | 3         | 75.0         | 75.0               |
| Karen Zone   | 1         | 25.0         | 100.0              |
| <b>Total</b> | <b>4</b>  | <b>100.0</b> |                    |

50% of the head teacher respondents were from Langata while another 50% were from Nairobi West, as is shown in Table 4.2. However, 3 respondents did not indicate the zones they came from and therefore, were not presented in the table.

**Table 4.2: Zone the Head teacher respondents came from**

|              | Frequency | Percent      | Cumulative Percent |
|--------------|-----------|--------------|--------------------|
| Langata      | 2         | 50.0         | 50.0               |
| Nairobi West | 2         | 50.0         | 100.0              |
| <b>Total</b> | <b>4</b>  | <b>100.0</b> |                    |

Out of the Pre-School teachers who responded on the zonal question, 33.3% said they were from Nairobi West. Other pre-school teacher respondents did not indicate the zonal locations they were from.

### 4.3.2 Gender of the respondent

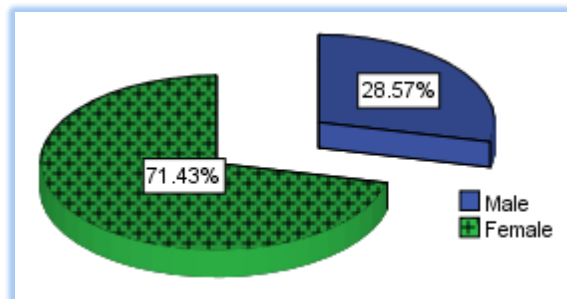
The study sought to find out gender representation of the respondents. The findings were presented and discussed under this section.

All the QASO officers were female respondents. From Table 4.3, 75% of the DICECE officers were female while 25% were male respondents.

**Table 4.3: Sex of the DICECE officer respondents**

|              | Frequency | Percent      | Cumulative Percent |
|--------------|-----------|--------------|--------------------|
| Male         | 1         | 25.0         | 25.0               |
| Female       | 3         | 75.0         | 100.0              |
| <b>Total</b> | <b>4</b>  | <b>100.0</b> |                    |

Figure 4.1 shows that, 71.4% of the Head teachers were female while 28.57% were male respondents.



**Figure 4.1: Gender of the head teacher respondents**

Table 4.4 indicates that 66.7% were female and 33.3% were male pre-school teacher respondent

**Table 4.4: Sex of the respondent**

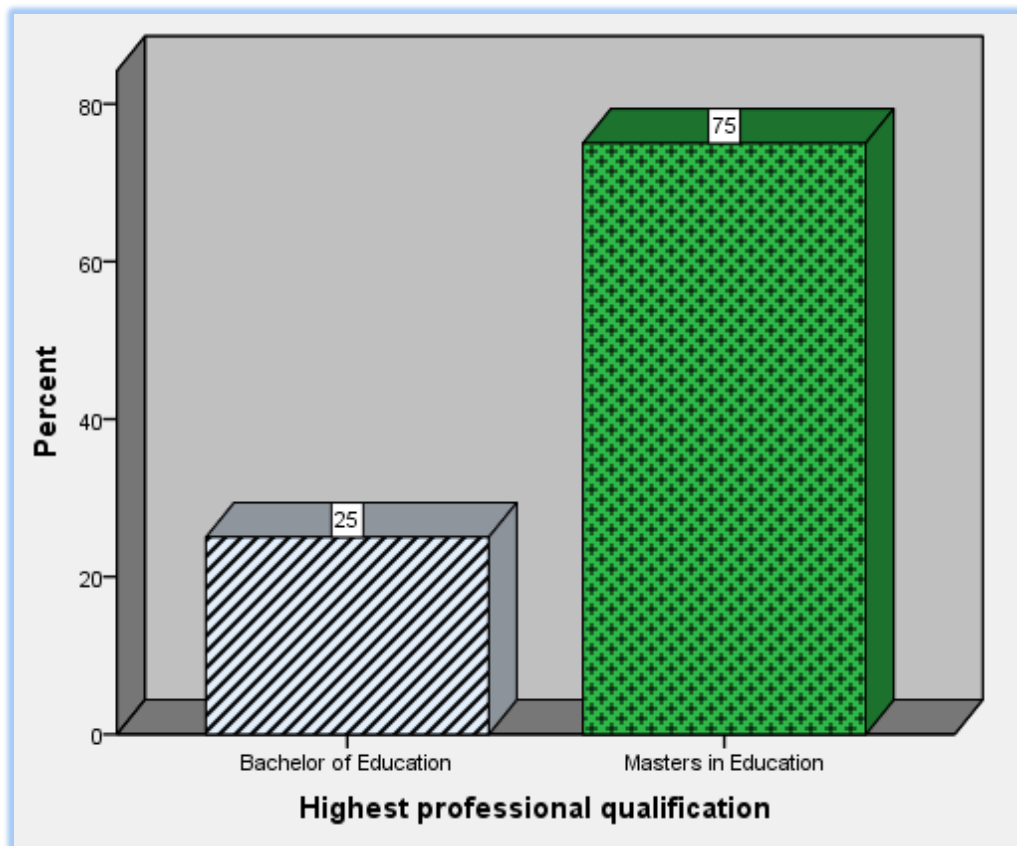


|              | Frequency | Percent      | Cumulative Percent |
|--------------|-----------|--------------|--------------------|
| Male         | 2         | 33.3         | 33.3               |
| Female       | 4         | 66.7         | 100.0              |
| <b>Total</b> | <b>6</b>  | <b>100.0</b> |                    |

#### 4.3.3 Highest Education Qualification of the Respondents

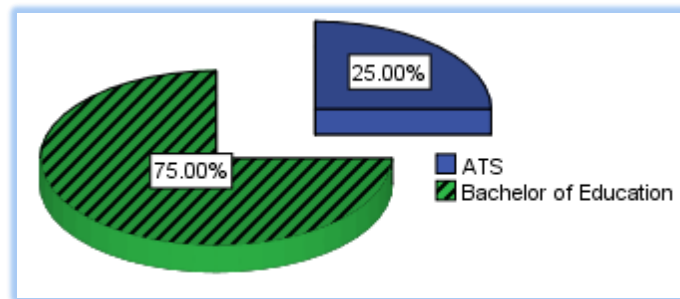
The study sought to establish the highest educational qualification of the respondents. The findings were presented and discussed in this section.

From Figure 4.2, the findings showed that 75% of the QASO officers had master's level of professional qualification and 25% had a bachelor's level of professional qualification.



**Figure 4.2: Highest level of professional qualification**

Figure 4.3 shows that 75% of the DICECE officer respondents had bachelor level of professional qualification, and 25% had ATS level of professional qualification.



**Figure 4.3: Level of professional qualification of the DICECE officers**

From Table 4.5, 42.9% of the head teacher respondents had bachelor of education level of professional qualification, 28.6% had ATS level of professional qualification, 14.3% had diploma level of professional qualification and another 14.3% had masters level of professional qualification.

**Table 4.5: Highest professional qualification**

|                       | Frequency | Percent      | Cumulative Percent |
|-----------------------|-----------|--------------|--------------------|
| ATS                   | 2         | 28.6         | 28.6               |
| Diploma in Education  | 1         | 14.3         | 42.9               |
| Bachelor of Education | 3         | 42.9         | 85.7               |
| Master's in Education | 1         | 14.3         | 100.0              |
| <b>Total</b>          | <b>7</b>  | <b>100.0</b> |                    |

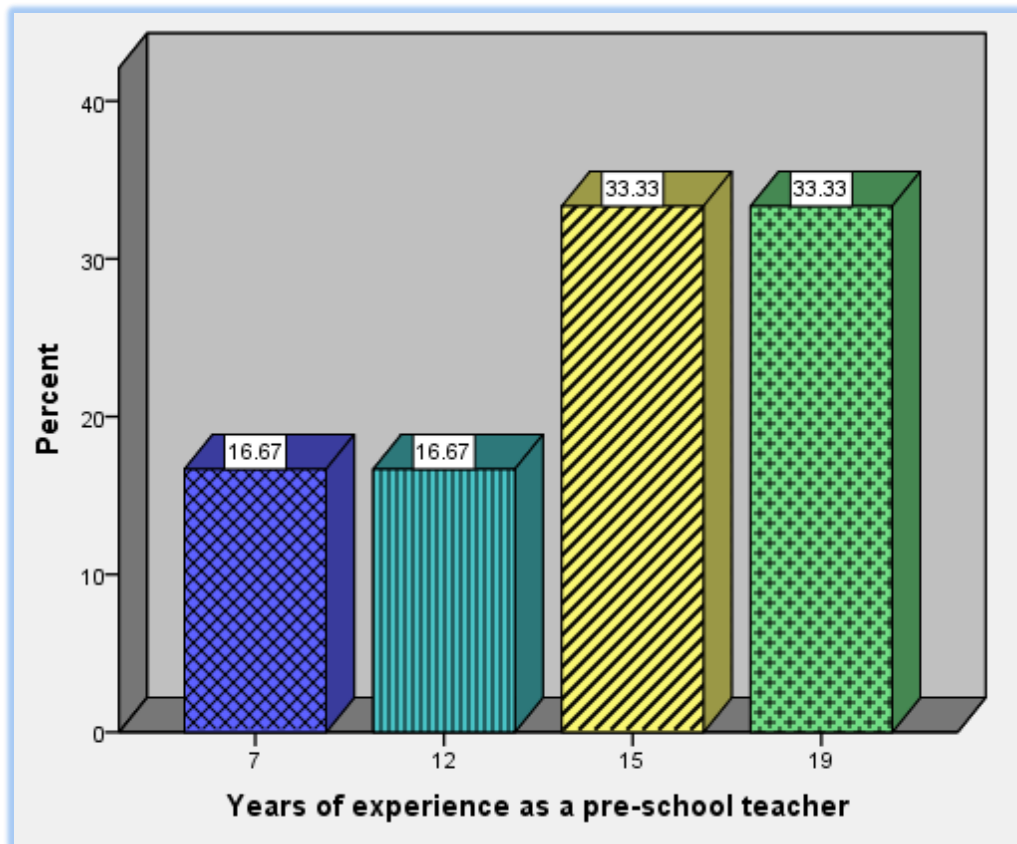
#### 4.3.4 Years of experience

The study sought to establish the number of years the head teachers and pre-school teachers had served in those positions. The findings were presented in Table 4.6 and Figure 4.4. From Table 4.6, 57.1% of the head teachers had 11-20 years' of experience, 28.6% said they had 1-10 years of experience and 14.3% said they had 21-30 years of

experience. From Figure 4.4, 16.67% said they had 12 years' experience and another 16.67% said they had 7 years' experience. Further, 33.33% said they had 19 years of experience and another 33.33% said they had 15 years' experience as pre-school teachers.

**Table 4.6: Years of experience as a head teacher**

|              | Frequency | Percent      | Cumulative Percent |
|--------------|-----------|--------------|--------------------|
| 1-10         | 2         | 28.6         | 28.6               |
| 11-20        | 4         | 57.1         | 85.7               |
| 21-30        | 1         | 14.3         | 100.0              |
| <b>Total</b> | <b>7</b>  | <b>100.0</b> |                    |



**Figure 4.4: Years' of experience as pre-school teachers**

#### **4.3.5 In-service programme attended by the respondents**

The respondents were asked the type of in-service programmes they had attended. The findings were presented in Table 4.7. From Table 4.7, 1 QASO officer had done Management in-service course, 1 QASO officer had done SBTD-Spread in-service course, 3 QASO officers had done Supervision, 1 QASO officer had done PRIMR in-service course, 2 officers from QASO had done an in-service course in Methodology, and 1 QASO officer had done Attitude Change course.

The table further shows that, 2 DICECE officers had done in-service P1 course, 1 DICECE officer had done PRIMR course, and 1 DICECE officer had done SMASSE as an in-service course.

The head teachers too did in-service courses as shown in Table 4.7. From the table, 3 head teachers had done an in-service administration course, 2 head teachers had done a management course, and 1 head teacher had done an in-service course on child friendly schools.

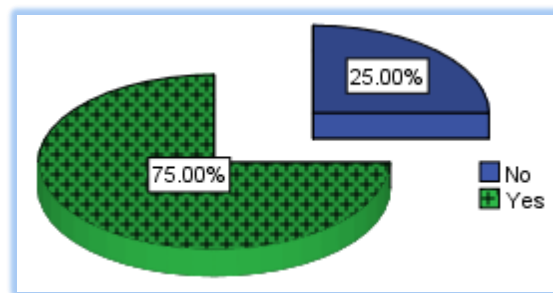
One pre-school teacher said that she did an in-service course in monitoring and evaluation, and another said that he did a course in management, as shown in Table 4.7.

**Table 4.7: In-service programme attended by the respondents**

|                      | <b>In-service course</b>  | <b>Frequency</b> | <b>Period</b> |
|----------------------|---------------------------|------------------|---------------|
| QASO                 | Management                | 1                | 1 – 2 weeks   |
|                      | SBTD-Spread               | 1                | 1 year        |
|                      | Supervision               | 3                | 1 – 2 weeks   |
|                      | PRIMR                     | 1                | 1 year        |
|                      | Methodology               | 2                | 1 – 2 weeks   |
|                      | Attitude Change           | 1                | 1 – 2 weeks   |
| DICECE               | P1                        | 2                | 2 years       |
|                      | PRIMR                     | 1                | 1 year        |
|                      | SMASSE                    | 1                | 1 year        |
| Head teachers        | Administration            | 3                | 1 year        |
|                      | Management                | 2                | 1 year        |
|                      | Child friendly schools    | 1                | 1 year        |
| Pre –school teachers | Monitoring and evaluation | 1                | 1 year        |
|                      | Management                | 1                | 1 year        |

#### 4.3.6 Teaching career before taking up their present day post

The respondents were asked if they were teachers before joining Quality Assurance and Standards as QASOs. The findings were presented in Figure 4.5. From the figure, 75% said yes they were teachers before joining their present posts. 25% said they were not teachers before their present posts. The respondents were further asked how long they had worked as teachers before taking their present post. Their responses were tabulated in Table 4.8.



**Figure 4.5: Teaching career before joining QAS**

From Table 4.8, 33.3% said they had taught for 15 years, 33.3% said they had taught for 16 years, and 33.3% said they had taught for 21 years

**Table 4.8: Duration the respondent was a teacher before becoming a QASO**

|              | Frequency | Percent      | Cumulative Percent |
|--------------|-----------|--------------|--------------------|
| 15           | 1         | 33.3         | 33.3               |
| 16           | 1         | 33.3         | 66.7               |
| 21           | 1         | 33.3         | 100.0              |
| <b>Total</b> | <b>3</b>  | <b>100.0</b> |                    |

The research sought to find out if DICECE officers were teachers before taking up their DICECE posts. All the respondents said they were teachers before becoming DICECE officers. The study further sought to establish the capacities DICECE respondents served as teachers and the durations they served. One of the respondents said (s)he taught as

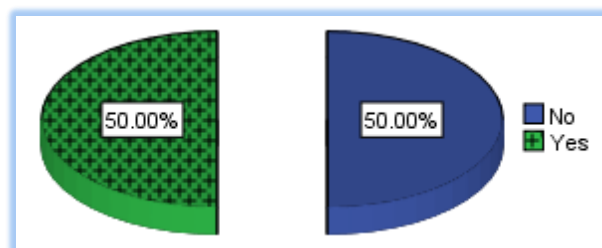
untrained teacher for 2 years, another respondent said (s)he taught as a P1 teacher for 18 years, one other respondent said (s)he served as an assistant teacher for 15 years, and one other respondent said (s)he served as a senior teacher for 6 years, as indicated in Table 4.9.

**Table 4.9: Capacity and duration of service before the respondents became DICECE officers**

| Capacity          | Frequency | Duration of service |
|-------------------|-----------|---------------------|
| Untrained teacher | 1         | 2 years             |
| P1 teacher        | 1         | 18 years            |
| Assistant teacher | 1         | 15 years            |
| Senior teacher    | 1         | 6 years             |

#### 4.3.7 Respondent Prior Experience in the ECDE sector

The study sought to establish if the respondents had prior experience in the ECDE sector before they took up their present post. The QASO officers were asked if they had worked in the ECDE sector before. The findings were summarized in Figure 4.6. From the figure, 50% of the respondent yes while another 50% said no.



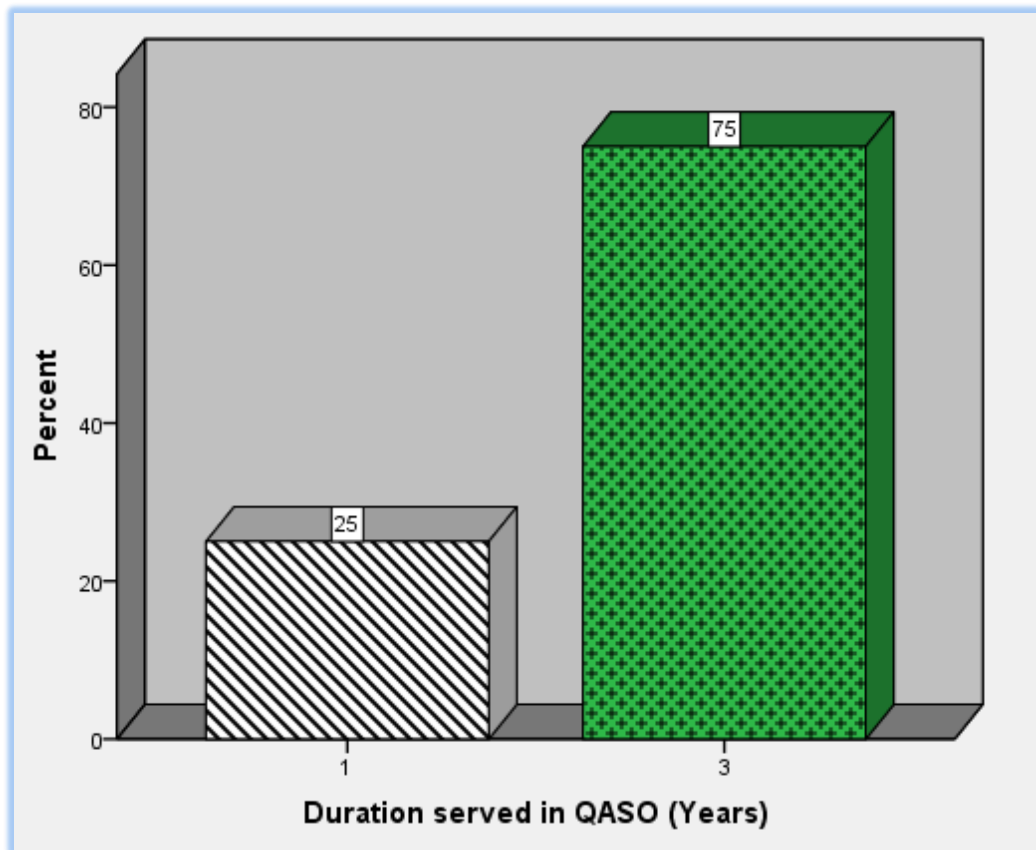
**Figure 4.6: If QASO respondents had worked in the ECDE sector**

Those who said yes, were further asked the duration of time they had worked and the capacities in which they served. Three respondents said they had worked as QASO Officers in the ECDE sector for 3-10 years.

The study further, asked DICECE respondents whether they had prior experiences in the area of ECDE before their present appointments. Most of the respondents said they had teaching experiences and therefore, were capable of handling the learners adequately in ECDE sector.

#### **4.3.8 Duration the respondents had served in their present post**

The research sought to find out duration QASOs had served in their present day posts. The findings were presented in Figure 4.7. From the figure, 75% of the QASO respondents said they had served for 3 years while 25% said they had served for a year.

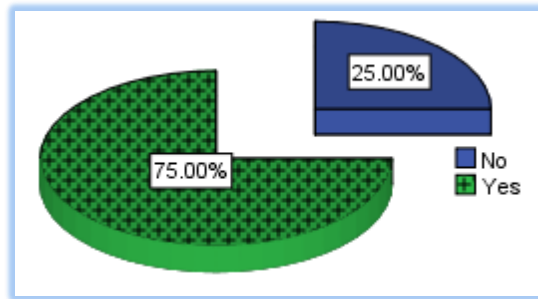


**Figure 4.7: Duration the respondent has served as a QASO**

Majority of the DICECE respondents said they had served for between 2-3 years.

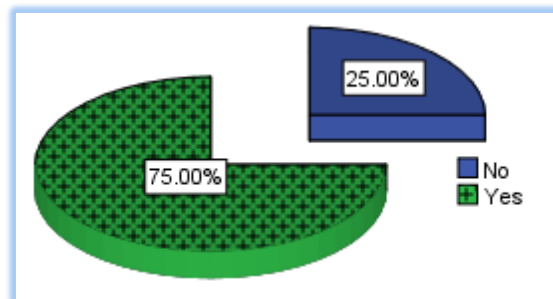


The study sought to establish if DICECE officers had been trained in the area of ECD. The findings were presented in Figure 4.8. From the findings, 75% of the respondents said they had been trained in the area of ECD, while 25% said they had not done any training in the area of ECD. Most of the respondents who said yes they had trained in ECD, said they had done it to a Diploma or a Degree level.



**Figure 4.8: Training acquired in the area of ECD**

Additionally, the study sought to establish if QASOs had been trained in the area of quality assurance and standards. The findings were presented in Figure 4.9. The figure shows that 75% of the respondents had undergone training in Quality Assurance and Standards while 25% said they did not undergo any training on Quality Assurance and Standards.



**Figure 4.9: Trained in the area of Quality Assurance and Standards**

This findings above confirm a similar study by Clark (1995) on how training influenced supervisors' performance in their roles in Lusaka, Zambia which revealed that qualification of supervisors had positive correlation with their performance. Qualified

supervisors were noted to contribute significantly to teachers' achievements both in and outside the classroom. He concluded that training played a significant role in how the supervisors performed their duties.

#### **4.3.9 Implications of supervising ECD programmes on quality of pre-school education**

The respondents were asked of their opinions on the useful contributions that QASO and DICECE officers were making on the quality of ECDE. The findings were presented and discussed under this section.

The study sought to find out if QASOs had a useful contribution in improving the quality of ECDE. All the QASO respondents said that QASOs were making useful contribution in improving the quality of ECDE. They further explained that, QASOs helps to identify difficulty areas and offer appropriate advice on curriculum implementation.

Further, DICECE officers were asked of their opinions on supervision of ECD programmes and the implications of supervision on quality of education in pre-schools. All the DICECE respondents said that supervision of ECD programmes had implications on quality of education in pre-schools. They further explained that, regular supervision ensures that the curriculum is fully implemented and the learners reap the benefits.

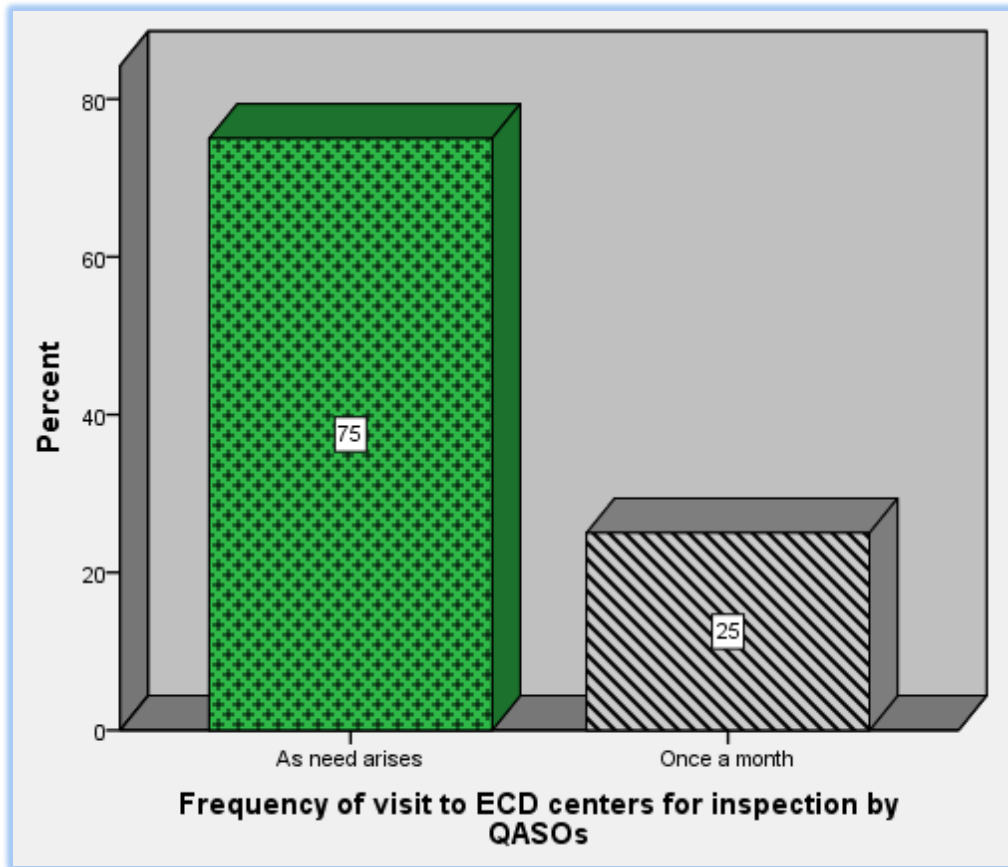
#### **4.4 The actual supervisory activities carried out by QASOs on curriculum implementation on ECDE in Langata district.**

The study sought to establish the impacts that actual supervisory activities carried out by QASOs have on curriculum implementation in ECDE. The findings of the research were presented and discussed under this section.

##### **4.4.1 Frequency of visit to ECD centers for inspection**

The study sought to find out the frequency with which QASOs visited ECD centers to inspect. The findings were summarized in Figure 4.10. The figure shows that, 75% of the

respondents said the QASOs visits when the need arises while 25% said they visit once a month.



**Figure 4.10: QASOs’ frequency of visit to ECD centers for inspection**

**4.4.2 Reasons that dictate the frequency of inspection (Ranked in a range of 1-5)**

QASOs respondents were asked to rate in a scale of 1-5, the reasons that dictated their frequency of inspecting ECDs. The findings were presented in Table 4.10. All the respondents rated routine as a reason for inspection lowest (at 1), 50% rated strike as a reason for inspection at 4 and another at level 5, 50% rated teachers’ complains at 2, 25% at 1 and another 25% at 4, 75% rated D.E.O’s request at low (at 1) while 25% rated at 3, and supervise teachers on teaching practice was rated at 1 by 50% of the QASOs, while 25% rated it at 2 and another 25% rated it at 4.

**Table 4.10: Reasons that dictate the frequency of inspection by QASOs to ECDs**

| Reasons                                 | 1 |     | 2 |    | 3 |    | 4 |    | 5 |    | Total<br>% |
|---|---|-----|---|----|---|----|---|----|---|----|------------|
|   | F | %   | F | %  | F | %  | F | %  | F | %  |            |
| Routine                                 | 4 | 100 |   |    |   |    |   |    |   |    | 100.0      |
| Strike                                  |   |     |   |    |   |    | 2 | 50 | 2 | 50 | 100.0      |
| Teachers' complains                     | 1 | 25  | 2 | 50 |   |    | 1 | 25 |   |    | 100.0      |
| D.E.O's request                         | 3 | 75  |   |    | 1 | 25 |   |    |   |    | 100.0      |
| Supervise teachers on teaching practice | 2 | 50  | 1 | 25 |   |    | 1 | 25 |   |    | 100.0      |

#### 4.4.3 Areas of Assessment by QASOs

The study sought to find what QASOs specifically assess in the areas of curriculum and instruction, teaching and learning facilities/resources, and learning environment. Majority of the QASOs respondents said they assess the implementation of the curriculum while some said they specifically check schemes of work, lesson notes and pupils books. From the interview guide, QASOs said that they assess teaching and learning aids and the implementation of curriculum.

On teaching and learning facilities/resources, majority of the respondents said they assess their availability and the conditions they are in. On the interview guide majority said they assess the relevance and suitability of teaching and learning facilities/resources. On learning environment, all the respondents said they assess if the learning environment is conducive for the young learners. In the interview guide, QASO interviewees said they assess safety, spacious, conduciveness of the learning environment.

#### 4.4.4 Effectiveness of supervisory practices regarding curriculum and instruction

The study sought to establish the effectiveness of QASOs supervisory practices on curriculum and instruction. The findings were summarized in Table 4.11. From the table,

majority (50%) of the QASOs respondents said recruitment and staffing was effective, Motivation of teachers was rated by 75% of the respondent as satisfactorily effective, Consultation with teachers was rated by 50% of QASOs as effective, initiating in-service and development programmes for teachers was rated by 50% of QASOs as being satisfactorily effective, 50% of QASOs rated evaluation of teachers in class as very effective, guidance and advice on pedagogy was rated as either ineffective (25%), satisfactorily effective (25%), effective (25%) or very effective (25%), while Curriculum development was also rated as either ineffective (25%), satisfactorily effective (25%), effective (25%) or very effective (25%).

In the interview guides, QASOs said they would rate the general effectiveness of supervisory activities/practices as excellent.

**Table 4.11: Effectiveness of supervisory practices by QASOs on curriculum and instruction**

| Reasons   | Ineffective              |    | Fairly effective |    | Satisfactorily effective |    | Effective |    | Very effective |    | Total %      |
|---|--------------------------|----|------------------|----|--------------------------|----|-----------|----|----------------|----|--------------|
|   | F                        | %  | F                | %  | F                        | %  | F         | %  | F              | %  |              |
|   | Recruitment and staffing | 1  | 25               |    |                          |    |           | 2  | 50             | 1  |              |
| Motivation of teachers  |                          |    | 1                | 25 | 3                        | 75 |           |    |                |    | <b>100.0</b> |
| Consultation with teachers                                    |                          |    | 1                | 25 |                          |    | 2         | 50 | 1              | 25 | <b>100.0</b> |
| Initiating in-service and development programmes for teachers |                          |    |                  |    | 2                        | 50 | 1         | 25 | 1              | 25 | <b>100.0</b> |
| Evaluation of teachers in class                               |                          |    | 1                | 25 |                          |    | 1         | 25 | 2              | 50 | <b>100.0</b> |
| Guidance and advice on pedagogy                               | 1                        | 25 |                  |    | 1                        | 25 | 1         | 25 | 1              | 25 | <b>100.0</b> |
| Curriculum development  | 1                        | 25 |                  |    | 1                        | 25 | 1         | 25 | 1              | 25 | <b>100.0</b> |

#### **4.4.5 Problems encountered by QASOs during supervision of ECD centers**

The study sought to find out the problems that QASOs encountered during supervision of ECD centers. One of the respondents said (s)he did not encounter any problems during supervision of ECD centers. However, the other QASOs respondents cited lack of cooperation and negative attitude from some teachers who looked at the as fault finders, and therefore failing to appreciate the supervision.

#### **4.4.6 Informing of teachers in advance during supervision of ECD centers**

The QASOs were asked if they informed ECD teachers in before they visited centers for supervision. All the QASO respondents said they informed teachers before visiting them for supervision.

#### **4.4.7 Forwarding of inspection reports**

The study sought to find out if QASOs forwarded inspection reports. All the respondents said they forward inspection reports, especially if there was an urgent issue that needed to be addressed by the seniors. Further, some of the respondents said it is a requirement that they forward all inspection reports. The study sought to find out the duration after which the QASOs felt it was practicable to give a report after a visit to a center. All the respondents said between 1 and 2 weeks after supervision. Additionally, the study sought to establish whether the QASO respondents receive any feedback/response on inspection. All the respondents said they received responses or feedbacks on inspection from MoE.

The study sought to establish methods that QASOs use during supervision. All the respondents said they visits teachers while teaching in classrooms and assess their methodology of teaching and also check learners' books. They later check the instruments of work such as the schemes of work, records of work and lesson plans.

#### **4.4.8 Problems faced in movement to centers for duty**

The study sought to establish if QASOs faced any problems during their movements to centers for duty. All the respondents said they faced problems of poor road networks and distance between schools.

#### 4.4.9 Frequency of implementation of recommendations made in the inspection reports

The research sought to find out the frequency at which recommendations given in the inspection reports were implemented. The findings were summarized in Table 4.12. On ECD teachers and head teachers, majority (75%) of the QASOs said they often implement the recommendations made in the reports. All (100%) the respondents said the DEOs and QASOs implement the recommendations made in the reports always. Majority (75%) said the DICECE officers implement the recommendations made in the reports always. On if MoE implements the recommendations of the reports, 50% of the respondents the often implement while 50% said they always implement the recommendations made in the reports.

**Table 4.12: Frequency of implementing recommendations made in the inspection reports**

| Persons         | Often |    | Always |     | Total %      |
|-----------------|-------|----|--------|-----|--------------|
|                 | F     | %  | F      | %   |              |
| ECD teachers    | 3     | 75 | 1      | 25  | <b>100.0</b> |
| Head teachers   | 3     | 75 | 1      | 25  | <b>100.0</b> |
| DEO             |       |    | 4      | 100 | <b>100.0</b> |
| QASOs           |       |    | 4      | 100 | <b>100.0</b> |
| DICECE officers | 1     | 25 | 3      | 75  | <b>100.0</b> |
| MoE             | 2     | 50 | 2      | 50  | <b>100.0</b> |



#### **4.4.10 Challenges facing QASOs in the course of their duties**

The study sought to establish if QASOs faced any challenges as they went about their duties. Majority of the respondents said they faced bad attitude from teachers who felt QASOs were fault finders. Others said they were overloaded with work as they had many schools to inspect and supervise and later compile all the reports.

#### **4.4.11 Ways QASO can enhance the quality of pre-school education**

The research sought to find out the ways in which the respondents felt QASOs could enhance the quality of pre-school education. Majority of the respondents recommended regular supervisions, motivation of teachers, recommending in-service courses for ECD teachers, guiding and advising the teachers on quality teaching and learning materials, and making follow ups regularly. Further, teachers with negative attitudes towards supervision needed to be encouraged and supported to change their attitudes.

#### **4.4.12 Frequency with which QASOs experience certain items in course of duty**

The study sought to find out the frequency with which the QASOs notice certain experiences as they go about doing their duties. The findings were presented in Table 4.13. From the table, 75% of the respondents said that they experience negative perceptions by school administration very often, 50% said that they experience teachers taking comments seriously rarely while another 50% said often, 50% said they rarely experience lack of motivation, 75% said that they rarely experience lack of transport, another 75% said they experience lack of materials and equipment rarely, another 75% said they experience teachers who exhibit negative attitudes towards supervisors very often, 50% said that they rarely experience lack of skills in the area of quality assurance, another 50% said they rarely experience lack of knowledge in ECDE, and 75% said that, very often they are seen as fault finders by teachers.

**Table 4.13: Frequency of experiencing certain items in course of duty by QASOs**

| Reasons  | Not at all |    | Rarely |    | Often |    | Very often |    | Total<br>%   |
|--|------------|----|--------|----|-------|----|------------|----|--------------|
|  | F          | %  | F      | %  | F     | %  | F          | %  |              |
| Negative perceptions<br>by school<br>administration          |            |    |        |    | 1     | 25 | 3          | 75 | <b>100.0</b> |
| Teachers taking<br>comments seriously                        |            |    | 2      | 50 | 2     | 50 |            |    | <b>100.0</b> |
| Lack of motivation   |            |    | 2      | 50 | 1     | 25 | 1          | 25 | <b>100.0</b> |
| Lack of transport  |            |    | 3      | 75 | 1     | 25 |            |    | <b>100.0</b> |
| Lack of materials and<br>equipment                           |            |    | 3      | 75 | 1     | 25 |            |    | <b>100.0</b> |
| Teachers exhibit<br>negative attitude<br>towards supervisors |            |    |        |    | 1     | 25 | 3          | 75 | <b>100.0</b> |
| Lack of skills in the<br>area of quality<br>assurance        |            |    | 2      | 50 | 1     | 25 | 1          | 25 | <b>100.0</b> |
| Lack of knowledge in<br>ECDE                                 | 1          | 25 | 2      | 50 | 1     | 25 |            |    | <b>100.0</b> |
| Seen as fault finders by<br>teachers                         |            |    |        |    | 1     | 25 | 3          | 75 | <b>100.0</b> |

#### 4.4.13 QASOs comments on the effectiveness of supervision of ECD centers

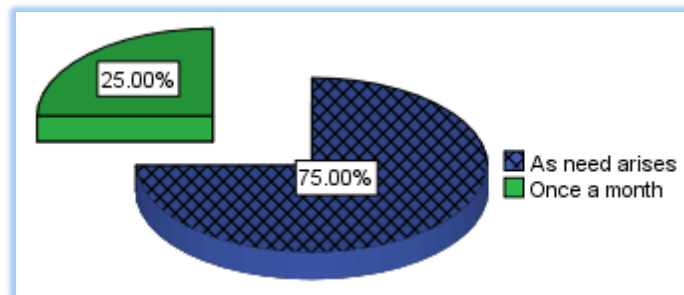
The respondents were asked to comment on the effectiveness of supervision of ECD centers. Majority of the QASOs said that the supervision is very effective in their zones as they find their recommendations are implemented on their second visits.

#### 4.5 The impact of actual supervisory activities carried out by DICECE officers on curriculum implementation on ECDE in Langata district

The study sought to find the impacts that actual supervisory activities carried out by DICECE officers, had on curriculum implementation on ECDE in Langata District. The findings were presented and discussed under this section.

##### 4.5.1 Frequency of visit to ECD centres for assessments

The DICECE officers' respondents were asked the frequency at which they visited the ECD centers for assessments. The findings were presented in Figure 4.11. From the figure, 75% said they visit as the need arises, while 25% said once in a month.



**Figure 4.11: Frequency of visit for assessments**

##### 4.5.2 Reasons that dictate the frequency of inspection (Ranked in a range of 1-5)

DICECE respondents were asked to rate in a scale of 1-5, the reasons that dictated their frequency of visiting ECDs. The findings were presented in Table 4.14. From the findings, 50% of the respondents rated routine as a reason for inspection lowest (at 1) while another 50% rated it at 5, 50% rated strike as a reason for inspection at 1, 66.7% rated teachers' complains at 1, 50% rated D.E.O's request at 3 while another 50% rated it at 4, and supervise teachers on teaching practice was rated at 2 by 50% of the QASOs, while 25% rated it at 4 and another 25% rated it at 5.

**Table 4.14: Reasons that dictate the frequency of inspection by QASOs to ECDs**

| Reasons                                 | 1 |      | 2 |    | 3 |    | 4 |    | 5 |      | Total<br>%   |
|---|---|------|---|----|---|----|---|----|---|------|--------------|
|   | F | %    | F | %  | F | %  | F | %  | F | %    |              |
| Routine                                 | 2 | 50   |   |    |   |    |   |    | 2 | 50   | <b>100.0</b> |
| Strike                                  | 2 | 50   |   |    | 1 | 25 |   |    | 1 | 25   | <b>100.0</b> |
| Teachers' complains                     | 2 | 66.7 |   |    |   |    |   |    | 1 | 33.3 | <b>100.0</b> |
| D.E.O's request                         |   |      |   |    | 2 | 50 | 2 | 50 |   |      | <b>100.0</b> |
| Supervise teachers on teaching practice |   |      | 2 | 50 |   |    | 1 | 25 | 1 | 25   | <b>100.0</b> |

#### **4.5.3 Areas of Assessment by DICECE officers**

The study sought to find out items that DICECE officers assess in the areas of curriculum and instruction, teaching and learning facilities/resources, the ECD center environment and any other areas. On the curriculum and instruction, most of the respondents said that they assess the way the curriculum is being implemented and if it is to the learners take and benefit. On the teaching and learning facilities/resources, majority of the respondents said they assess their appropriateness to the level of learners, their availability and their conditions. On the ECD center environment, majority of the respondents said they assess if it is conducive for learning and safe for young learners. Additionally, the DICECE officers said they assess age appropriateness of the learners and feeding programmes in the schools.

#### 4.5.4 (a) Effectiveness of supervisory practices on curriculum and instruction

The study sought to find out the effectiveness that supervisory practices had on curriculum and instruction. The findings were summarized in Table 4.15. From the table, half (50%) of the respondents said motivation of teachers was either satisfactorily effective or effective. Another half (50%) of the respondents said consultation with teachers was either satisfactorily effective or effective. Half (50%) said that the curriculum implementation was very effective. On evaluation of teachers in class, 50% rated it as either ineffective. Guidance and advice on pedagogy was rated as either ineffective or fairly effective by 50% of the respondents. Half (50%) rated initiating in-service and development programmes for teachers as fairly effective while another half (50%) rated it as effective.

**Table 4.15: Effectiveness of supervisory practices on curriculum and instruction**

| Reasons                         | Ineffective            |    | Fairly effective |    | Satisfactorily effective |    | Effective |    | Very effective |    | Total %      |
|---------------------------------|------------------------|----|------------------|----|--------------------------|----|-----------|----|----------------|----|--------------|
|                                 | F                      | %  | F                | %  | F                        | %  | F         | %  | F              | %  |              |
|                                 | Motivation of teachers | 1  | 25               | 1  | 25                       | 1  | 25        | 1  | 25             |    |              |
| Consultation with teachers      | 1                      | 25 | 1                | 25 | 1                        | 25 | 1         | 25 |                |    | <b>100.0</b> |
| Curriculum implementation       |                        |    | 1                | 15 | 1                        | 25 |           |    | 2              | 50 | <b>100.0</b> |
| Evaluation of teachers in class | 2                      | 50 |                  |    |                          |    | 1         | 25 | 1              | 25 | <b>100.0</b> |
| Guidance and advice on pedagogy | 1                      | 25 | 1                | 25 | 1                        | 25 |           |    | 1              | 25 | <b>100.0</b> |

|   |   |    |   |    |              |
|---|---|----|---|----|--------------|
| Initiating in-service and development programmes for teachers | 2 | 50 | 2 | 50 | <b>100.0</b> |
|---|---|----|---|----|--------------|

**(b) Effectiveness of supervisory practices on teaching and learning facilities/resources**

The study sought to find the effectiveness that supervisory practices had on the teaching and learning facilities/resources. The findings were summarized in Table 4.16. From the table, a majority (50%) of the respondents rated development of teaching materials/resources as very effective. Another half (50%) rated assessment of learning materials/resources as very effective. A majority (50%) rated assessment of learning facilities as effective. Half (50%) rated rendering advice on suitability of materials, facilities and resources in ECDE as ineffective.

**Table 4.16: Effectiveness of supervisory practices on teaching and learning facilities/resources**

| Reasons                                     | Ineffective |    | Fairly effective |   | Satisfactorily effective |    | Effective |   | Very effective |    | Total %      |
|---|-------------|----|------------------|---|--------------------------|----|-----------|---|----------------|----|--------------|
|   | F           | %  | F                | % | F                        | %  | F         | % | F              | %  |              |
| Development of teaching materials/resources | 1           | 25 |                  |   | 1                        | 25 |           |   | 2              | 50 | <b>100.0</b> |
| Assessment of learning facilities           | 1           | 25 |                  |   | 1                        | 25 |           |   | 2              | 50 | <b>100.</b>  |

|   |   |    |   |    |   |    |    |   |              |              |
|---|---|----|---|----|---|----|----|---|--------------|--------------|
| materials/resources   |   |    |   |    |   |    |    |   | <b>0</b>     |              |
| Assessment of learning facilities   | 1 | 25 | 1 | 25 |   | 2  | 50 |   | <b>100.0</b> |              |
| Render advice on suitability of materials, facilities and resources in ECDE | 2 | 50 |   |    | 1 | 25 |    | 1 | 25           | <b>100.0</b> |

#### **4.5.5 Problems encountered by DICECE officers during supervision of ECD centers**

The study sought to find out the problems that DICECE officers encountered as they went about their duties. Majority of the respondents said that they encounter rigid teachers who are not ready or willing to adjust with the dynamic curriculum, overcrowded classes with few ECD teachers, uncooperative head teachers, and unconducive conditions of learning for learners.

#### **4.5.6 Informing of teachers in advance before visiting their schools**

The study sought to find out if DICECE officers inform teachers before they visited their schools. Majority of the respondents said usually they do not inform the teachers of their intending visits. They further said, they do so, that they can find teachers and learners in their natural environment/setup. Other respondents who said they inform the teachers of their intending visits, said they do so that the teachers feel free to disclose their needs and challenges in terms of handling ECD learners.

#### **4.5.7 Forwarding inspection reports**

The study sought to find out if the DICECE officers forwarded the inspection reports. Majority of the respondents said they forwarded the inspection reports so that necessary

actions could be taken by the relevant authorities, especially if it necessitated an action to be taken promptly.

Further, the research sought to find out the duration that DICECE officers felt it was practical for them to give a report after visiting to a center. Majority of the respondents said between a few days to a month.

**4.5.8 Problems encountered by DICECE officers in their movements to centers for duties**

The study sought to find out the problems that DICECE officers encounter as move across centers for duty. Majority of the respondents said they face traffic jams, long distance between schools, and sometime they lack transport.

**4.5.9 The Extent to which recommendations of assessments reports are implemented**

The research sought to find out the extent to which the recommendations from assessment reports are implemented by the relevant people. The findings were presented in Table 4.17. From the table, all the respondents said that ECD teachers either often or always implement the recommendations made in the assessment reports. Half (50%), said that the head teachers often implement the recommendations made in the assessment reports while the other half (50%) said they rarely implement the recommendations made in the assessment reports. A majority (66.7%) said that DEO rarely implement the recommendations made in the assessment reports. Another 66.7% said that QASOs rarely implement the recommendations made in the assessment reports. A majority (66.7%) said that often, DICECE officers implement the recommendations made in the assessment reports. More than half (66.6%) said that, either MoE does not or they rarely implement the recommendations made in the assessment reports.

**Table 4.17: Extent of implementation of assessments reports by concerned persons**

| Persons | Not at all |   | Rarely |   | Often |   | Always |   | Total |
|---------|------------|---|--------|---|-------|---|--------|---|-------|
|         | F          | % | F      | % | F     | % | F      | % |       |



|                 |   |      |      |      |      |    |              |              |
|-----------------|---|------|------|------|------|----|--------------|--------------|
| ECD teachers    |   |      | 2    | 50   | 2    | 50 | <b>100.0</b> |              |
| Head teachers   |   | 2    | 50   | 2    | 50   |    | <b>100.0</b> |              |
| DEO             |   | 2    | 66.7 | 1    | 33.3 |    | <b>100.0</b> |              |
| QASOs           |   | 2    | 66.7 | 1    | 33.3 |    | <b>100.0</b> |              |
| DICECE officers |   |      |      | 2    | 66.7 | 1  | 33.3         | <b>100.0</b> |
| MoE             | 1 | 33.3 | 1    | 33.3 |      | 1  | 33.3         | <b>100.0</b> |

#### **4.5.10 Workload facing DICECE officers in the course of duty and how they felt**

The study sought to establish the feelings DICECE officers had concerning the workload. Half of the respondents said they were alright while another half of the respondents said they felt overloaded.

#### **4.5.11 Working conditions DICECE officers wished for in their sections**

The research sought to establish the working conditions that DICECE officers wished for in the sections of duty. Majority of the respondents said they wished for smooth and harmonious working conditions where teachers embrace their duty and appreciate the supervisors and inspectors. Others said they wished for enough facilities/resources that enable them work smoothly in their sections.

#### **4.5.12 Ways in which DICECE officers enhance the quality of pre-school education**

The study sought to find out ways in which DICECE officers enhanced the quality of pre-school education. Majority of the respondents said offering in-service courses to the teachers so as to give them new and emerging knowledge, regular visits by DICECE officers so to ensure the teachers get used to being supervised and inspected, exchange programmes with zones or districts so as to facilitate the sharing of knowledge and skills between regions, and also employing of more qualified teachers in ECDs.

#### 4.5.13 Recommendations of DICECE officers about supervision of ECD centers

The respondents were asked to make recommendations about supervision of ECD centers. Majority of the respondent recommended routine supervisions to enable the teachers get used to being supervised and also for the learners to benefit.

#### 4.5.14 Frequency with which DICECE officers experience certain items

The study sought to find out the frequency with which DICECE officers experienced certain items as they went about their duties. The findings were presented in Table 4.18. The table shows that, 50% said often they experience negative perceptions by school Administration. Another 50% said they often receive experience of teachers taking comments seriously. Half (50%) said they experience lack of motivation very often. Another half (50%) said, very often they usually lack transport. Half (50%) of the respondents said very often there is lack of materials and equipment. Half (50%) said often teachers exhibit negative attitude towards supervisors, majority (75%) said there is rarely lack of skills in the area of ECDE, half (50%) said there is rarely lack of knowledge in ECDE, and another 50% said often DICECE officers are seen as fault finders by teachers.

**Table 4.18: Frequency of experiencing certain items in course of duty by DICECE officers**

| Reasons                                       | Not at all |    | Rarely |    | Often |    | Very often |    | Total % |
|---|------------|----|--------|----|-------|----|------------|----|---------|
|   | F          | %  | F      | %  | F     | %  | F          | %  |         |
| Negative perceptions by school administration | 1          | 25 |        |    | 2     | 50 | 1          | 25 | 100.0   |
| Teachers taking comments seriously            |            |    | 1      | 25 | 2     | 50 | 1          | 25 | 100.0   |
| Lack of motivation                            | 1          | 25 |        |    | 1     | 25 | 2          | 50 | 100.0   |

|  |   |    |   |    |   |    |   |    |              |
|--|---|----|---|----|---|----|---|----|--------------|
| Lack of transport                                      | 1 | 25 |   |    | 1 | 25 | 2 | 50 | <b>100.0</b> |
| Lack of materials and equipment                        |   |    | 1 | 25 | 1 | 25 | 2 | 50 | <b>100.0</b> |
| Teachers exhibit negative attitude towards supervisors |   |    | 1 | 25 | 2 | 50 | 1 | 25 | <b>100.0</b> |
| Lack of skills in the area of ECDE                     |   |    | 3 | 75 | 1 | 25 |   |    | <b>100.0</b> |
| Lack of knowledge in ECDE                              | 1 | 25 | 2 | 50 | 1 | 25 |   |    | <b>100.0</b> |
| Seen as fault finders by teachers                      |   |    |   |    | 2 | 50 | 1 | 25 | <b>100.0</b> |

#### **4.5.14 Effectiveness of supervision of ECD centers**

The respondents were asked to comment on the effectiveness of ECD centers in the zone. Majority of the respondents said routine supervisions helps the learners the most as teachers ultimately end up doing the right thing and implementing the curriculum in the right manner.

#### **4.6 The impact of actual supervisory activities carried out by primary school head teachers on curriculum implementation on ECDE in Langata district**

The study sought to find out the impacts that actual supervisory activities done by primary school head teachers have on curriculum implementation. The findings of the study were presented and discussed in this section.

##### **4.6.1 Frequency with which the school is visited by officials from the ministry of education**

The research sought to find out the frequency with which pre-school get a visit from officials from the ministry of education. The findings were presented in Table 4.19. From the table, 57.1% of the respondents said QASOs visits their pre-schools frequently. All the respondents said their pre-schools received rare visits from DICECE officers. Half (50%) of the respondents said they got frequent visits by DEO, and majority (66.7%) said they were rarely visited by the TAC Tutors.

**Table 4.19: Frequency of pre-school visit by ministry officials**

|                 | Not at all |      | Rarely |      | Frequently |      | Total %      |
|-----------------|------------|------|--------|------|------------|------|--------------|
|                 | F          | %    | F      | %    | F          | %    |              |
| QASOs           |            |      | 2      | 33.3 | 4          | 57.1 | <b>100.0</b> |
| DICECE officers |            |      | 6      | 100  |            |      | <b>100.0</b> |
| DEO             | 1          | 16.7 | 2      | 33.3 | 3          | 50   | <b>100.0</b> |
| TAC Tutors      |            |      | 4      | 66.7 | 2          | 33.3 | <b>100.0</b> |

##### **4.6.2 Reasons for inspection by QASO and DICECE officers**

The study sought to find out the reasons for inspection of pre-schools by QASO and DICECE officers. Majority of the respondents cited general routine inspection, supervise students on teaching practice, during strikes, inspect classroom teaching, during crisis, upon teachers complains, pre-registration, and registration.

#### 4.6.3 The extent to which QASO and DICECE officers have helped improve the quality of pre-school education

The study sought to find out the improvement that QASO and DICECE officers had done to the quality of teaching and learning in pre-schools. The findings were presented in Table 4.20. From the table a bigger majority (85.7%) said to a large extent QASO helped improve the quality of teaching and learning in pre-schools, while a majority of 57.1% said that DICECE officers helped improve the quality of teaching and learning in pre-schools.

In the interview guides, the head teachers said that they can attribute perfected performance in the common preschool exams to supervision by QASOs and DICECE officers.

**Table 4.20: Extent to which the quality of teaching and learning has improved in pre-schools**

|                 | Small extent |      | Large extent |      | Very large extent |      | Total %      |
|-----------------|--------------|------|--------------|------|-------------------|------|--------------|
|                 | F            | %    | F            | %    | F                 | %    |              |
| QASO            | 1            | 14.3 | 6            | 85.7 |                   |      | <b>100.0</b> |
| DICECE officers |              |      | 4            | 57.1 | 3                 | 42.9 | <b>100.0</b> |

#### 4.6.4 Following up of supervision after inspectors' recommendations

The head teacher respondents were asked if they follow up supervision after inspectors' recommendations. All the head teachers said they do through classroom and subject supervision and so as to ensure the recommendations are implemented.

#### 4.6.5 (a) Effectiveness of QASOs and DICECE officers in their supervisory activities on curriculum and instruction

The study sought to establish the effectiveness that QASOs had through their supervisory practices on the curriculum implementation. The findings of the study were presented in

Table 4.21. From the table, 42.9% rated recruitment and staffing as effective, and another 42.9% rated motivation of teachers as satisfactorily effective. Consultation with teachers was rated by half (50%) of the respondents as fairly effective. A majority (57.1%) rated curriculum development as fairly effective. Half (50%) rated curriculum implementation as effective. A study by Daresh and Playko, (1992) carried out a research on how supervision impacted on curriculum implementation in schools in Boston. Results obtained revealed that supervision done in areas of checking on lesson plans, schemes of work register and other administrative documents had a positive impact in academic performance of pupils.

42.9% rated evaluation of teachers in class as effective. A majority (57.2%) rated guidance and advice on pedagogy as either satisfactorily effective or effective. A simple majority (42.9%) rated initiating in-service and development programmes for teachers as ineffective.

Table 4.21: Effectiveness of QASOs in their supervisory activities on curriculum and instruction

|   | Ineffective              |      | Fairly effective |      | Satisfactorily effective |      | Effective |      | Very effective |   | Total %      |
|---|--------------------------|------|------------------|------|--------------------------|------|-----------|------|----------------|---|--------------|
|   | F                        | %    | F                | %    | F                        | %    | F         | %    | F              | % |              |
|   | Recruitment and staffing | 2    | 28.6             |      |                          |      |           | 3    | 42.9           | 2 |              |
| Motivation of teachers  | 1                        | 14.3 | 2                | 28.6 | 3                        | 42.9 | 1         | 14.3 |                |   | <b>100.0</b> |
| Consultation with teachers                                    | 1                        | 16.7 | 3                | 50   | 1                        | 16.7 | 1         | 16.7 |                |   | <b>100.0</b> |
| Curriculum development  | 2                        | 28.6 | 4                | 57.1 | 1                        | 14.3 |           |      |                |   | <b>100.0</b> |
| Curriculum implementation                                     | 1                        | 16.7 |                  |      | 2                        | 33.3 | 3         | 50   |                |   | <b>100.0</b> |
| Evaluation of teachers in class                               |                          |      | 2                | 28.6 | 2                        | 28.6 | 3         | 42.9 |                |   | <b>100.0</b> |
| Guidance and advice on pedagogy                               | 2                        | 28.6 | 1                | 14.3 | 2                        | 28.6 | 2         | 28.6 |                |   | <b>100.0</b> |
| Initiating in-service and development programmes for teachers | 3                        | 42.9 |                  |      | 2                        | 28.6 | 2         | 28.6 |                |   | <b>100.0</b> |

Further, the study sought to establish the effectiveness that DICECE officers had through their supervisory practices on the curriculum implementation. The findings of the study were presented in Table 4.22. From the table, 28.6% rated recruitment and staffing as effective while another 28.6% rated it as fairly effective. A simple majority (42.9%) rated motivation of teachers as either effective or very effective. Consultation with teachers was rated by half (50%) of the respondents as effective. A majority (42.9%) rated curriculum development as fairly effective. Half (50%) rated curriculum implementation as very effective. A simple majority of 42.9% rated evaluation of teachers in class as effective. A majority (42.9%) rated guidance and advice on pedagogy as very effective. A simple majority (42.9%) rated initiating in-service and development programmes for teachers as either effective or very effective.

**Table 4.22: Effectiveness of DICECE officers in their supervisory activities on curriculum and instruction**

|                            | Ineffective |      | Fairly effective |      | Satisfactorily effective |      | Effective |      | Very effective |      | Total %      |
|----------------------------|-------------|------|------------------|------|--------------------------|------|-----------|------|----------------|------|--------------|
|                            | F           | %    | F                | %    | F                        | %    | F         | %    | F              | %    |              |
| Recruitment and staffing   | 1           | 14.3 | 2                | 28.6 | 1                        | 14.3 | 2         | 28.6 | 1              | 14.3 | <b>100.0</b> |
| Motivation of teachers     |             |      | 2                | 28.6 | 2                        | 28.6 | 2         | 28.6 | 1              | 14.3 | <b>100.0</b> |
| Consultation with teachers | 1           | 16.7 | 1                | 16.7 | 1                        | 16.7 | 3         | 50   |                |      | <b>100.0</b> |
| Curriculum development     |             |      | 3                | 42.9 | 2                        | 28.6 |           |      | 2              | 28.6 | <b>100.0</b> |
| Curriculum implementation  |             |      | 1                | 25   |                          |      | 1         | 25   | 2              | 50   | <b>100.0</b> |



|   |   |      |   |      |   |      |   |      |   |      |              |
|---|---|------|---|------|---|------|---|------|---|------|--------------|
| Evaluation of teachers in class                               | 1 | 14.3 | 1 | 14.3 | 1 | 14.3 | 3 | 42.9 | 1 | 14.3 | <b>100.0</b> |
| Guidance and advice on pedagogy                               | 2 | 28.6 |   |      | 2 | 28.6 |   |      | 3 | 42.9 | <b>100.0</b> |
| Initiating in-service and development programmes for teachers | 2 | 28.6 |   |      | 2 | 28.6 | 1 | 14.3 | 2 | 28.6 | <b>100.0</b> |

**(b) Effectiveness of QASOs and DICECE officers in their supervisory activities on teaching and learning facilities/resources**

The study sought to find out the effectiveness that QASOs through their supervisory activities on teaching and learning facilities/resources. The findings were summarized in Table 4.23. From the table, 42.9% of the respondents rated development of teaching and learning materials/resources as satisfactorily effective. Assessment of learning materials/resources was rated by 42.9% of the respondents as being fairly effective. Another 42.9% rated assessment of learning facilities as being fairly effective. 57.1% rated rendering of advice on suitability of materials, facilities and resources, as satisfactorily effective.

**Table 4.23: Effectiveness of QASOs in their supervisory activities on teaching and learning facilities/resources**

|   | Ineffective |      | Fairly effective |      | Satisfactorily effective |      | Effective |      | Very effective |      | Total %      |
|---|-------------|------|------------------|------|--------------------------|------|-----------|------|----------------|------|--------------|
|   | F           | %    | F                | %    | F                        | %    | F         | %    | F              | %    |              |
| Development of teaching and learning materials/resource             | 1           | 14.3 | 1                | 14.3 | 3                        | 42.9 | 2         | 28.6 |                |      | <b>100.0</b> |
| Assessment of learning materials/resource                           | 1           | 14.3 | 3                | 42.9 |                          |      | 2         | 28.6 | 1              | 14.3 | <b>100.0</b> |
| Assessment of learning facilities                                   |             |      | 3                | 42.9 | 2                        | 28.6 | 1         | 14.3 | 1              | 14.3 | <b>100.0</b> |
| Render advice on suitability of materials, facilities and resources | 1           | 14.3 | 1                | 14.3 | 4                        | 57.1 | 1         | 14.3 |                |      | <b>100.0</b> |

Further, the study sought to find out the effectiveness that DICECE officers, through their supervisory activities had on teaching and learning facilities/resources. The findings were summarized in Table 4.24. From the table, 42.9% of the respondents rated development of teaching and learning materials/resources as either effective or very effective. Assessment of learning materials/resources was rated by 42.9% of the respondents as being as either effective or very effective. A larger majority (66.6%) rated assessment of learning facilities as being either effective or very effective. A majority of (42.9%) rated rendering of advice on suitability of materials, facilities and resources, as satisfactorily effective. According to Robinson (1968) theory, supervision of professionals in education

is necessary to fulfill a number of functions, among them making the job of teaching easier. Others are, ensuring that there are adequate number of teachers, good orientation programmes and provision of adequate supplies and equipment.

**Table 4.24: Effectiveness of DICECE officers in their supervisory activities on teaching and learning facilities/resources**

|   | Ineffective |      | Fairly effective |      | Satisfactorily effective |      | Effective |      | Very effective |      | Total %      |
|---|-------------|------|------------------|------|--------------------------|------|-----------|------|----------------|------|--------------|
|   | F           | %    | F                | %    | F                        | %    | F         | %    | F              | %    |              |
| Development of teaching and learning materials/resources            |             |      | 2                | 28.6 | 2                        | 28.6 | 1         | 14.3 | 2              | 28.6 | <b>100.0</b> |
| Assessment of learning materials/resources                          |             |      | 2                | 28.6 | 2                        | 28.6 | 1         | 14.3 | 2              | 28.6 | <b>100.0</b> |
| Assessment of learning facilities                                   |             |      | 2                | 33.3 | 2                        |      | 2         | 33.3 | 2              | 33.3 | <b>100.0</b> |
| Render advice on suitability of materials, facilities and resources | 1           | 14.3 | 1                | 14.3 | 3                        | 42.9 |           |      | 2              | 28.6 | <b>100.0</b> |

#### **4.6.6 Ways in which head teachers would ensure quality of education in pre-schools**

The head teachers were asked ways in which they would ensure that quality of education was provided in their pre-schools. Majority of the respondents said they would enroll the pre-school teachers in regular in service courses, ensuring that the pre-schools acquired qualified teachers, through motivations and incentives, and through provision of teaching and learning resources. In the interview guide the head teachers suggested visiting the centers frequently and organizing workshops for the teachers.

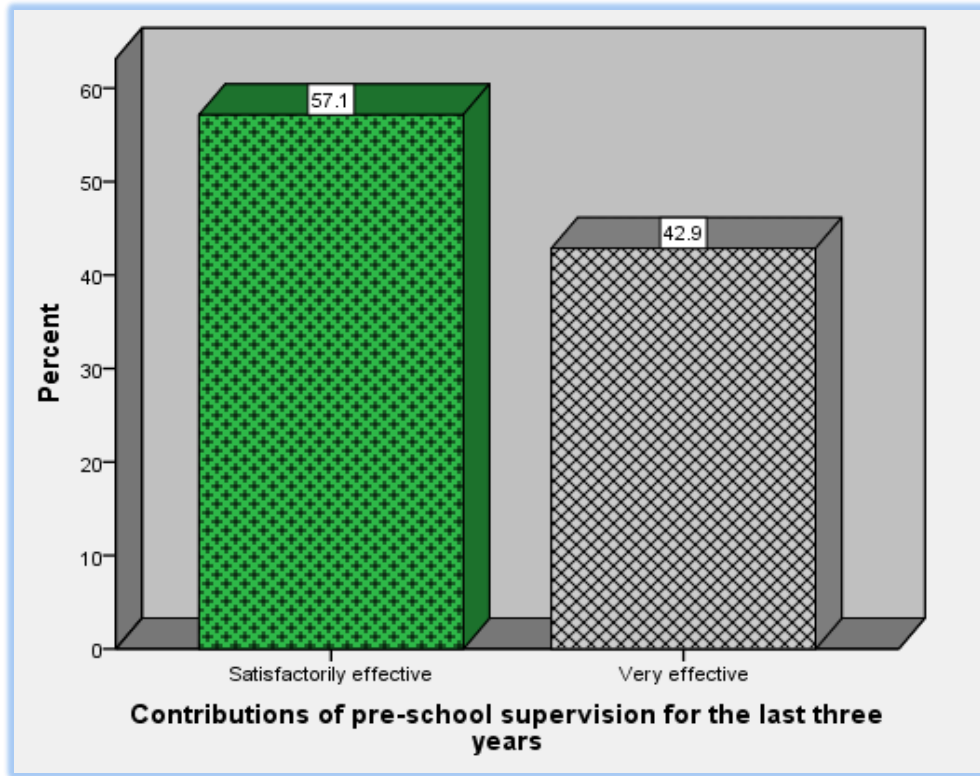
#### **4.6.7 Challenges faced by QASOs and DICECE officers in the supervisory work**

The study sought to find out the challenges faced by QASOs and DICECE officers in their supervisory work. Most of the respondents cited follow up of supervisory recommendation, inaccessibility of some schools especially those in slum areas, lack of support from the school administration, and negative attitude of some pre-school teachers.

#### **4.6.8 Recommendations about what should be done to supervision of ECDE**

The study sought to find out the recommendations on what needed to be done about supervision of ECDE in the province. Majority of the respondents recommended regular supervisions and facilitated seminars so as to increase the confidence of pre-school teachers with supervisors. In the interview guide, the head teachers recommended equipping supervisors with supervisory knowledge in ECDE.

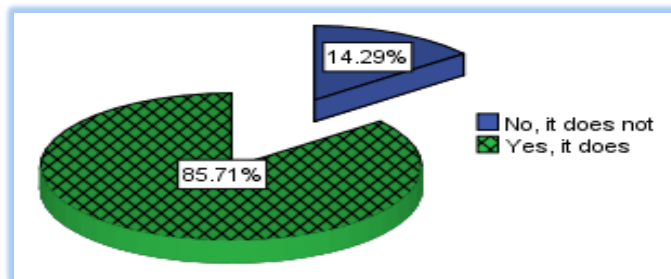
Further, the respondents were asked to comment on the contribution of supervision in their pre-schools for the preceding three years. The findings were presented in Figure 4.12. From the figure, 57.1% said that the contribution was satisfactorily effective and 42.9% said that it was very effective.



**Figure 4.12: Contributions of supervision in pre-schools for the preceding three years**

#### **4.6.9 If supervision helps teachers in diagnosing the learning problems and learners needs**

The research sought to find out whether supervision helped teachers to diagnose learning problems and the needs of learners. The findings were summarized in Figure 4.13. Majority (85.71%) of the respondents said that it does while only 14.29% said it does not help.



**Figure 4.13: Whether supervision helps in diagnosing learning problems and needs of learners**

#### **4.6.10 Ways supervisors can enhance the quality of pre-school education**

The study sought to find out ways in which supervisors could enhance the quality of pre-school education. Majority of the respondents said regular supervisions and seminars/workshops, in-service courses, providing of learning materials/resources, providing of enough qualified staff.

#### **4.7 Challenges faced by the QASOS, DICECE officers and head teachers in the ECDE centres in the district**

The study sought to establish if QASOs faced any challenges as they went about their duties. Majority of the respondents said they faced bad attitude from teachers who felt they were fault finders. Others said they were overloaded with work as they had many schools to inspect and supervise and later compile all the reports. In the interview guide, QASOs said they face bad attitude of the teacher, and ration of supervisors to that of ECD centers was also a major challenge, as the current number of supervisors was not enough to supervise all the centers.

The study sought to find out the problems that DICECE officers encounter as move across centers for duty. Majority of the respondents said they face traffic jams, long distance between schools, and sometime they lack transport.

The study sought to find out the challenges faced by QASOs and DICECE officers in their supervisory work. Most of the respondents cited follow up of supervisory recommendations, inaccessibility of some schools especially those in slum areas, lack of support from the school administration, and negative attitude of some pre-school teachers.

#### **4.8 Strategies primary head teachers, DICECE officers and QASOS recommend as necessary measures to be adopted by the stakeholders to improve supervision of preschool curriculum implementation**

The research sought to find out the strategies primary head teachers, DICECE officers and QASOS recommend as necessary measures to be adopted by the stakeholders to improve supervision of pre-school curriculum implementation. In the interview guide

QASOs recommended addition of more number of QASO officers so that they perfect supervision.

The head teachers were asked ways in which they would ensure that quality of education was provided in their pre-schools. Majority of the respondents said they would enroll the pre-school teachers in regular in service courses, ensuring that the pre-schools acquired qualified teachers, through motivations and incentives, and through provision of teaching and learning resources.

DICECE respondents were asked to make recommendations about supervision of ECD centers. Majority of the respondent recommended routine supervisions to enable the teachers get used to being supervised and also for the learners to benefit.

The research sought to find out the ways in which the respondents felt QASOs could enhance the quality of pre-school education. Majority of the respondents recommended regular supervisions, motivation of teachers, recommending in-service courses for ECD teachers, guiding and advising the teachers on quality teaching and learning materials, and making follow ups regularly. Further, teachers with negative attitudes towards supervision needed to be encouraged and supported to change their attitudes.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introductions**

The study sought to find out the impact of supervision on ECE curriculum implementation in selected public pre-schools in Lang'ata District, Nairobi County, Kenya. The research used questionnaires, interview guides and document analysis to collect data. Quantitative data was coded and put into SPSS Software version 20 for analysis. The analysed data was presented in terms of frequencies and percentages, using figures and tables. Qualitative data was put into theme categories and presented in way that it captured the situation as presented by the respondent. This chapter presents the summary of the findings, conclusion and the recommendations of the study.

#### **5.2 Summary of the findings**

The research sought to find the impacts that supervision had on ECE curriculum implementation in selected public pre-schools. The study was guided by research objectives and research questions that were formulated from the research objectives. The research instruments were designed guided by the research questions. Questionnaires were issued to the respondents for filling. Out of 16 questionnaires, 14 were well completed and returned. This represented a response rate of 87.5% and therefore it was sufficient for analysis. According to Babbie, (1990), a response rate of 60% is good, 70% very good and 50% adequate for analysis and reporting from manual surveys. Bailey, (1996) sets the adequacy bar at 75% and Chen, (1996) argues that the larger the response rate, the smaller the non-response error.

The first objective of the study was to establish the impacts that actual supervisory activities carried out by QASOs have on curriculum implementation in ECDE. From Table 4.11, majority (50%) of the QASOs respondents said recruitment and staffing was effective, Motivation of teachers was rated by 75% of the respondent as satisfactorily effective, Consultation with teachers was rated by 50% of QASOs as effective, initiating in-service and development programmes for teachers was rated by 50% of QASOs as being satisfactorily effective, and 50% of QASOs rated evaluation of teachers in class as



very effective. Further, Majority of the QASOs said that the supervision is very effective in their zones as they find their recommendations are implemented on their second visits. These findings confirm those in the theory of Robinson (1968), who posited that supervision of professionals in education is necessary to fulfill a number of functions, among them making the job of teaching easier. Others are, ensuring that there are adequate number of teachers, good orientation programmes and provision of adequate supplies and equipment.

The second objective of the study was to find out the impacts that actual supervisory activities carried out by DICECE officers, had on curriculum implementation on ECDE. From Table 4.15, half (50%) of the respondents said motivation of teachers was either effective or satisfactorily effective. Another half (50%) of the respondents said consultation with teachers was either satisfactorily effective or effective. Half (50%) said that the curriculum implementation was very effective. Guidance and advice on pedagogy was rated as either ineffective or fairly effective by 50% of the respondents. Half (50%) rated initiating in-service and development programmes for teachers as fairly effective while another half (50%) rated it as effective. Majority of the respondents said routine supervisions helps the learners the most as teachers ultimately end up doing the right thing and implementing the curriculum in the right manner. However, evaluation of teachers in class was rated as ineffective by half of the respondents.

The third objective of the study was to find out the impacts that actual supervisory activities done by primary school head teachers have on curriculum implementation. The head teacher respondents were asked if they follow up supervision after inspectors' recommendations. All the head teachers said they do follow ups through classroom and subject supervision. They said they did follow up in order to ensure the recommendations of the supervisors are implemented.

The fourth objective of the sought to establish if QASOs, DICECE officers and Head teachers faced any challenges as they went about their duties. Majority of the respondents said they faced bad attitude from teachers who felt they were fault finders. Others said they were overloaded with work as they had many schools to inspect and supervise and later compile all the reports. In addition, they face traffic jams, long distance between

schools, and sometime they lack transport. Furthermore, most of the respondents cited follow up of supervisory recommendations, inaccessibility of some schools especially those in slum areas, lack of support from the school administration, and negative attitude of some pre-school teachers, as the major challenges they encountered as they went about their duties.

The fifth objective of the study was to find out the strategies primary head teachers, DICECE officers and QASOS recommend as necessary measures to be adopted by the stakeholders to improve supervision of preschool curriculum implementation. The head teachers were asked ways in which they would ensure that quality of education was provided in their pre-schools. Majority of the respondents said they would enroll the pre-school teachers in regular in service courses, ensuring that the pre-schools acquired qualified teachers, through motivations and incentives, and through provision of teaching and learning resources. DICECE respondents recommended routine supervisions to enable the teachers get used to being supervised and also for the learners to benefit. QASOs recommended regular supervisions, motivation of teachers, in-service courses for ECD teachers, guiding and advising the teachers on quality teaching and learning materials, and making follow ups regularly. Further, teachers with negative attitudes towards supervision needed to be encouraged and supported to change their attitudes.

### **5.3 Conclusion of the study**

The first objective of the study was to establish the impacts that actual supervisory activities carried out by QASOs have on curriculum implementation in ECDE. From the findings, it can be concluded that actual supervisory activities carries out by QASOs have greater impacts on curriculum implementation. For instance, it helps identify under staffed pre-schools and therefore triggers recruitment and staffing of the schools. Further, it initiate in-service and development programmes for the teachers and schools, and also teachers are guided and advised on curriculum implementation so that they do not deviate, in the course of their instruction.

The second objective of the study was to find out the impacts that actual supervisory activities carried out by DICECE officers, had on curriculum implementation on ECDE. From the findings, conclusion can be reached that regular supervisions motivates teachers

as others make consultations, and they are guided on pedagogy. Moreover, routine supervisions helps the learners the most as teachers ultimately end up doing the right thing and implementing the curriculum in the right manner. However, some respondents felt that classroom evaluation of teachers was not effective. The findings of the study confirm the study by Daresh and Playko, (1992) who did a research on how supervision impacted on curriculum implementation in schools in Boston. Results obtained revealed that supervision done in areas of checking on lesson plans, schemes of work register and other administrative documents had a positive impact in academic performance of pupils.

The third objective of the study was to establish the impacts that actual supervisory activities done by primary school head teachers had on curriculum implementation. From the findings, conclusion can be made that, the head teachers had a greater role to play as they were the implementers of the supervisors' recommendations. The fact that all head teachers carried out the follow ups in schools ensured that curriculum was implemented smoothly in ECE.

The fourth objective of the study sought to find out the challenges that QASOs, DICECE officers and head teachers faced as they went about their duties. From the findings, it can be concluded that QASOs, DICECE officers and head teachers faced various challenges in the course of their duties. However, the most prevalent challenge that cut across was hostile and rigid teachers who felt that the supervisors were fault finders. Other challenges included, long distance between the centers, traffic jams, inaccessibility of some schools such the ones in slum areas due to bad roads and insecurity, and work overloads especially for QASOs and DICECE officers.

The fifth objective of the study was to establish the strategies primary head teachers, DICECE officers and QASOS recommend as necessary measures to be adopted by the stakeholders to improve supervision of pre-school curriculum implementation. From the findings, majority of the respondents recommended in-service courses for pre-school teachers so as to equip them with modern skills to deal with modern learners. On top of that, teachers need motivation and incentives to encourage them. Also, other respondents recommended regular supervisions and follow ups of supervision recommendations so as to ensure curriculum was well and fully implemented in ECE.

#### **5.4 Recommendations of the study**

The study recommends that pre-school teachers undergo an in-service courses/training to equip them with knowledge and skills that will enable them transform learning in ECDEs. Furthermore, it will help them deal with modern generation of young learners.

The study recommends that pre-school teachers, head teachers, DICECE officers, and QASOs all be involved in regular seminars and workshops that will enable them create a rapport and therefore, clear bad attitudes and feelings against each other, as they will educate each other on what is expected during supervision. A study by Clark (1995) found out that supervisors and head teachers who attended workshops and seminars on their administrative roles improved their performance significantly. Respondents admitted that the workshops they had attended had a positive impact on governance and management of their schools.

The government should allocate more resources to schools and supervisors so to enable them deal with increasing number of pre-school attenders. More supervisors should be employed so as to reduce the distances covered and the workload of the current number of supervisors.

The government should look into the issue of slum dwellers where there are high levels of insecurity and some of the pre-schools are inaccessible.

#### **5.5 Proposed areas for further research**

The study focused in Langata District in Nairobi County, Kenya. Similar study can be done in a different geographical location within and outside the country.

The sample comprised of ECD teachers, primary head teachers, DICECE officers and QASOs. A similar study can be done with different sample composition or focusing on a specific sample such as head teachers or ECD teachers.

The study focused on ECE. Therefore, a similar study can be done on a whole different level of education such as upper primary schools or secondary levels.

The study was done on public pre-schools. A similar study can be done on private pre-schools either in the same geographical location or a different one.



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# APPENDIX A

## Questionnaires for Zonal Quality Assurance and Standards Officers (QASO).

Kindly take a few minutes of your time to answer the following questions to the best of your knowledge and experience. The information provided is strictly for the purpose of research and will be treated with confidentiality. Please do not indicate your name. Please tick (✓) or provide information as required.

### SECTION A: Personal Data

1. Zone \_\_\_\_\_

2.

3. Sex: Male  Female

4. What is your highest academic qualifications

A levels  CPE/KCPE  B.Ed

O levels  M.ED

Any other (specify) \_\_\_\_\_

5. What is your highest professional status

M.Ed  ATS  P1

B.Ed  S.I

Any other (specify) \_\_\_\_\_

5. Indicate any in-service programme attended

**Type of training**

**Period /Date**

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

6. Were you a teacher before your present post?

Yes  No

(b) If yes, for how long \_\_\_\_\_ years

7. Have you worked in the ECDE sector?

Yes  No

(b) If yes, for how long? \_\_\_\_\_ years.

(c) In what capacity? \_\_\_\_\_

8. How long have you been a QASO? \_\_\_\_\_ years

9. Have been trained as a QASO?

Yes  No

(b) If yes, specify the type and level of training? \_\_\_\_\_

(c) In your own opinion, do you think QASOs have a useful contribution in improving the quality of ECDE in the province? Explain \_\_\_\_\_

**SECTION B: Items on the Process of Supervision and Inspection of Early Childhood Education  
Centre Langata district**

10. How often do you visit ECD centers for supervision in the District?

Once a week                       Once a month   
 Once a year                       As need arises   
 Never   
 Any other (Specify) \_\_\_\_\_

11. Rank the following reasons in order of how frequently they dictate your visits

| Reason                                  | RANK |   |   |   |   |
|---|------|---|---|---|---|
|   | 1    | 2 | 3 | 4 | 5 |
| Routine                                 |      |   |   |   |   |
| Strike                                  |      |   |   |   |   |
| Teachers' complains                     |      |   |   |   |   |
| D.E.O's request                         |      |   |   |   |   |
| Supervise teachers on teaching practice |      |   |   |   |   |

12. What do you specifically assess in these areas?

- i. Curriculum and instruction \_\_\_\_\_  
\_\_\_\_\_
- ii. Teaching & learning facilities and resources? \_\_\_\_\_  
\_\_\_\_\_
- iii. Learning environment \_\_\_\_\_  
\_\_\_\_\_

13. How would you rate the effectiveness of your supervisory practices in the following activities regarding curriculum and instruction

- (1) Very effective      (2) Effective    (3) Satisfactorily effective    (4) Fairly effective  
 (5) Ineffective

| Activity   | Responses (tick) |   |   |   |   |
|--|------------------|---|---|---|---|
|  | 1                | 2 | 3 | 4 | 5 |
| Recruitment and staffing                                   |                  |   |   |   |   |
| Motivation of teachers                                     |                  |   |   |   |   |
| Consultation with teachers                                 |                  |   |   |   |   |
| Initiating in-service and development program for teachers |                  |   |   |   |   |
| Evaluation of teachers in class                            |                  |   |   |   |   |
| Guidance and advice on pedagogy                            |                  |   |   |   |   |
| Curriculum development                                     |                  |   |   |   |   |

14. What problems do you encounter in your supervision of ECD centres in your area? \_\_\_\_\_

15. Do you inform teachers in advance in your supervision of ECD centres in your area?

Yes  No

17. Do you forward inspection report? Explain \_\_\_\_\_

(b) Do you receive any response/feedback on inspection from the MoE

Yes  No

18. How do you supervise curriculum and instruction in the centres? \_\_\_\_\_

19. After how long is it practicable for a QASO's officer to give a report after a visit to a center \_\_\_\_\_ weeks.

20. What problems do you face in your movement to centers for duty?( you may tick more than one)

(a) Lack of transport

(b) Poor road network

(c) Distance between schools

(d) Bad weather

Any other (please specify) \_\_\_\_\_

21. In your experience please indicate to what extent the following persons implement recommendations made in the inspection reports.

|                 | <b>ALWAYS</b> | <b>OFTEN</b> | <b>RARELY</b> | <b>NOT AT ALL</b> |
|-----------------|---------------|--------------|---------------|-------------------|
| ECD teachers    |               |              |               |                   |
| Head teachers   |               |              |               |                   |
| DEO             |               |              |               |                   |
| QASOs           |               |              |               |                   |
| DICECE officers |               |              |               |                   |
| MoE             |               |              |               |                   |

22. What challenges are you faced with in the course of your duty? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

23. In what three ways can QASO enhance the quality of pre-school education in the District?  
 i. \_\_\_\_\_  
 ii. \_\_\_\_\_  
 iii. \_\_\_\_\_

24. Please indicate how often you notice the following experiences in your role as QASO

1) Very often  (2) often  (3) rarely  (4) not at all

| <b>STATEMENT</b>                                       | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
|--|----------|----------|----------|----------|
| Negative perceptions by school administration          |          |          |          |          |
| Teachers taking your comments seriously                |          |          |          |          |
| Lack of motivation                                     |          |          |          |          |
| Lack of transport                                      |          |          |          |          |
| Lack of materials and equipment                        |          |          |          |          |
| Teachers exhibit negative attitude towards supervisors |          |          |          |          |
| Lack of skills in the area of quality assurance        |          |          |          |          |
| Lack of knowledge in ECDE                              |          |          |          |          |
| Seen as fault finders by teachers                      |          |          |          |          |

25. Comment on the effectiveness of supervision of ECD centres in your zone \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Thanks for your co-operation.**

## APPENDIX B

### Questionnaire for DICECE Officers in Charge of Supervising ECDE in Langata district

Kindly take a few minutes of your time to answer the following questions to the best of your knowledge and experience. The information provided is strictly for the purpose of research and will be treated with confidentiality. Please tick ((√)) or provide information required.

#### SECTION A: Personal Data.

1. Zone \_\_\_\_\_
2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
3. What is your highest academic qualifications  
A levels  B.ED  B.Ed   
O levels  M.ED  KCPE/CPE   
Any other (specify) \_\_\_\_\_
4. What is your highest professional status?  
M.Ed  ATS  P1   
B.Ed  S.I   
Any other (specify) \_\_\_\_\_
5. Indicate any in-service programme attended  

| Type of training | Year  |
|------------------|-------|
| i. _____         | _____ |
| ii. _____        | _____ |
| iii. _____       | _____ |
6. Were you a teacher before your present post?  
Yes  No   
(a) If yes, in what capacity? \_\_\_\_\_  
(b) For how long? \_\_\_\_\_ years
7. What prior experience do you have in the area of ECDE before appointment as a DICECE officer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. How long have you been a DICECE officer /trainer? \_\_\_\_\_ Years
9. Have you been trained in the area of ECD?  
Yes  No   
(b) If yes, specify the type and level of training \_\_\_\_\_  
\_\_\_\_\_

(c) If the answer to question (9) is NO, do you think you are challenged by lack of training? Explain \_\_\_\_\_

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10. In your own opinion, do you think supervision of ECD programmes has implications for quality of education in pre-schools? Explain \_\_\_\_\_

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**SECTION B: Items on the Process of Supervision and Inspection of Early childhood centres in Langata district.**

How often do you visit ECD centres for assessments?

Once a week  Once a month  Once a year  As need arises  Never

11. Rank the following reasons in order of how frequently they dictate your visits

| Reason                                  | RANK |   |   |   |   |
|---|------|---|---|---|---|
|   | 1    | 2 | 3 | 4 | 5 |
| Routine                                 |      |   |   |   |   |
| Strike                                  |      |   |   |   |   |
| Teachers' complains                     |      |   |   |   |   |
| D.E.O's request                         |      |   |   |   |   |
| Supervise teachers on teaching practice |      |   |   |   |   |

12. What do you specifically assess in these areas?

- i. Curriculum and instruction \_\_\_\_\_  
\_\_\_\_\_
- ii. Teaching & learning facilities and resources \_\_\_\_\_  
\_\_\_\_\_
- iii. The ECD centre environment \_\_\_\_\_  
\_\_\_\_\_
- iv. Any other (specify) \_\_\_\_\_  
\_\_\_\_\_

13. How would you rate the effectiveness of your supervisory practices in the following activities:

(a) **Curriculum and instruction**

(1) Very effective (2) Effective (3) Satisfactorily effective (4) Fairly effective



(5) Ineffective

| Activity  | Responses (tick) |   |   |   |   |
|---|------------------|---|---|---|---|
|   | 1                | 2 | 3 | 4 | 5 |
| Motivation of teachers  |                  |   |   |   |   |
| Consultation with teachers                                    |                  |   |   |   |   |
| Curriculum implementation                                     |                  |   |   |   |   |
| Evaluation of teachers in class                               |                  |   |   |   |   |
| Guidance and advice on pedagogy                               |                  |   |   |   |   |
| Initiating in-service and development programmes for teachers |                  |   |   |   |   |

**(b) Teaching and Learning Facilities and Resources**

| Activity  | Responses (tick) |   |   |   |   |
|---|------------------|---|---|---|---|
|   | 1                | 2 | 3 | 4 | 5 |
| Development of teaching materials and resources                             |                  |   |   |   |   |
| Assessment of learning materials and resources                              |                  |   |   |   |   |
| Assessment of learning facilities   |                  |   |   |   |   |
| Render advice on suitability of materials, facilities and resources in ECDE |                  |   |   |   |   |

14. What problems do you encounter in your supervision of ECD centres? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15. Do you inform teachers in advance on your visits to their schools? Explain

\_\_\_\_\_

\_\_\_\_\_

16. Do you forward inspection reports? Explain \_\_\_\_\_

\_\_\_\_\_

17. Specify other documents you look at during inspection of the ECD centres \_\_\_\_\_

\_\_\_\_\_

18. After how long is it practical for a DICECE officer to give a report after a visit to a center?

Week  months  days  years.

19. What problems do you encounter in your movement to centers for duty?

| <b>Problem</b>              | <b>Responses(tick)</b> |
|-----------------------------|------------------------|
| a) Lack of transport        |                        |
| b) Traffic jam              |                        |
| c) Distance between schools |                        |
| d) Bad weather              |                        |

Any other (please specify) \_\_\_\_\_  
 \_\_\_\_\_

21. In your experience, indicate to what extent the following persons implement recommendations made in the assessment reports.

|                 | <b>Always</b> | <b>Often</b> | <b>Rarely</b> | <b>Not at all</b> |
|-----------------|---------------|--------------|---------------|-------------------|
| ECD teachers    |               |              |               |                   |
| Headteachers    |               |              |               |                   |
| DEO             |               |              |               |                   |
| QASOs           |               |              |               |                   |
| DICECE officers |               |              |               |                   |
| MoE             |               |              |               |                   |

25. What challenges are you faced with in the course of your duty? Explain \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

26. How does your workload make you feel? (Tick one)

- (i) Overloaded                       (ii) Underutilized   
 (iii) All right                       (iv) Overwhelmed

(b) Please explain the answer to No. 27 above \_\_\_\_\_  
 \_\_\_\_\_

27. What working conditions you would wish to see in your section?

\_\_\_\_\_  
 \_\_\_\_\_

29. In what three ways can DICECE officers enhance the quality of pre-school education in the District ?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

30. What do you recommend should be done about supervision of ECD centres in the province? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

31. Please indicate how often you notice the following experiences in your role as DICECE officer.

- (1)Very often                      (2) Often                      (3) Rarely                      (4) Not at all

| STATEMENT  | Responses (tick) |   |   |   |
|--|------------------|---|---|---|
|  | 1                | 2 | 3 | 4 |
| Negative perceptions by school administration          |                  |   |   |   |
| Teachers taking your comments seriously                |                  |   |   |   |
| Lack of motivation                                     |                  |   |   |   |
| Lack of transport                                      |                  |   |   |   |
| Lack of materials and equipment                        |                  |   |   |   |
| Teachers exhibit negative attitude towards supervisors |                  |   |   |   |
| Lack of skills in the area of quality ECDE             |                  |   |   |   |
| Lack of knowledge in ECDE                              |                  |   |   |   |
| Seen as fault finders by teachers                      |                  |   |   |   |

32. Comment on the effectiveness of supervision of ECD centers in your zone \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thank you for your co-operation.**

## APPENDIX C

### Questionnaire for Primary School Head teachers

Kindly take a few minutes of your time to answer the following questions to the best of your knowledge and experience. The information provided is strictly for the purpose of research and will be treated with confidentiality. Please tick ((√)) or provide information required. DO NOT indicate your name.

#### SECTION A: Personal Data.

1. Zone \_\_\_\_\_

2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

3. Academic qualifications

B.ED  KCPE/CPE  A levels

O levels  M.ED

Any other (Specify) \_\_\_\_\_

4. Professional qualification?

M.Ed  P1  ATS

B.Ed  S.I  Diploma Ed

Any other (specify) \_\_\_\_\_

5. Years of experience as a head teacher

1 - 10  11 - 20

21- 30  30 - plus

6. Have you attended in-service training as a head teacher? \_\_\_\_\_

| Type of training | Year  |
|------------------|-------|
| _____            | _____ |
| _____            | _____ |

#### **SECTION B: Please respond to the following questions on the process of supervision and inspection carried out in your pre-school by DICECE officers and QASOs**

7. How often do the following visit your pre-school?

|                 | Frequently | Rarely | Not at all |
|-----------------|------------|--------|------------|
| QASOs           |            |        |            |
| DICECE officers |            |        |            |
| DEO             |            |        |            |
| TAC Tutors      |            |        |            |

8. What have been the reasons for inspection by QASO and DICECE officers (**you may tick more than one**).

|   | <b>QASOs</b> | <b>DICECE officers</b> |
|---|--------------|------------------------|
| General routine inspection              |              |                        |
| Pre- registration                       |              |                        |
| Registration                            |              |                        |
| During crisis                           |              |                        |
| Upon teachers complaints                |              |                        |
| During strikes                          |              |                        |
| Inspect classroom teaching              |              |                        |
| Supervise students on teaching practice |              |                        |

Any other (specify) \_\_\_\_\_

9. To what extent do you think the following have helped you to improve the quality of teaching and learning in your pre-school?

|                 | <b>Large extent</b> | <b>Very large extent</b> | <b>Small extent</b> | <b>Not at all</b> |
|-----------------|---------------------|--------------------------|---------------------|-------------------|
| QASO            |                     |                          |                     |                   |
| DICECE officers |                     |                          |                     |                   |

10. Do you follow up supervision after the inspector's recommendations? (Explain) \_\_\_\_\_

11. In your own experience, how would you rate the effectiveness of the following persons in their supervisory practices in the following activities in your pre-school?

**(a) Curriculum and Instruction**

- (1) Very effective      (2) Effective    (3) Satisfactorily effective      (4) Fairly effective  
 (5) Ineffective

| <b>ACTIVITY</b>            | <b>QASOs</b> |   |   |   |   | <b>DICECE officers</b> |   |   |   |   |
|----------------------------|--------------|---|---|---|---|------------------------|---|---|---|---|
|                            | 1            | 2 | 3 | 4 | 5 | 1                      | 2 | 3 | 4 | 5 |
| Recruitment and staffing   |              |   |   |   |   |                        |   |   |   |   |
| Motivation of teachers     |              |   |   |   |   |                        |   |   |   |   |
| Consultation with teachers |              |   |   |   |   |                        |   |   |   |   |
| Curriculum development     |              |   |   |   |   |                        |   |   |   |   |

|   |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|
| Curriculum implementation                                     |  |  |  |  |  |  |  |  |  |  |
| Evaluation of teachers in class                               |  |  |  |  |  |  |  |  |  |  |
| Guidance and advice on pedagogy                               |  |  |  |  |  |  |  |  |  |  |
| Initiating in-service and development programmes for teachers |  |  |  |  |  |  |  |  |  |  |

**(b) Teaching and Learning Facilities and Resources**

| Activity  | QASOs |   |   |   |   | DICECE officers |   |   |   |   |
|---|-------|---|---|---|---|-----------------|---|---|---|---|
|   | 1     | 2 | 3 | 4 | 5 | 1               | 2 | 3 | 4 | 5 |
| Development of teaching/learning materials and resources            |       |   |   |   |   |                 |   |   |   |   |
| Assessment of learning materials and resources                      |       |   |   |   |   |                 |   |   |   |   |
| Assessment of learning facilities                                   |       |   |   |   |   |                 |   |   |   |   |
| Render advice on suitability of materials, facilities and resources |       |   |   |   |   |                 |   |   |   |   |

12. What areas of the ECD centres are inspected? Explain \_\_\_\_\_

13. What do the supervisors advise the pre-school staff on the following issues? (Please tick, you may tick more than one?)

- a) Relevant curriculum for the school
- b) Better and varied teaching methods
- c) Adequacy of materials and resources
- d) Suitability of materials and resources
- e) Efficiency
- f) Preparedness in curriculum delivery

14. Explain how you would ensure provision of quality education in your pre-school?

15. What in your opinion, are the challenges faced by the QASOs and DICECE officers in their supervisory work in trying to enhance quality pre-school education? \_\_\_\_\_

16. What do you recommend should be done about supervision of ECDE in the District?

17. Commend on the contribution of supervision in your pre-school for the last three years

(i) Effective  (ii) Very effective  (iii) Satisfactorily effective  (iv) In effective

18. In your own opinion, do you think supervision helps teachers in diagnosing the learning problems and needs of their learners? \_\_\_\_\_

19. Please **tick** your response towards supervision in enhancing quality of pre-school education in the following statements.

| STATEMENT  | RESPONSE |
|--|----------|
| • Supervision helps improve quality teaching and learning                                      |          |
| • Supervisors are unwelcome since Head teachers can handle the supervision                     |          |
| • Supervisors visit to schools are adequate  |          |
| • The mission of a supervision is to assist teachers   |          |
| • Supervisors informs the schools in advance about their visit                                 |          |
| • Quality education can be enhanced through supervision  |          |
| • DICECE officers develop good staff development programmes                                    |          |
| • Supervisors enjoy demonstrating their authority rather than acting as counselors and guides. |          |

19. In what three ways can supervisors enhance the quality of pre-school education in the District?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**Thank you for your co-operation**

## APPENDIX D

### Questionnaire for Pre-school Teachers

Kindly take a few minutes of your time to answer the following questions to the best of your knowledge and experience. The information provided is strictly for the purpose of research and will be treated with confidentiality. Please tick ((√)) or provide information required. **DO NOT** indicate your name.

#### **SECTION A: Personal Data.**

1. Zone \_\_\_\_\_

2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

3. Academic qualifications

B.Ed  A levels  O levels  KCPE/CPE

4. Professional qualifications?

B.Ed  Diploma  Certificate  P1

Any other (specify) \_\_\_\_\_

5. How long have you been a teacher \_\_\_\_\_ years/ months/weeks/ days

6. Have you attended in-service training? (Indicate)

**Type of training**

**Year**

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

#### **SECTION B:**

**Items on the Process of Supervision and Inspection of Early Childhood Centres in Langata District ,Nairobi county.**

7. How often have you been assessed /advised by the following?

|                 | Very often | Often | Rarely | Never |
|-----------------|------------|-------|--------|-------|
| QASO            |            |       |        |       |
| DICECE Officers |            |       |        |       |

8. In your own opinion, to what extent do you think supervision exercise can improve quality of teaching and learning?



A lot  A small extent  A large extent  Not at all

9. How often do the following persons visit your pre-school?

|                 | Once a term | Once a year | More than once a year | Not at all |
|-----------------|-------------|-------------|-----------------------|------------|
| QASO            |             |             |                       |            |
| DICECE officers |             |             |                       |            |
| MEO             |             |             |                       |            |
| TAC Tutors      |             |             |                       |            |

10. Upon visits, what do the officers exactly assess in the following areas?

| Area   | What they look for? |
|--|---------------------|
| Curriculum implementation                      |                     |
| Teaching and learning facilities and resources |                     |
| The ECD environment                            |                     |

Any other (Specify \_\_\_\_\_  
\_\_\_\_\_

11. How do the following assist in curriculum implementation in your pre-school?

(a) QASOs

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

b) DICECE officers

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

12. How effective are the supervisors in the following areas (tick)

(a) **Curriculum and Instruction**

- (1) Very effective      (2) Effective      (3) Satisfactorily effective      (4) Fairly effective  
(5) Ineffective

| Activity  | QASOs |   |   |   |   | DICECE officers |   |   |   |   |
|---|-------|---|---|---|---|-----------------|---|---|---|---|
|   | 1     | 2 | 3 | 4 | 5 | 1               | 2 | 3 | 4 | 5 |
| • Recruitment and staffing                                      |       |   |   |   |   |                 |   |   |   |   |
| • Motivation of teachers  |       |   |   |   |   |                 |   |   |   |   |
| • Consultation with teachers                                    |       |   |   |   |   |                 |   |   |   |   |
| • Curriculum development  |       |   |   |   |   |                 |   |   |   |   |
| • Curriculum implementation                                     |       |   |   |   |   |                 |   |   |   |   |
| • Evaluation of teachers in class                               |       |   |   |   |   |                 |   |   |   |   |
| • Guidance and advice on pedagogy                               |       |   |   |   |   |                 |   |   |   |   |
| • Initiating in-service and development programmes for teachers |       |   |   |   |   |                 |   |   |   |   |

**(b) Teaching and Learning Facilities and Resources**

| Activity  | QASOs |   |   |   |   | DICECE officers |   |   |   |   |
|---|-------|---|---|---|---|-----------------|---|---|---|---|
|   | 1     | 2 | 3 | 4 | 5 | 1               | 2 | 3 | 4 | 5 |
| Development of teaching/learning materials and resources            |       |   |   |   |   |                 |   |   |   |   |
| Assessment of learning/teaching materials and resources             |       |   |   |   |   |                 |   |   |   |   |
| Assessment of learning facilities                                   |       |   |   |   |   |                 |   |   |   |   |
| Render advice on suitability of materials, facilities and resources |       |   |   |   |   |                 |   |   |   |   |

13. How many in-service courses have been organized by DICECE officers for pre-school teachers in your District for the last one year? \_\_\_\_\_

14. Are you informed of visits by supervisors to your school? Explain? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

15. After how long do you receive feedback from the supervision

(a) Immediately  After one week  Never

(b) In a few days  After more than one week

16. Rate the adequacy of the frequency of inspection and supervision of ECDE in your school

Very adequate  Adequate  Fairly adequate

Inadequate

17. How do you think you have assisted the supervisors in enhancing quality education? \_\_\_\_\_  
 \_\_\_\_\_

18. Comment on the quality of supervision and inspection carried out by the following:

|                           |         |      |              |      |         |
|---------------------------|---------|------|--------------|------|---------|
|                           | V. Good | Good | Satisfactory | Poor | V. Poor |
| <b>QASO's</b>             |         |      |              |      |         |
| a) <b>DICECE officers</b> |         |      |              |      |         |

20. In your own opinion, what challenges are faced by supervisors in their course of duty in an attempt to enhance quality of pre-school education in the province? \_\_\_\_\_

21. How do you rate the quality of education given in your pre-school?

(a) Very good  (b) Good  (c) Satisfactory  (d) Poor

22. Rate the following persons in order of their contribution through supervision to quality of education in your pre-school. (1) Excellent (2) Good (3) Satisfactory 4) Poor (5) Very poor

|                 |   |   |   |   |   |
|-----------------|---|---|---|---|---|
|                 | 1 | 2 | 3 | 4 | 5 |
| QASO's          |   |   |   |   |   |
| DICECE officers |   |   |   |   |   |
| Teachers        |   |   |   |   |   |
| Head teachers   |   |   |   |   |   |
| Learners        |   |   |   |   |   |

23. Please indicate in the following table your views on supervision and inspection by QASO's and DICECE officers

(1) Strongly agree (2) Agree (3) Strongly disagree (4) Disagree

| <b>STATEMENT</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
|--|----------|----------|----------|----------|
| QASO/DICECE officers have enhanced quality of education through supervision                              |          |          |          |          |
| Supervision assists in curriculum implementation   |          |          |          |          |
| Most QASOs are not qualified in their work   |          |          |          |          |
| The inspectors are role models for teachers  |          |          |          |          |
| Supervision is a waste of time and money for it has little impact on the quality of pre-school education |          |          |          |          |
| DICECE officers are more suited to supervise pre-schools as opposed to QASO's                            |          |          |          |          |

24. In what three ways can supervisors enhance the quality of pre-school education in the District?

.....

**Thank you for your co-operation.**

## **APPENDIX E.**

### **Interview Schedule For DICECE Officers.**

For how long have you been a DICECE Officer?

How many centers are you in charge of?

How frequent do you visit the center?

What are the things you focus on during your visit in the center?

What is the difference between the centers that you visit in terms of their curriculum implementation as a result of your visit?

Have you been trained in the area of ECD?

Were you an ECDE teacher before your present post?

In your own opinion do you think supervision of ECD center has implication for effective implementation of pre-school curriculum?

What challenges do you encounter in your supervision of ECD center?

Do you inform teachers in advance on your visit to their school?

How would you rate the effectiveness of your supervisory practices in the following activities:

(a) Motivation of teachers.

(b) Consultation with teachers.

(c) Curriculum implementation.

(d) Evaluation of teachers in class.

(c) Guidance and advice on pedagogy.

(f) Initiating inservice and development programmes for teachers.

## **APPENDIX F**

### **INTERVIEW SCHEDULE FOR PRE- SCHOOL TEACHERS?**

What is your academic qualification?

How long have you been a teacher?

How often do the following persons visit your school

- a) QASOs
- b) DICECE officers
- c) MEO
- d) Primary Head teachers

Upon their visits what do the officers assess in the area of curriculum implementation?

How effective are the supervisors in the area of curriculum and instruction?

After how long do you receive feedback from the supervisors?

How many in-service courses have been organized by the DICECE officers for preschool teachers in the District for the last one year?

How do you think the supervision has assisted you in enhancing effective implementation of preschool curriculum?

What are some of the things you would recommend to be put in place to perfect the supervisory activities in the District.

## **APPENDIX G**

### **INTERVIEW SCHEDULE FOR PRIMARY HEADTEACHERS?**

How many years of experience as a head teacher do you have ?

Have you have had in-service training on preschool curriculum?

How frequent do you supervise curriculum implementation in your preschool ?

What have been the reason of supervision by QASO and DICECE officers ?

To what extent do you think the visits of QASO and DICECE officers have helped you to improve the quality of teaching and learning in your preschool?

What are the areas you focus on during your supervisory visits at the centre?

Do you forward the supervisory report to the right authority?

Do you discuss the supervision report with the preschool teachers?

In what ways can supervisors enhance the quality of preschool education in the District?

In your own opinion do you think supervision helps preschool teachers in the effective implementation of the curriculum?

What are some of the challenges you face in your line of duty as a supervisor/

What would you recommend to be done about supervision of EDCE curriculum in the District?

## **APPENDIX H**

### **INTERVIEW SCHEDULE FOR QASO**

What is your highest academic qualification?

Had you been a teacher before your appointment as QASO officer?

Have you worked in the ECDE sector?

What do you assess in the following areas:

- a) curriculum and instruction
- b) teaching and learning facilities and resources learning environment

How frequent do you visit the centers for supervision

How would rate the effectiveness of your supervision

How is the response of the teachers toward the advice you give after your visit?

What challenges do you face in your line of duty?

What are some of the recommendations you would give to improve supervisory activities in the District

What can you comment on about the supervision of QASO?