

**EFFECTS OF QUALITY ASSURANCE AND STANDARDS OFFICERS'
INSTRUCTIONAL SUPERVISION ON PUPILS' ACHIEVEMENTS IN
KENYA CERTIFICATE OF PRIMARY EDUCATION IN DAGORETTI
DISTRICT, KENYA**

By

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**A Research Project Submitted in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education in Educational
administration, University of Nairobi**

2011

DEDICATION

This work is dedicated to my husband David Birech, my children Faith Cherono, Ian Kipkoech and Martin Kiprotich.

ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to the Almighty God who provided me with good health, protection and wisdom during the entire period of writing my project. His guidance enabled me jump over numerous hurdles.

My sincere gratitude goes to all my project supervisors namely; Dr. Jeremiah M. Kalai and Mr. Ferdinand Mbeche for their support and professional pursuit.

I express my appreciation to all my family members; my husband Mr. David Birech for his moral and financial support, my children Faith Cheron, Ian Kipkoech and Martin Kiprotich. I sincerely thank my dear parents Nathaniel Lagat and Eunice Lagat for their encouragements through prayers and words of wisdom, my brothers and sisters, cousin; Dinnah Keino and in-law Jeniffer Birech for her guidance and moral support. Last but not least I would also like to acknowledge Jacinta Muasya for her tireless effort in editing this work. May God bless them all.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
DQAS	District Quality Assurance and Standards
INSET	In-service training
KCPE	Kenya Certificate of Primary Education
KEC	Kenya Education Commission
KESI	Kenya Educational Staff Institute
KIE	Kenya Institute of Education
MoE	Ministry of Education
MOEST	Ministry of Education Science and Technology
TAC	Teacher Advisory Centre
QASO	Quality Assurance and Standard officer
SPSS	Statistical Package for Social Sciences
ZQASO	Zonal Quality Assurance and Standards Officers

ABSTRACT

The purpose of this study was to determine the influence of QASO's instructional supervision practices on KCPE performance in Dagoretti district. Five research questions were formulated to guide the study. This study was an exploratory study and it employed a descriptive survey design. The sample population comprised in 22 headteachers, 110 teachers and 5 QASO officials.

The researcher relied on self-administered questionnaires. Data was analyzed using qualitative and quantitative analysis. Findings revealed that most of the schools had not been supervised. It was also revealed that QASO conducted a variety of supervisory practices in the schools. Findings also revealed that supervision had a great impact on the side of academic performance in all levels. It was also revealed that majority of the headteachers were of the opinion that supervision is of value to teachers if done well. Findings also showed that majority of the headteachers indicated that QASO supervisory behaviors stimulates teachers' participation in classroom instruction, the headteachers further denied that QASO is concerned with offering specialized skills in advising and helping the teachers.

Based on the findings it was concluded that revealed that most of the schools had not been supervised which implies that lack of supervision by the QASO means the teachers could be using improper methods of teaching which may affect pupils academic performance. The study also concluded that QASO conducted a

variety of supervisory practices in the schools. For example majority of the headteachers indicated that the QASO conducted block supervision, mass supervision, panel supervision, visits the classrooms, observed schemes of work and follow up the QASO recommendations. It was also concluded that supervision had a great impact on the side of academic performance in all levels. They added that it had improved performance and the quality of teaching and learning in the schools. The study further concluded that supervision was of value to teachers if done well. Further conclusions showed that majority of the headteachers indicated that QASO supervisory behaviors stimulates teachers' participation in classroom instruction, the headteachers further denied that QASO is concerned with offering specialized skills in advising and helping the teachers. Institutional factors such as distance to school mode of transport for the QASO affected supervision by QASO.

Based on the above findings it was recommended that the government should avail the required resources to facilitate supervision and inspection of school by the QASO. It was also recommended that teachers should cultivate positive perception towards supervision and inspection. It was lastly recommended that the QASO should conduct supervision with an aim of assisting teachers in teaching and learning. Taking the limitations and delimitations of the study, it was suggested that since the study was conducted in one district, there is need to conduct a similar study in another district. It was also suggested that an investigation on the role of supervision on school policy development should be

conducted. It was lastly recommended that a study on the relationship between head teacher and QASO training and its effect on supervision of school should be conducted.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The term supervision is a coinage from two Latin words: 'super' and 'video' (Cullingford, Daniels, & Brown, 1998). Super means 'over' or 'above', while video means 'to see'. Therefore, taken together, super-video simply means 'to see from above' or to 'oversee'. Hence, to supervise means to oversee. The concept of supervision, like that of inspection, has changed over time (Cullingford, et al 1998). Since the 18th century, supervision of instruction has gone through four identifiable periods of development. The first period can be regarded as that between the 18th century and the 19th century when supervisory concepts and behaviours were characterized by inspection for control, and inspectors were non-professionals. At that time, the major function of supervision was the making of judgments about the teacher, rather than about teaching and pupil's learning. Decisions were based on the recommendations of the supervisor, which was, invariably, the replacement of the teacher, if he was not performing well. Attention was mainly on the teacher's ability to teach and control the pupils rather than the improvement of instructional procedures (Cullingford, et al, 1998).

Glen and Nester (2002) assert that the history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common schools in the late 1930s in America. During

this time, superintendents inspected schools to ensure that the teachers were following the prescribed curriculum and that students were able to recite their lessons.

In the second half of the 20th century the field of supervision became closely identified with various forms of clinical supervision. According to Goldhammer (1999), clinical supervision is that phase of instructional supervision which draws its data from first-hand observation of actual teaching events, and involves face to face interaction between supervisor and the teacher in the analysis of teaching behaviours and activities of instructional improvement. The initial practice of clinical supervision, however, soon had to accommodate perspectives coming out of the post-sputnik curriculum reforms of the 1960s that focused on the structures of the academic disciplines. It was during this period that research findings from psychology of learning were adapted to facilitate effective teaching.

Supervision has been popularized in teacher training - especially in North America. As Cogan (1973) states, supervision is important in developing knowledge skills and attitudes of apprentice learners (Schön). According to Annunziata (1997) supervision was found to influence quality of teaching and hence performance. In a study by Rob and Webbink (2007) in the Netherlands supervision was found important in increasing test scores of pupils.

The genesis of supervision in Kenya can be traced back in the colonial period following the passing of Education Ordinance in 1924 which required that all

schools be registered and be open to inspection by the Director of Education (Sifuna, 1990). The importance of supervision was further emphasized by the Beecher Report (cited in Sifuna 1990) which recommended the introduction of efficient supervision and inspection. To make the inspection and management of African education thoroughly efficient, the commission recommended that the inspection and managerial function be separated, the former remaining with the Director of Education and the latter with the bodies responsible for supervision and inspection. However, the Binns Report (Republic of Kenya, 1951) in an attempt to avoid the tendency of the supervisory teams staffed by missions to overlap the work of the government officials recommended for the merging of supervision and inspection.

The Kenya Education Commission Report (Ominde Report), (Republic of Kenya, 1964) went against the Binns Report by recommending the separation of supervision and inspection as a way of improving the attainment of educational objectives. The commission argued that inadequate supervision was one of the causes of low standards in education. The importance of supervision was also highlighted by the Report of National Committee on Educational Objectives and Policies which recommended that supervisory services for secondary schools be expanded and strengthened with qualified and experienced personnel (RoK, 1976).

The inspectorate in Kenya today has made some progressive changes in its approach and supervision of schools from what it was in the colonial days. Following the restructuring in the Ministry of Education, the department is now referred to as Directorate of Quality Assurance and Standards (DQASO) and the name inspector of schools has now been changed to Quality Assurance and Standards Officer (QASO). The directorate mission is to establish, maintain and improve educational standards and its vision is to provide quality assurance feedback to all educational stakeholders on all educational institutions. The mission for QASO is to provide quality assurance and standards assessment services to all education and training institutions. Quality Assurance and Standards in Education in Kenya is a function of the DQAS which is the professional arm of Ministry of Education (MoE). Though there existed a supervisory system during the colonial period on the formal schooling system which was established by 1927, the modern inspectorate in independent Kenya was initiated through the recommendations of the KEC of 1964.

The mandate of the directorate subsequently changed from that of control to the one of quality audit and quality development with a view to providing support services to all education institutions and stakeholders. These have a regular reporting to the Ministry of Education on the general quality of education in Kenya at national, provincial, district and school levels with reports on specific aspects of education as require (RoK, 2000). The directorate is responsible of monitoring the performance of teachers and educational institutions in accordance

with all-round standard performance indicators. It also ensures the equitable distribution of teachers by working out the curriculum based establishment (secondary/college) and class-based staffing (primary). It carries out regular and full panel quality assurance and standards assessment of all education institutions on a regular basis. It advises on the provision of proper and adequate physical facilities in all educational institutions. It ensures that the appropriate curriculum is operational in institutions. Finally it organizes and administers co-curricular activities with a view to developing an all-round child (MoE, 2007).

According to Glen and Nester (2002), instructional supervision is that phase of school administration which deals primarily with achievement of appropriate selected instructional expectations of educational service. Mabiru (1998) asserts that frequency of instructional supervision helps teachers to improve their work by helping them prepare regularly and properly. He further argues that personal attributes such as age, gender, professional experience and teaching experience have an influence on teachers' perceptions on supervision. Frequent supervision is quite critical to educational institutions and indeed it is a useful vehicle which drives the education system towards the achievement of the desired goals with view of obtaining useful outcomes (MoEST, 2004).

Despite the effort by the government of ensuring quality education, Dagoretti District has been performing dismally over the last three years as indicated in

Table 1.1.

Table 1.1 District order of merit in KCPE analysis 2007 - 2010

	2007	2008	2009	2010
Westlands	271.74	265.68	262.50	198.89
Langata	269.36	263.58	259.03	201.54
Makadara	261.44	251.48	244.88	202.32
Embakasi	254.12	249.37	244.96	221.34
Kamukunji	250.54	242.97	235.60	198.21
Starehe	241.81	238.68	231.31	202.12
Kasarani	235.55	227.72	230.10	201.12
Dagoretti	226.88	224.55	213.53	197.21

Source: City Council of Nairobi, Education Department (2010)

Dagoretti district falls under Nairobi West and its performance is among the districts that have been below average.

1.2 Statement of the problem

Okumbe (1998) considers supervision to be that dimension or phase of educational administration, which is concerned with improving instructional effectiveness. Instructional practices by QASO are therefore of paramount importance because supervision plays a vital role in the improvement of academic performance by ensuring as they help improve quality education is provided.

Maranga F.O. (2003) referred to supervision as “means of offering teachers specialized help in improving institution” with follow-up assistance after classroom observation has occurred. From the background of this study, there have been several efforts to improve the conceptualization of educational quality and standards assurance in the country; together with efforts to strengthen the QASO function for higher quality in educational institutions. The Sessional Paper No. 1 of 2005 on a policy framework for Education, training and research stresses that in order to meet the demands for the 21st Century, education and training programmes must be of highest quality to compete favourably with the international standards, hence QASO have the key role of making this realization. This study therefore aims at establishing the influence of QASO’s instructional supervision on KCPE performance in Dagoretti district.

1.3 Purpose of the study

The purpose of this study was to determine the influence of QASO’s instructional supervision practices on KCPE performance in Dagoretti district.

1.4 Objectives of the study

The study was guided by the following objectives:

- i) To identify how various supervisory practices used by QASO influence their instructional supervision in Dagoretti district;
- ii) Asses the extent to which external instructional practices by QASO influence pupils performance in KCPE in Dagoretti district;

- iii) To identify primary school teachers' perceptions of the suitability of QASO instructional supervision practices in enhancing KCPE performance in Dagoretti district;
- iv) To establish whether the frequency of supervision is influenced by institutional factors such as distance from school, school size, work load and school category in Dagoretti district;
- v) To establish other factors that affect pupil performance in pupils in KCPE in Dagoretti district;

1.5 Research questions

The study was guided by the following research questions

- i) To what extent does various supervisory practices by QASO influence their instructional supervision in Dagoretti district?
- ii) To what extent does external instructional supervision by QASO influence pupils performance in KCPE in Dagoretti district?
- iii) What is the primary school teachers' perceptions of the suitability of QASO instructional supervision practices in enhancing KCPE performance in Dagoretti district?
- iv) To what extent is QASO instructional supervision influenced by institutional factors such as distance from school, school size and school category in Dagoretti district?

v) What other factors affect pupils' performance in KCPE in Dagoretti district?

1.6 Significance of the study

The findings of the study would assist the MoE through DQAS staff to design in-service training (INSET) courses geared at developing the capacity of QASO to enable them ensure quality education at all levels of education. The findings may also be useful to the QASO staff, PDEs, DEOs and school principals towards making quality assurance and standards in the school more friendly and supportive. The research would also be useful to the QASO in Dagoretti District for they would use the findings of the study to improve their supervisory services in the district. The findings may be important to KESI in identifying areas of training for the QASO. Lastly, the findings may also be an invaluable basis for further research.

1.7 Limitations of the study

The study was influenced by the following limitations that were beyond the control of the researcher. The study depended on the co-operation of respondents. To ensure that this problem does not affect the success of the study, the researcher appealed to the respondents to be frank in answering questions and also assure them that their responses to the questionnaire would be treated with confidentiality and would only be used for the purposes of the study. Since performance was measure of effective instructional supervision, the researcher

was not in a position to control other variables that may have influence on performance.

1.8 Delimitations of the study

The study was conducted in Dagoretti District and it was be restricted only to the public primary schools. Private schools were not included in the study since they are run differently. The data for the study was only be collected from teachers and QASOs in the district. The findings of the study cannot therefore be generalized to the rest of the country.

1.9 Basic assumptions

The following assumptions are made:-

- i) Respondents would give accurate, truthful and honest responses to items in the questionnaire.
- ii) Primary school teachers were trained and were aware of the role of the QASO.
- iii) QASO conducts supervision in primary school in Dagoretti District.

1.10 Definition of significant terms

Clinical Supervision refers to kind of instructional supervision which draws its data from first-hand observation of actual teaching events and involves face to face interaction between supervisor and the teacher in the analysis of teaching behaviours and activities of instructional improvement.

External supervision refers to supervision that is carried out by the QASO

Internal supervision refers to the supervision carried out by the headteacher

Inspection refers to that phase of school administration, which deals with identifying and providing feedback on strengths and weaknesses in educational institutions, so that these institutions can improve the quality of education provided and achievement of their pupils.

Instructional supervision refers to a planned programmed concerned with the improvement of teaching and learning of pupils in class.

Quality Assurance and Standards Officers (QASO) refer to officers of the Ministry of Education whose duty entails monitoring of schools and teachers to ensure that curriculum is delivered appropriately.

Quality standards refer to set of criteria against which an institution is judged in terms of the availability of facilities and implementation of academic programmes

Supervision refers to that phase of school administration, which deals primarily with the achievement of appropriate selected instructional expectations of educational services.

1.11 Organization of the study

The study is organized in five chapters. The first chapter consists of the introduction and contains the background of the study, statement of the problem,

purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definitions of significant terms and the organization of the study. Chapter two is the literature review. It focuses on the meaning and purpose of supervision, role of DQAS in Instructional supervision, influence of supervision of performance, perception of teachers towards supervision, QASO characteristics and supervision, influence of institutional factors on QASO supervision, theoretical basis of the study and the conceptual framework of the study. Chapter Three focuses on the research methodology. It contains research design, target population, sample of the study, sampling procedures, research instruments data collection procedures, piloting of the research instrument and data analysis technique. Chapter Four is concerned with data analysis and discussion of the findings while Chapter Five deals with summary of research findings, conclusion, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the meaning and purpose of supervision, role of DQAS in instructional supervision, influence of supervision of performance, perception of teachers towards supervision, QASO characteristics and supervision, influence of institutional factors on QASO supervision, theoretical basis of the study and the conceptual framework of the study.

2.2 Meaning and purpose of supervision.

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

The most recent concept of instructional supervision is clinical supervision (Okumbe, 1998). This is the rationale and practice designed to improve the teacher's classroom performance. Data is obtained from the events, which take place in the classroom. The analysis of these data and the relationship between the

teacher and the supervisor from the basis of the programme, procedures and strategies designed to improve the students learning by improving the teacher's learning and behavior constitute clinical supervision. Supervision can therefore not be done away with and QAS officers should seek to make educational aims clear, offer friendly advice and supervise the schools under their jurisdiction in ways parallel to the government system of Quality Assurance and standard.

Maranga (1977) referred supervision as “means of offering to teachers, specialized help in improving institution” with follow-up assistance after classroom observation has occurred. He further added that Supervision is a function performed within the context of a positive relationship by a person (supervisor) to whom authority has been delegated to direct, coordinate, enhance and evaluate the on-the-job performance of the supervisee for whose work he/she is held accountable and that the ultimate objective of supervision is to deliver to the clients the best possible services, in accordance with agency, policies and procedure (Maranga 2003).

2.3 Forms of supervision

There are various forms of supervision. These include subject supervision, clinical supervision and instructional supervision. Subject supervision is restricted to specific subjects and it is very useful in assisting the subject teacher to improve on his instructional effectiveness, class management and to have access to appropriate instructional materials. Special Inspection Visits is a part of this

where visit is usually undertaken at the instance of the appropriate authority for the purpose of investigations, conflict resolution, infrastructural or other needs assessments, unscheduled visits incidental upon certain unforeseen development.. In all cases of inspection visits, except emergency visits referred to above, the school must be notified about the visit well in advance, and the visits must be carefully planned and executed (Page, and Wosket, (1994).

Instruction and supervision can get confused in the arena of educational supervision. This form of supervision is sometimes described as 'clinical'. This way of describing or approaching supervision derives from medical experience. It has been popularized in teacher training - especially in North America. As Cogan (1973) one of the pioneers of the approach in education has commented, the use of the term 'clinical' has involved some resistance, but what he particularly wanted to highlight was use of direct observation in the approach. Apprentice surgeons learn their trade by first observing the skilled practitioner at work; then by undertaking surgery under close surveillance. In this way they begin to develop their 'professional artistry' (Schön). Clinical supervision is that aspect of instructional supervision which draws upon data from direct firsthand observation of actual teaching, or other professional events, and involves face-to-face and other associated interactions between the observer(s) and the person(s) observed in the course of analyzing the observed professional behaviours and activities and seeking to define and/or develop next steps toward improved performance.

Instructional supervision has long been regarded as an essential part of school administration. Blumberg (2008) suggested that supervision was first conceived as a form of inspection. Its earliest beginnings, for example, dated back to 1709 when a group of citizens were appointed to inspect the school plant and equipment and the level of achievement of pupils in the United States. The town select-men served as inspectors until other administrative arrangements began to evolve.

2.4 Role of DQASO in instructional supervision

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

Roles are established and specified in dumpy schedules but the role performance depends on the individual's disposition and experience. The QAS department is a division in the Ministry of Education that deals largely with maintenance and improvement of standards of education in Kenya schools and colleges. Through

interaction within the schools and institutions, the department collects all the necessary data and information and informs the Ministry of Education on trends in standards and achievement in the education institutions within Kenya. Being the custodian of standards, the QASO department plays the role of a supervisor as well as the advisor through quality assurance and quality development respectively (Eshiwani, 1993). Supervisors also serve as the administrative link to transmit the impulses emanating from central power to operative level (Oliva, 1984).

2.4.1 Influence of supervision of performance

Austin (1979) conducted a study to find out if supervision of schools helps in raising the standard of classroom teaching/learning and morale of staff. The research was also meant to investigate the medium and long term impact of supervision of schools. It explored how secondary schools responded to their inspection and how they used the inspectors' findings to support their subsequent development. Information was collected through face to face and telephone interviews at 55 schools which had been inspected in 1993, 1994 and 1996. Questionnaires were sent to all schools which were inspected and response rate of between 60 and 80% was obtained. The study revealed that paramount to the implementation of the action plan and resulting strategies was the head teacher's realization of the importance of continuous monitoring and evaluation of the teaching and learning in the school, and her role in this vital area. Most teachers interviewed commented about lack of feedback during and after inspection. The

research did not comprehensively describe the extent to which supervision influence performance.

Annunziata (1997) carried out a research in Papua New Guinea on how supervision influenced the quality of teaching. The findings indicated that supervision of education had impact on teaching. Out of the lessons inspected, teaching overall was good and often very good, with more than half the lessons judged to be good or very good. In only two lessons of the 131 seen was teaching unsatisfactory. However, few lessons of outstanding quality were observed. Supervision also enhanced teachers' teaching methods. After talking to the teachers after inspection, efforts had been successfully made to move away from previously purely didactic teaching and teacher-led lessons to pupil-centred therefore improving teaching and learning. This study did not clearly reveal how supervision influenced end of level examination but only focused on classroom teaching.

Another study was carried by Rob and Webbink (2007) in the Netherlands on the effects of primary school supervisors on test scores. They used two approaches to estimate the effects of the supervision. The first approach which was based on standard fixed effects model indicated that inspection lead to slightly better school performance. Test scores increased by 2% to 3% of standard deviation. The second approach exploited a sample of randomly selected schools of the state of Dutch education. Based on this approach the researcher found that inspections

do no harm to the test scores but seem to have little or no effect to students' performance (Rob and Webbink, (2009).

Wanga (1988), conducted case studies on supervision to see how supervision had improved the quality of education. The findings indicated that since supervision was done in the sampled schools, the school had seen many changes in the area of teaching. Previous inspection included recommendations about excessively didactic teaching, the 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 been successfully introduced, the management structure was in the process of reorganization and there was a new tutor system. The study also noted that the rationalization of staff responsibilities required further thought and action.

Nakitare (1980), dealt with a critical study of supervisory practices in Kimilili division of Bungoma district. He designed a 14 items questionnaire to elicit information from the teachers. The first 6 items were on basic information while the latter 8 were on supervision practices in the division. The researcher randomly sampled 30 schools out of 56 and three teachers in each of the sampled schools were asked to respond to the questionnaire. The study revealed that 55% of the teachers supported the frequency of supervision which also decreased with the distance from the DEO's office. He recommended that further research be done

on effectiveness of head teachers' performance since this was found to inhibit quality management of schools.

Daresh and Playko (1992) carried out a research on how supervision impacted on curriculum implementation in schools in Boston. Findings revealed that supervision done in areas of checking on lesson plans, schemes of work, registers and other administrative documents had a positive impact in academic performance of students. Frequent supervision improved the performance of pupils. They further found out that regular assessment of pupil progress through the fortnightly grade system was one of the strengths of the school and allowed prompt action to be taken if a pupil was failing to achieve his academic potential. The research did not however reveal constraints and also the rate at which the teachers implemented the recommendations given by the QAS officers

Mwanzia (1985) studied factors that affect supervision of primary schools in Kitui District. He used interview schedules and questionnaires targeting DEO, DQASO, Zonal Quality Assurance and Standards Officer (ZQASO) and Teachers Advisory Centre (TAC) tutors with an aim of eliciting information about head teachers, teachers and also their attitude towards supervision. He sampled 30 head teachers and 60 teachers from 30 schools who had been supervised in the previous two years. The research revealed that all the education supervisors serving in the area of study at that time were head teachers previously. The supervisors also confirmed that they had not received any pre-service training on supervision but

some had been in- serviced by KESI. Some schools received frequent visitation by supervisors than others and the frequency decreased with the distance from the DEO's office. More than a quarter of the teachers interviewed indicated negative attitude towards supervision but all head teachers showed positive attitude towards supervision. Mwanzia recommended that further research be done on the relationship between supervisors and teachers. The research did not however reveal whether supervision by QASO influences performance.

In a research carried out by Goldsberry (1997), on whether supervision benefited teachers in their teaching duties found out that supervision had improved the work of the teaching and non-teaching staff. The teaching staff indicated that after positive supervision they improved their teaching skills, enhanced better skills which they apparently had not been using since they graduated from colleges. Supervision also improved the non-teaching staff who said they were able to gear their day to day job for students' advantage.

2.4.2 Perception of teachers towards supervision

Njagi (1981) covered attitudes of teachers towards primary headteachers administrative behaviours in Kirinyaga District. The study revealed that female teachers generally displayed more positive attitudes towards supervision than male ones. Teachers possessing the highest academic qualifications, 73.82% displayed negative attitudes towards the heads supervision. Njagi (1981) also found that there was no difference in attitudes towards supervision among

teachers of different teaching experience. Professionally qualified teachers showed more favourable attitudes towards heads supervision than the less professionally qualified.

Marwanga (2004) carried out a study on instructional supervisory practices of schools inspectors and principals in secondary schools in Nakuru District. He found out that teachers have negative attitudes towards supervision because some supervisors either lack skills or have negative attitudes towards teachers. The study did not cover how instruction supervision affected supervision hence the need for this study.

2.4.3 QASO characteristics and supervision

QASO characteristics such as training and basic skills in supervision influence their instructional supervision. Others are commitment to work and superiority in supervision. Head teachers factors are academic and professional qualifications and also the experience that one has. Another factor is managerial skills which in most cases determine how all the pupils, teachers and parents will work. Teachers' factors are academic and professional qualification just like for the head teachers and also attitude towards supervision.

There lacks commitment, dedication and change of attitude by both the QAS officers and teachers towards each other. Differences have developed largely because QAS officers have tended to adopt traditional inspectorial legacies which Kenya inherited at independence, (Maranga 1977). According to Gachoya (2003),

there exist a kind of a master –servant relationship between teachers and supervisors. The supervisors act as automatic critical faultfinders by exerting considerable influences for and against teachers.

Muchanje (2004) covered primary school teachers' attitudes towards external supervision in Evurori Division of Mbeere District in Kenya. The study established that gender and professional responsibilities had no significant effect on teachers' attitudes towards external supervision. However, the personal attributes of age, marital status, professional experience and professional qualifications had significant influence on teachers' attitudes towards external supervision. From the analysis, in-service courses, promotion, relationship of teachers and supervisors, transfers and classroom observation were among factors of supervision identified in the study as mostly influencing attitude. This study focused on attitude of supervisors and its influence of supervision,

Rugut (2003) conducted a research on the barriers of effective instructional supervision in secondary school administration in Kapsabet Division of the Nandi North District. He established that supervision in the division was hindered by the fact that the inspectors lacked adequate training and communication skills. Low academic qualifications of inspectors as opposed to the teachers they supervised was also identified as a problem. These studies did not focus on the effects of external supervision on performance hence this study will fill the gap.

2.4.4 Influence of institutional factors on QASO supervision

Ondicho (2004) conducted a study to determine problems affecting inspection in public secondary schools in Thika Municipality of Thika District. She found that the main problems experienced by inspectors include, inadequate funds, lack of transport and communication facilities, negative attitude from teachers, inadequate professional training and delayed implementation of their recommendations. Ondicho also found out that teachers' positive attitudes towards inspection could be enhanced if supervisors developed a more friendly approach towards teachers.

2.5 Summary of literature review

The literature review has reviewed the influence of instructional supervision on pupils' performance. For example, Austin (1979) revealed that paramount to the implementation of the action plan and resulting strategies was the head teacher's realization of the importance of continuous monitoring and evaluation of the teaching and learning in the school, and her role in this vital area. Annunziata (1997) found that supervision of education had impact on teaching and performance.

Njagi (1981) revealed that when teachers had a positive attitude towards supervision, it had a positive impact on improved teaching while Maranga (2004) found when teachers have negative attitudes towards supervision it had a negative impact on teaching. Muchanje (2004) established that gender and professional

responsibilities had no significant effect on teachers' attitudes towards external supervision. Rugut (2003) established that supervision in the division was hindered by the fact that the inspectors lacked adequate training and communication skills. Low academic qualifications of inspectors as opposed to the teachers they supervised was also identified as a problem.

2.6 Theoretical framework

The study will be based on the scientific management theory. Fredrick Taylor (1856 – 1917) in his book *Principles of Scientific Management* advocated that a worker should be given standardized conditions and appliances to accomplish the task with certainty. Okumbe (1988) states that to realize quality and economy in production the central management has to exercise close supervision in accordance with clearly stated task performance standards. The purpose of this hierarchical structuring of authority is to achieve control and coordination of the organisation members' efforts, this inevitability involves supervision of the subordinates' performance. Taylor also showed that maximum prosperity can exist only as the result of maximum productivity. He argued that the most important object of both the employee and the management should be the training and development of each individual in the establishment, so that he can do the highest class of work for which his natural abilities fit him. Workmen were quite inefficient. Applying the principle to supervision, the QASO are supposed to

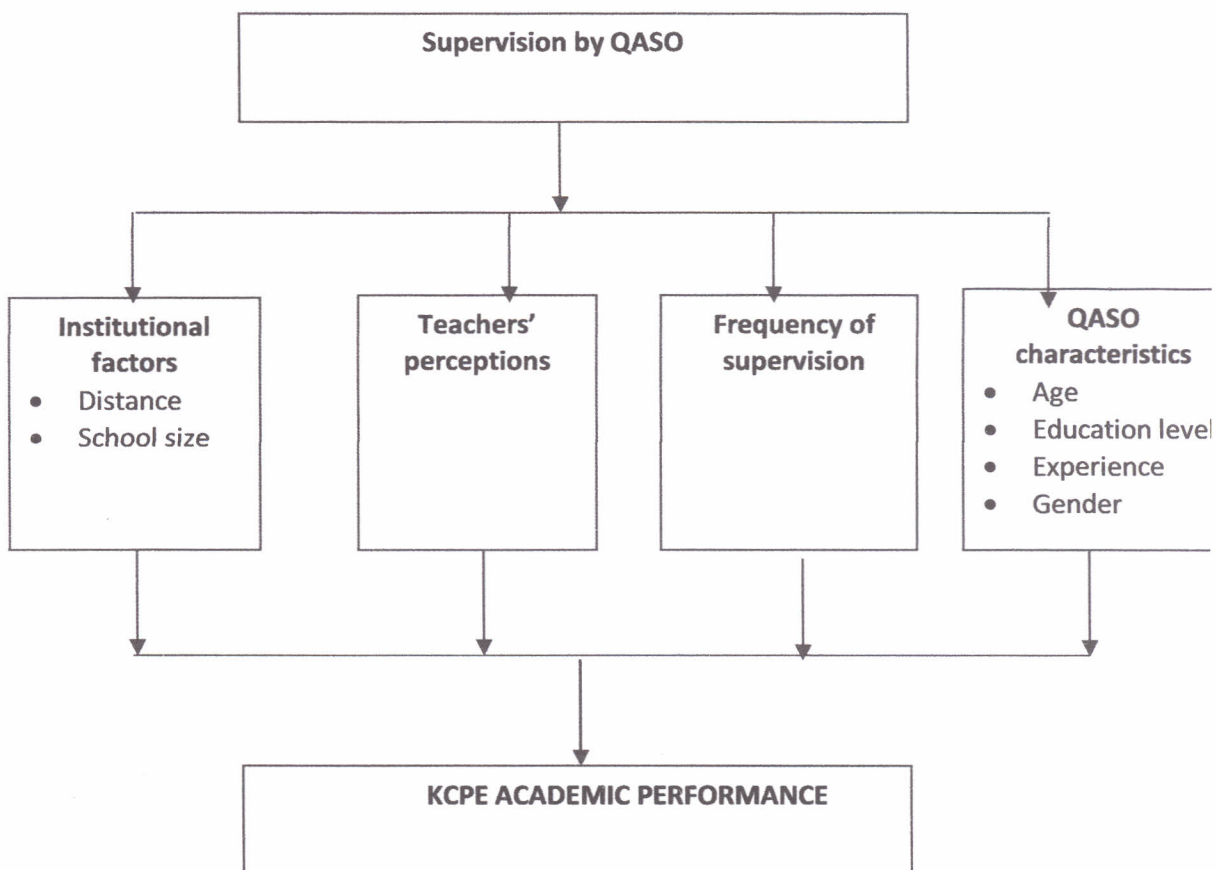
increase efficiency in teaching and learning. QASO supervision ought to influence the teaching in schools which influences academic performance.

2.6 Conceptual framework

The conceptual framework of this study is presented in figure 2.1.

Figure 2.1

Relationship between variables on the influence of supervision on KCPE performance



The conceptual framework shows various variables with the factors that affect quality of education in schools. The framework shows that the supervision by the QASO is influenced by several factors which include frequency of supervision, teachers' perceptions towards supervision by QASO and QASO characteristics. These factors then impact on the KCPE performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used in conducting the study. The chapter focuses on research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis.

3.2 Research design

This study was an exploratory study and it employed a descriptive survey design to investigate the influence of QASO instructional supervision on KCPE performance in public primary schools in Dagoretti District. Description survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification Borg and Gall (1989) note that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The choice of the descriptive survey design was made based on the fact that in this study research is interested in the state of affairs already existing in the field and no variable was manipulated. Survey design therefore is appropriate because it enabled the researcher to gather information concerning the effects of QASO instructional supervision on KCPE performance in Dagoretti District.

3.3 Target population

Orodho (2004) defines population as all the items or people under consideration. For this study, the target population consisted of 24 public primary schools in Dagoretti District of Nairobi Province. The schools were found in two zones, Waithaka and Riruta. The respondents of study consisted of the head teachers and teachers in the selected schools within the district. The schools have a total of 24 head teachers and 473 teachers (Nairobi City Council Education Department, 2011). The head teachers were chosen because they were in a good position to give information on the subject. The teachers were suitable because they are constantly in touch with the pupils in their classes and are the ones that the QASO supervise. The five QASO officials at the district were targeted.

3.4 Sample size and sampling procedures

Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. Sampling is important because one can learn something about a large group by studying a few of its members thus saving time and money. The sample size for this study consisted of 24 public primary schools in Dagoretti District. To sample the respondents, the researcher used 10% as proposed by Gay (1992). This implies that five teachers were picked from each school yielding a total of 110 teachers. The simple random technique was used where all the individuals in the defined population had an

equal and independent chance of being selected as members of the sample. All the 5 QASO officials at the district level were purposively selected.

3.5 Research instruments

The researcher relied on self-administered questionnaires. A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp, 2006). The advantages of using questionnaires are: the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and explain the meaning of items that may not be clear. Gay (1976) maintains that questionnaires give respondents freedom to express their views or opinions and also to make suggestions. They are also anonymous. Anonymity helps to produce more candid answers than it is possible in an interview. Three questionnaires were used for three different categories. That is, for head teachers and teacher. The head teachers' questionnaires contained questions involving their personal information and items regarding the effect of supervision on KCPE performance. The teachers' questionnaire contained the teacher's demographic factors and other items on the influence of QASO instructional supervision on KCPE performance. The questionnaire for the QASO contained two parts; the demographic information and data on the effect of supervision on KCPE performance.

3.6 Validity of the instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research result (Mugenda and Mugenda, 1999) Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. The pilot study helped to improve face validity and content of the instruments. The internal validity which involved controlling the extraneous variables in the structure was done through the administration questionnaire. The external validity was the generalization of the study findings. As such, the researcher sought assistance from the supervisor in order to help improve content validity of the instrument.

3.7 Reliability of the instrument

Mugenda and Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instrument, a pilot study was conducted in two schools which were not be included in the main study. The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either discarded or modified to improve the quality of the research instruments.

This was to ensure that the instrument captures all the required data. The procedure for extracting an estimate of reliability was obtained from the

administration of Test-Retest reliability method which involved administering the same instrument twice to the same group of subject with a time lapse between the first and second test. A Pearson's product moment correlation coefficient formula was used.

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

According to Mugenda and Mugenda (1999) a coefficient of 0.80 or more will simply show that there is high reliability of data. The reliability coefficient was 0.821 for headteachers and 0.792 for the teachers' questionnaires.

3.8 Data collection procedures

The researcher sought a research permit from the National Council of Science and Technology and thereafter wrote letters to the headteachers to be allowed to do the study. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected at the agreed time.

3.9 Data analysis techniques

After the data had been collected there was cross-examination to ascertain their accuracy, competences and identify those items wrongly responded to, spelling mistakes and blank spaces. Quantitative data was then entered into the computer

for analysis using the Statistical Package for Social Sciences (SPSS). This processed the frequencies and percentages which were used to discuss the findings. Tables, pie charts and bar graphs were used to present the data while descriptive statistics such as percentages and frequencies were used to answer research questions. Qualitative data were analyzed thematically.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter focuses on the demographic information of the respondents, presentations, interpretation and discussions of research findings. The presentations were done based on the research objectives.

4.2 Questionnaire return rate

Table 4.2 Questionnaire return rate

Respondents	F	%
Headteachers	20	90.9
Teachers	105	95.4
QASO	3	60

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. In this study, out of the 22 questionnaires issued to the headteachers, 20 (90.9%) were returned while out of the 110 questionnaires issued to the teachers 105 (95.4%) were returned. Out of 5 questionnaires issued to the QASO, 3 were returned. QAS officials sampled, all of them returned the questionnaires. This percentage return rate above the recommended 80% by Mmaduakonam (1998) and hence deemed adequate for the study

4.3 Demographic data of the respondents

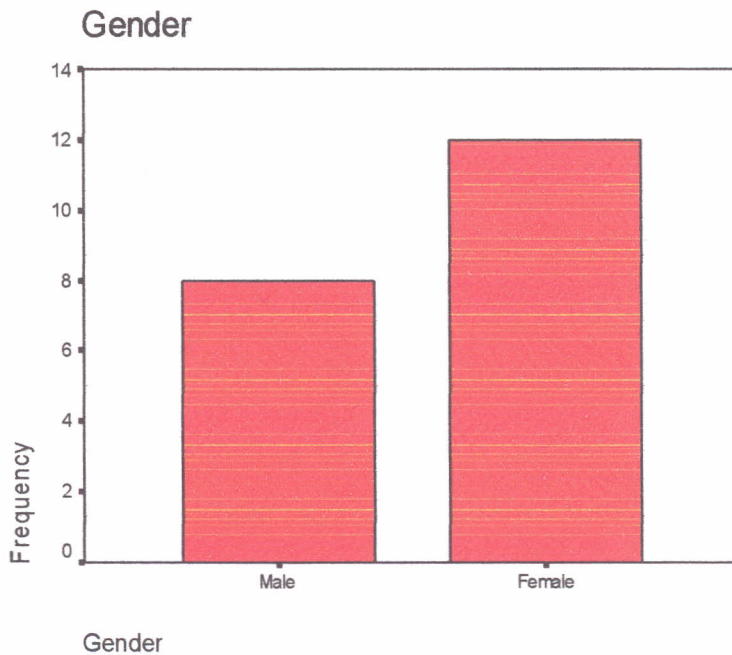
This section presents the demographic information of the respondents namely the headteachers and teachers. The section first presents the demographic information of the headteachers and then presents the one for the teachers.

4.3.1 Demographic information of the headteachers

The demographic information of the headteachers was based on their gender, age, marital status, professional training, and experience in teaching and duration in the current school. These demographic data is presented in this section.

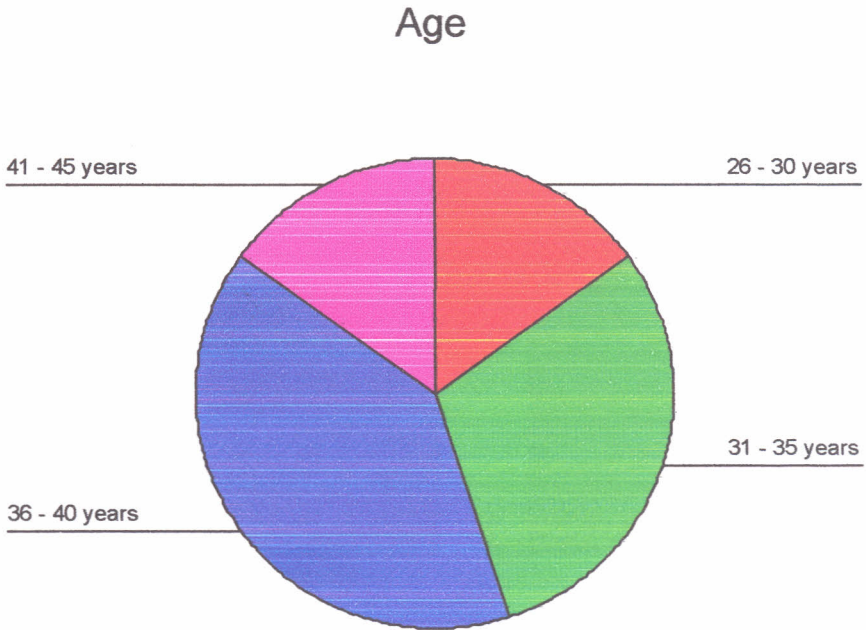
To establish the gender of the headteachers, they were asked to indicate the same. The data is presented in Figure 4.2.

Figure 4.2 Distribution of headteachers by gender



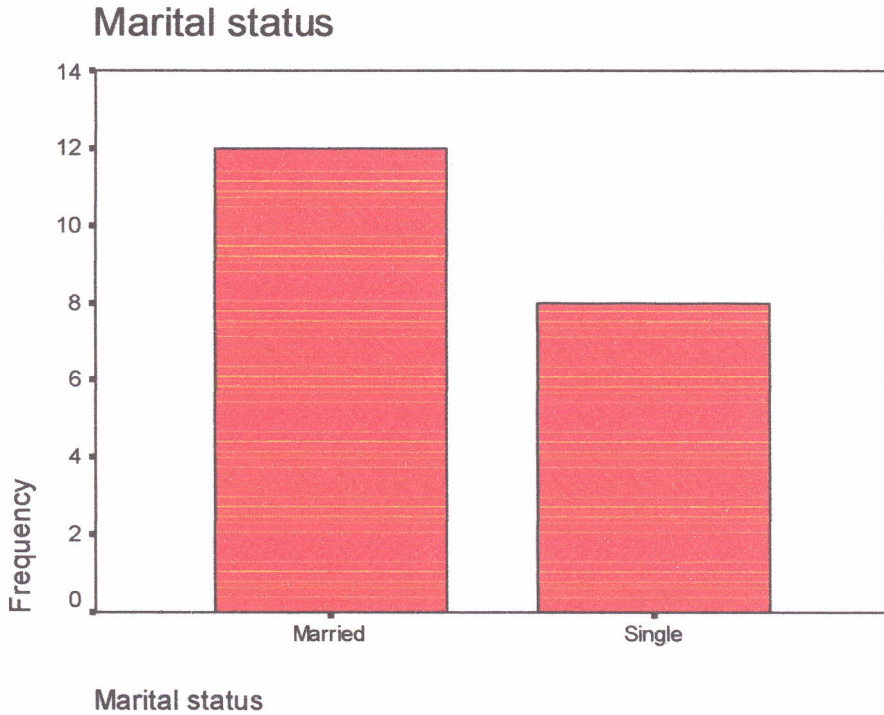
Data on the gender of the respondents indicated that majority 12 (60%) were female; this implies that female formed the largest proportion of headships in the district. The headteachers were further asked to indicate their age. The findings are presented Figure 4.3.

Figure 4.3 Distribution of headteachers by age



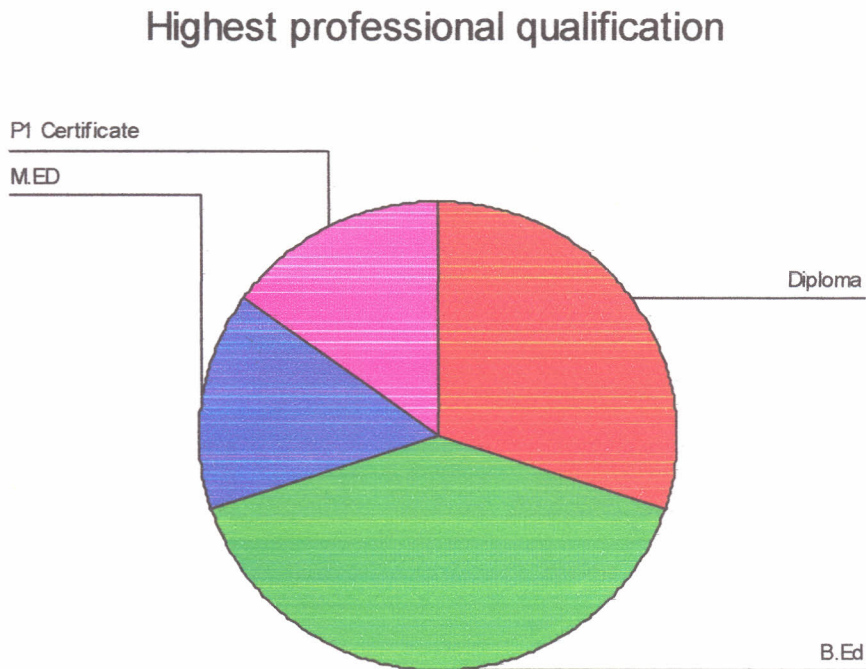
Data on the age of the respondents indicated that most of the headteachers were aged between 36 and 40 years as indicated by 8 (40%) which implies that most of the respondents were relatively young. Asked to indicate their marital status, they responded as shown in figure 4.4.

Figure 4.4 Distribution of respondents by marital status



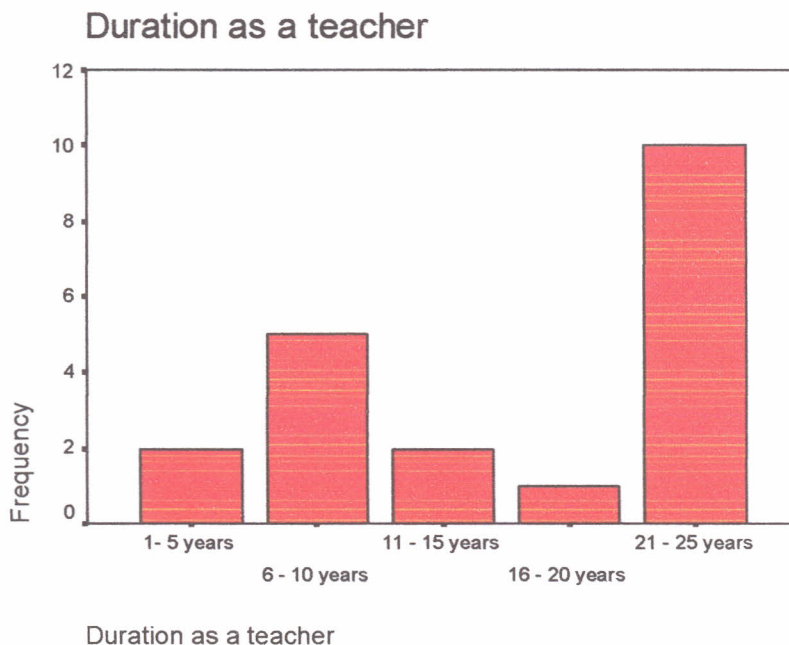
Data on the marital status of the respondents indicated that majority were married as indicated so by 12 (60%). The respondents were further asked to state their highest professional qualifications. The data is presented in Figure 4.5.

Figure 4.5 Distribution of respondents by highest professional qualifications



Findings on the highest professional qualifications revealed that most of them 8 (40%) were holders of Bachelor of education degree. There were also a few of them who had a master of education degree while implies that the teachers were highly professionally trained and hence are able to identify the influences of supervision on performance. The head teacher respondents were further asked to indicate their experience as teachers the data is presented in Figure

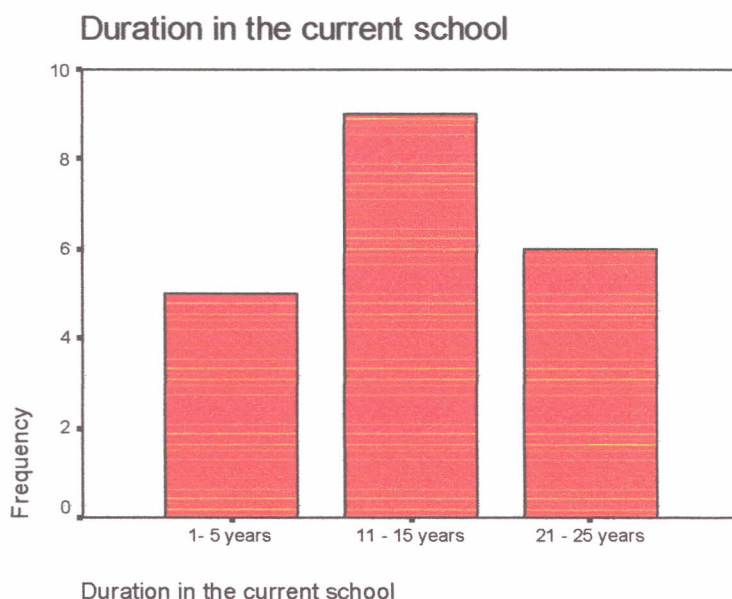
Figure 4.6. Experience in teaching



Data on the duration the headteachers had worked as teachers showed that half of them had worked for a duration of between 21 and 25 years. This adequate duration which gives the respondents experience on how quality assurance influences performance. These findings show that a significant number of headteachers had a long experience in teaching. Long duration of teaching presupposes that they had been supervised by QASO hence they have formed a perception from that experience.

The headteachers were also asked to indicate how long they had been in the current school. The data is presented in Figure 4.7

Figure 4.7 Duration as a headteacher in the current schools



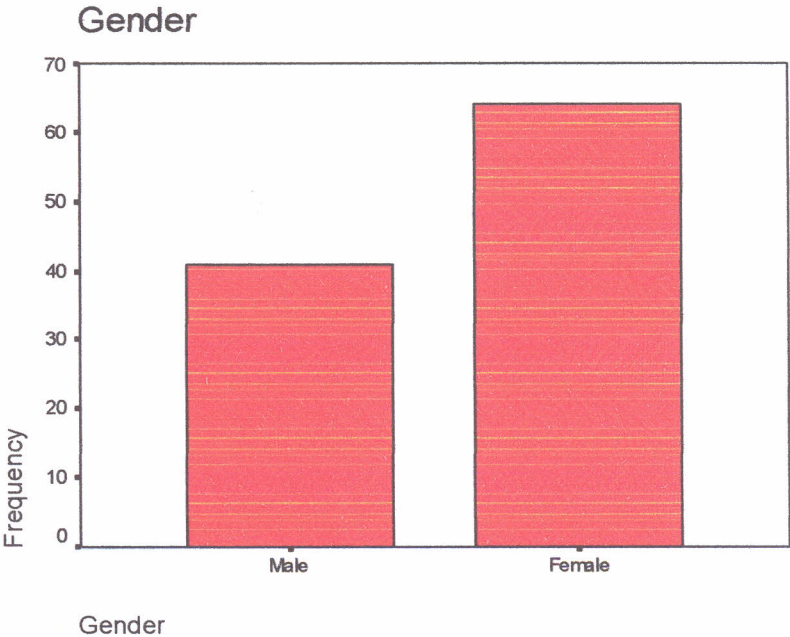
Data indicate that most of the headteachers had been in the current school for a duration of between 11 and 15 years which shows that they have considerable experience of the effects of supervision on performance. After discussing the demographic information of the headteachers, attention was drawn to the demographic information of teachers. The following section presents the demographic information of teachers.

4.3.2 Demographic data of the teachers

The demographic information of teachers was based on their gender, duration in the school, professional qualifications of the teachers and the gender of the

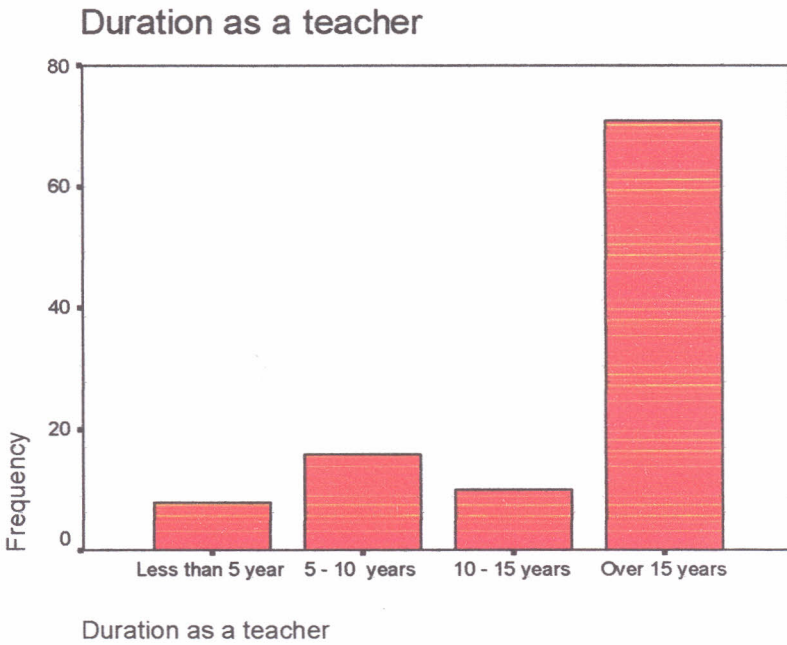
schools. To establish the gender of the respondents, they were asked to indicate that same. The data is presented in Figure 4.8.

Figure 4.7 Distribution of teachers by gender



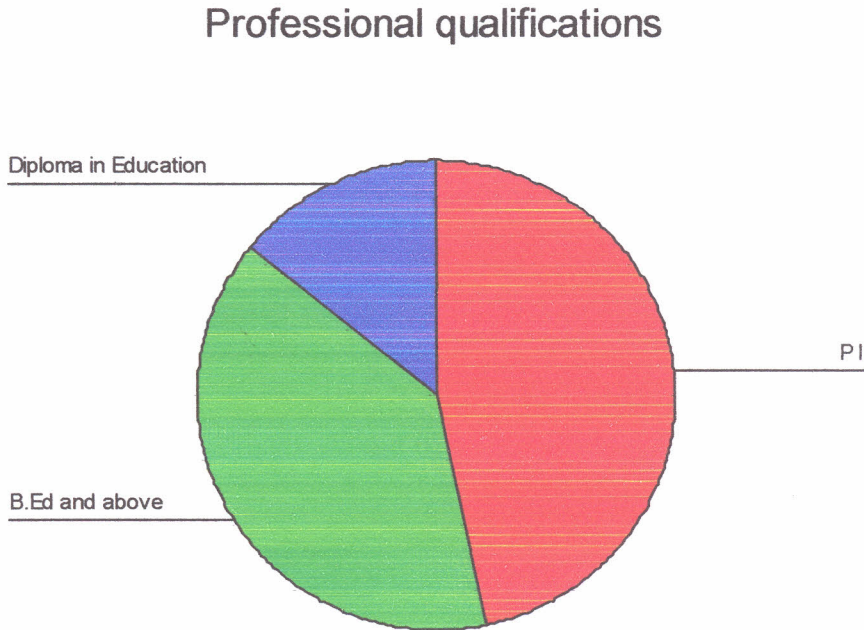
Data on the gender of the teachers indicated that majority of them were female teachers as shown by 64.961%). Asked to state their the duration that they had been teachers, their presented their results as shown in Figure 4.8

Figure 4.8 Distribution of respondents by teaching experience



Findings showed that majority of the teachers had been teaching for over 15 years. This provides them with an opportunity to have been aware of the influence of supervision by QASO on performance. The teachers were also asked to indicate their professional qualifications. The data is presented in Figure 4.9.

Figure 4.9 Distribution of teachers by professional qualifications



Findings on the professional qualifications of teachers indicated that most of them were P1 teachers as indicated so by 49 (46.7%) while a significant number had a Bachelor of Education degree and above. This shows that all the teachers were qualified as primary school teachers and hence could provide information on how supervision by QASO has influence performance in the district. Data on the gender of the school indicated that all the school that were sampled were all mixed schools which in line with the situation were all public schools are mixed. After presenting the demographic information of the respondents, the study changed focus to present the findings of the study based on the objectives.

4.3.3 Demographic information for the QAS officers

The demographic information of the QAS officers was based on their gender, age, highest academic status and their highest professional status. To establish the gender of the QAS officers, they were asked to indicate the same.

The findings are presented in table 4.3.

Table 4.3 Distribution of the QAS officers by gender

Gender	F	%
Male	4	80.0
Female	1	20.0
Total	5	100.0

Findings indicated that 4 (80%) were male while 1 (20%) was a female. This shows a gender disparity on the QAS officials in the district. They were also asked to indicate their age. The findings are presented in table 4.4.

Table 4.4 Distribution of the QAS officers by age

Age	F	%
25 - 35 Years	1	20.0
36 - 45 Years	4	80.0
Total	5	100.0

Data showed that while 1 (20%) was aged between 25 and 35 years 4 (80%) were aged between 36 and 45 years. The findings indicated that majority of the QAS officers were well advanced in age. This further suggests that they had served as teachers before appointment as QAS officers and hence are able to provide information on the effectiveness of supervision in the schools. The study further wanted to establish the highest academic and professional status. Data on the highest academic status of the QAS indicated that 2 (40%) were graduates while 3 (60%) were “O” level certificate holders. Data on the professional status indicated that 2 (40%) were bachelor of education holders; others were ATSI, TSIV and ATS III.

4.4 Influence of QASO instructional supervision on KCPE performance

This study sought to determine the influence of QASO’s instructional supervision practices on KCPE performance in Dagoretti district. The variables under investigation included the instructional supervisory, the extent of external instructional supervision, primary school teachers’ perceptions of the suitability of QASO instructional supervision practices, the frequency of institutional factors such as distance from school, school size, work load and school category and any other factors that influence pupil performance in pupils in KCPE in Dagoretti district. This section presents the data as sought by the researcher from the field.

4.4.1 Influence of various supervisory methods by QASO on instructional supervision

To establish the influence of various supervisory methods used by QASO on instructional supervision the respondents were asked to indicate the number of times their schools had been supervised since 2009. Data on the same is presented in table 4.5.

Table 4.5 Frequency of supervision by QASO since 2009

Frequency	F	%
None	9	45.0
1 Time	4	20.0
2 Times	3	15.0
4 Times	3	15.0
5 Times and above	1	5.0
Total	20	100.0

Data showed that most of the schools had not been supervised as shown by 9 (45%-. This implies that lack of supervision by the QASO means the teachers could be using improper methods of teaching which may affect pupil's academic performance. Teachers that were inspected recently are likely to have more recent ways of teaching and which can improve pupils' academic performance.

The headteachers were also asked to indicate how often their schools were supervised by QASO. Data showed majority indicating that their schools were

supervised every two terms as indicated by a majority of 14 (70%). The teachers were also asked to indicate how often their schools were supervised by QASO. The data is presented in Table 4.6.

Table 4.6 Teachers responses on frequency of supervision by QASO

Frequency of supervision	F	%
Monthly	15	14.3
Termly	63	60.0
Every two terms	11	10.5
Twice yearly	5	4.8
Once in a ear	11	10.5
Total	105	100.0

Data from the teachers indicated that majority of the schools were supervised every two terms as shown by 36 (60%) of the teachers. To further establish the supervisory methods employed by the QASO, the headteachers were asked to indicate the extent to which they conducted some listed down supervisory practices. The findings are presented in table 4.7.

Table 4.7 Supervisory practices

Supervisory method	Sometimes		Rarely		Never	
	F	%	F	%	F	%
Block supervision	17	85			3	15
Mass supervision	11	55	6	30	3	15
Follow up supervision	14	70	3	15	3	15
Panel supervision	17	85	-	-	3	15
Visit in the classrooms	14	70	3	15	3	15
Observation of schemes of work	14	70	6	30	-	-
Follow up of QASO recommendations	17	85	3	15	-	-

Data from the teachers indicated that the QASO conducted a variety of supervisory practices in the schools. For example majority of the headteachers indicated that the QASO conducted block supervision as indicated by 17 (85%), majority also conducted mass supervision, panel supervision, visits the classrooms, observed schemes of work and follow up the QASO recommendations.

The teachers were also asked to indicate the QASO supervisory practices in the schools. The data is presented in table 4.8.

Table 4.8 Teachers' responses of supervisory practices in schools

Supervisory practices	Very Frequent		Sometimes		Rarely	
	F	%	F	%	F	%
	Visit teachers in classrooms	5	4.8	79	75.1	21
Observing schemes of work	43	40.9	35	33.3	27	25.7
Follow up of QASO recommendations	32	30.5	47	44.8	26	24.8
Support of schools by QASO	38	36.2	41	39	26	24.8
Improving examination by QASO	79	75.3	5	4.8	21	20

Data showed that majority of the respondents indicated that the QASO visited teachers in the classroom as indicated by 79 (75.1%), it was also revealed by most of the teachers that the QASOs observed schemes of work. Data further showed that follow up of QASO recommendations was sometimes made by 47 (44.8%) while majority of the teachers 79 (75.3%) indicated that the QASO supervision improved examinations in the schools.

4.4.2 Influence of external instructional supervision by QASO on pupils performance

The study also sought to establish the influence of external supervision by the QASO on pupils performance. The headteachers were therefore asked to indicate the teachers in supervisory activities. Data showed that they did so sometimes as indicated by 11 (55%), while only 6 (30%) who stated that they rarely did so. Asked whether the supervisory by the QASO improved examinations in the

schools, data showed that it sometimes did as indicated by 8 (40%) while 9 (45%) indicated that it rarely or never improved examinations. The headteachers also reported that supervision had a great impact on the side of academic performance in all levels. They added that it had improved performance and the quality of teaching and learning in the schools. It also kept teachers and pupils on the right track in terms of curriculum and syllabus coverage. It had also changed teachers' attitude and hence improved teaching. It was also reported that supervision assessment in the school was very important as it acted as a tool for positive change in the school in terms of improving academic results and physical development of the school.

The headteachers were asked to indicate the impact of supervision on their schools. Findings indicated that sometime supervision created poor relationship between supervisors and the teachers especially those that are lazy. It also sometimes created hatred and low morale of working to some teachers especially those that did not like being supervised. The headteachers also said that the QAS normally concentrate on professional records more than delivering of concepts.

4.4.3 Primary school teachers' perceptions of the suitability of QASO instructional supervision

The study also sought to establish the teachers' perceptions on the suitability of QASO instructional supervision. The respondents were therefore asked to respond to items that sought to establish the same. The headteachers were therefore asked

to indicate their attitude of teachers towards supervision in the schools by QASO. Majority of the headteachers indicated that they were satisfied with the supervision by QASO.

The teachers were further asked to indicate their feelings toward supervision by QASO. The data is presented in table 4.9.

Table 4.9 Headteachers responses towards supervision by QASO

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Supervision is of value to teachers if done well	11	55			3	15	6	30
Supervision does not help teachers to grow professionally	-	-	-	-	14	70	6	30
QASO help teachers on how to prepare lesson plans and schemes of work	-	-	-	-	9	45	8	40
QASO are authoritarian to teachers	3	15	-	-	6	30	11	55
QASO supervisory behaviors stimulates teachers' participation in classroom instruction	-	-	-	-	14	70	6	30
Supervision by QASO is not concerned with helping teachers to improve their communication skills in class.	3	15	-	-	11	55	6	30
Supervisors help teachers in diagnosing learning problems encountered by students	-	-	14	70	3	15	3	15
QASO are biased and undemocratic in assessing teachers	6	30	-	-	3	15	11	55
QASO is concerned with offering specialized skills in advising and helping the teachers	-	-	6	30	11	55	3	15
Teachers resent visits to school by QASO	3	15	6	30	8	40	3	15
Supervision by QASO help teachers to diagnose their teaching problems	-	-	11	55	3	15	6	30

QASO conduct impromptu, irregular visits to school aimed at catching teachers doing wrong	3	15	3	15	8	40	6	30
QASO assist teachers to improve their pedagogical skills	3	15	3	15	8	40	6	30
QASO do not help teachers on record keeping	14	70	3	15	3	15	-	-
The comments written by QASO on teacher's observation sheet are encouraging	3	15	3	15	6	30	6	30
QASO have other vested interests in their visits to the school apart from supervisory services	3	15	6	30	8	40	3	15
QASO organize in -service courses for teachers	3	15	8	40	6	30	3	15
QASO visits are of no value to my professional growth	-	-	14	70	3	15	3	15
QASO help teachers in constructing appropriate tests for the pupils	6	30	8	40	3	15	3	15
QASO enjoy demonstrating their authority to teachers rather than acting as advisors and counselors	6	30	3	15	8	40	3	15

Key: SA = Strongly Agree; A= Agree ; Disagree; SD = Strongly Disagree

Data shows that majority of the headteachers were of the opinion that supervision is of value to teachers if done well as indicated by 11 (55%) however majority denied that supervision does not help teachers to grow professionally as shown by 14 (70%) and 6 (30%) who either disagreed or strongly disagreed. It was also revealed that majority of the headteachers denied that QASO help teachers on how to prepare lesson plans and schemes of work as shown by 9 (45%) and 8 (40%) who disagreed or strongly disagreed respectively. While 14 (70%) agreed that supervisors help teachers in diagnosing learning problems encountered by students 6 (30%) denied. Data further established that majority 14 (70%) and 6 (30%) disagreed or strongly disagreed that QASO supervisory behaviors

stimulates teachers' participation in classroom instruction. Findings also showed that majority of the headteachers indicated that QASO supervisory behaviors stimulates teachers' participation in classroom instruction, the headteachers further denied that QASO is concerned with offering specialized skills in advising and helping the teachers. It was also revealed that QASO do not help teachers on record keeping as it was observed by 14 (70%). Further analysis showed that QASO visits are of no value to my professional growth. However QASO helped teachers in constructing appropriate tests for the pupils.

The headteachers were also asked to indicate the supervisory practices that made teachers to perceive supervision by QASO positively. Their responses indicated teachers perceived QASO positively when they assisted teachers to make good schemes of work (40%), when they avoided harassment of teachers and when they helped teachers improve their teaching. The teachers were also asked to comment on the supervisory practices that make teachers perceive supervision by QASO negatively. Their responses showed that supervision was perceived as negative when the QASO kept changing professional record keeping methods, when they were authoritarian, when they overemphasize on the shortcoming of teachers, when they dealt with teachers as juniors and acted bossy, when they had conflict of interest, when they blamed performance on teachers. They also reported that they perceived them negatively when they had negative attitude towards teachers when they gave threats and harassed teachers, when they lacked follow up after supervision and when they stressed on inspecting rather than

advising. These findings are in line with Marwanga (2004) who found out that teachers have negative attitudes towards supervision because some supervisors either lack skills or have negative attitudes towards teachers.

The teachers were also asked to indicate supervisory practices that made teachers perceive supervisors by QASO positively. Their responses indicated that QASO were perceived positively when they gave light on timetable, when their approach was of encouragement to teachers, when they are positive. There were also perceived positive when they conducted problem identification and sought for possible remedies, when they created awareness on new educational trends and offered support and specialized skills and when they helped teachers in pedagogical skills and gave them positive reinforcement.

The teachers were also asked to comment on the supervisory practices that make teachers perceive supervision by QASO negatively. Their responses showed that supervision was perceived as negative when the QASO kept changing professional record keeping methods, when they were authoritarian, when they overemphasize on the shortcoming of teachers, when they dealt with teachers as juniors and acted bossy, when they had conflict of interest, when they blamed performance on teachers. They also reported that they perceived them negatively when they had negative attitude towards teachers when they gave threats and harassed teachers, when they lacked follow up after supervision and when they stressed on inspecting rather than advising. These findings are in line with

Marwanga (2004) who found out that teachers have negative attitudes towards supervision because some supervisors either lack skills or have negative attitudes towards teachers.

Asked to indicate their assessment of the impact of supervision in the schools, they responded as presented in table 4.10.

Table 4.10 Headteachers assessment on the impact of supervision in schools

Assessment	F	%
It demoralizes teachers.	8	40.0
Was a direction from the office and was for faultfinding	6	30.0
It was a challenge.	6	30.0
Total	20	100.0

Data indicated that supervision by the QASO sometimes demoralized teachers as indicated by 8 (40%), others 6 (30%) and the same number reported that supervision was a direction from the office and was for faultfinding and it was also a challenge respectively. Teachers responses indicated that supervision by QASO was satisfactory as shown by 58 (55.2%).

4.4.4 Effects of institutional factors on supervision by QASO

The study also sought to find out the institutional factors that influenced the QASO in supervision. The QASO were therefore required to indicate the extent to which they encountered several problems. Findings showed that most 2 (33.3%)

used motor bikes while 2 (33.3%) used office vehicles. while 1 (8.5%) said they walked. The finding show that mode of transport was a problem to some QASO officials. They were also asked to indicate whether there were other duties the QASO had apart from school inspection. Findings indicated that QASO had other responsibilities which included Organize co-curricular activities, Assess EDD teachers, attended to duties assigned by the DEO, coordinating the INSET, training SEP, KESSP and conducting workshops for new teachers. Asked whether they were overworked, all of them said yes. They were also asked to list some problems that they encountered during school inspection. They responded that they faced inaccessible schools, resistance from teachers, inadequate personnel, hostile environment and poor communication were some of the problems that they encountered. The findings are in line with Ondicho (2004) who found out that main problems experienced by inspectors include, inadequate funds, lack of transport and communication facilities, negative attitude from teachers, inadequate professional training and delayed implementation of their recommendations. Ondicho also found out that teachers' positive attitudes towards inspection could be enhanced if supervisors developed a more friendly approach towards teachers.

4.4.5 Other factors affecting pupil performance in KCPE

The teachers were asked to indicate their assessment on the impact of supervision in their schools KCPE performance. The findings are presented in Table 4.11.

Table 4.11 Assessment of the impact of supervision

Assessment of impact of supervision	F	%
Mostly intimidating and therefore impacting negatively.	5	4.8
Teachers are update and reminded on their strengths and weak	15	14.3
It motivates the teachers hence uplifting performance	10	9.5
It has improved school standards	22	21.0
There is minimal impact	5	4.8
Has led to positive improvement	6	5.7
Its good	5	4.8
Satisfactory	5	4.8
Fairly	11	10.5
Has improved KCPE performance	21	20.0
Total	105	100.0

The headteacher were also asked to indicate ways that could be used to improve supervision in schools. The data is presented in Table 4.12.

Table 4.12 Heateachers responses on suggestions for improving supervision of schools

Suggestions	F	%
Make planned visits to school	11	55.0
Should hold seminars for sensitization of teaching	3	15.0
Have positive attitude towards the school	6	30.0
Total	20	100.0

Data showed that there was need for more to make planned visits to schools as suggested by a majority of 11 (55%), there should be seminars for sensitization of teaching and also teachers to have positive attitude towards supervision. The study sought to find out suggestions that could be used to improve inspection in schools. The QASO's suggested that there should be creation of smaller zones, employment of more QASOs, allocating more funds, and development of more TACs. They also suggested that the QASO should be trained in computers. The QASO also suggested that there should be provision of funds, provision of transport, and provision of in-service courses and introduction of vote head for QASOs. The teachers also suggested that supervision should be increased in schools, QASO should be friendly, they also suggested for more supervisor sensitization such as pro active problem solving, seminars for teachers, avoidance of criticism. Supervisors should stress on advising teachers, they should inform teachers before they come to schools, resources should be availed, provide better methods of communication.

The study also sought to establish the means that could be used to improve effectiveness of supervision. The QAS suggested that there should be training for QASOS and that those that were available should be in-services and provide with courses that could enhance their work. They also suggested that there should be provision of adequate facilities for supervision. They also reported that supervision could be improved if the officer at the ground were supported financially for easier movement. It was suggested that supervision of curriculum

institutions should evolve and maintain internal systems of quality checks that need to be kept and lastly that there should be provision of enough funds and the necessary training.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

5.2 Summary of the major findings

The purpose of this study was to determine the influence of QASO's instructional supervision practices on KCPE performance in Dagoretti district. Five research questions were formulated to guide the study. Research question one sought to determine how various supervisory methods by QASO influence their instructional supervision in Dagoretti district; research question two sought to assess the extent to which external instructional supervision by QASO influence pupils performance in KCPE in Dagoretti district. Research question three aimed at identifying primary school teachers' perceptions of the suitability of QASO instructional supervision practices in enhancing KCPE performance in Dagoretti district. Research question four sought to establish whether the frequency of supervision is influenced by institutional factors such as distance from school, school size, work load and school category in Dagoretti district while research question five aimed at establishing other factors that affect pupil performance in pupils in KCPE in Dagoretti district. This study was an exploratory study and it employed a descriptive survey design. The sample population comprised in 22

headteachers, 110 teachers and 5 QASO officials. The researcher relied on self-administered questionnaires. Data was analyzed using qualitative and quantitative analysis.

Findings revealed that:

- i. Findings revealed that most of the schools had not been supervised as shown by 9 (45%). This implies that lack of supervision by the QASO means the teachers could be using improper methods of teaching which may affect pupils' academic performance.
- ii. Findings also revealed that QASO conducted a variety of supervisory practices in the schools. For example majority of the headteachers indicated that the QASO conducted block supervision as indicated by 17 (85%), majority also conducted mass supervision, panel supervision, visits the classrooms, observed schemes of work and follow up the QASO recommendations.
- iii. Findings also revealed that supervision had a great impact on the side of academic performance in all levels. They added that it had improved performance and the quality of teaching and learning in the schools.
- iv. Findings also revealed that majority of the headteachers were of the opinion that supervision is of value to teachers if done well as indicated by 11 (55%). Data further established that majority 14 (70%) and 6 (30%)

disagreed or strongly disagreed that QASO supervisory behaviors stimulates teachers' participation in classroom instruction.

- v. Findings also showed that majority of the headteachers indicated that QASO supervisory behaviors stimulates teachers' participation in classroom instruction, the headteachers further denied that QASO is concerned with offering specialized skills in advising and helping the teachers. Findings showed that institutional factors such as distance to school mode of transport for the QASO affected supervision by QASO.

5.3 Conclusions of the study

Based on the findings of this study, the researcher revealed that most of the schools had not been supervised which implies that lack of supervision by the QASO means the teachers could be using improper methods of teaching which may affect pupils academic performance. The study also concluded that QASO conducted a variety of supervisory practices in the schools. For example majority of the headteachers indicated that the QASO conducted block supervision, mass supervision, panel supervision, visits the classrooms, observed schemes of work and follow up the QASO recommendations. It was also concluded that supervision had a great impact on the side of academic performance in all levels. They added that it had improved performance and the quality of teaching and learning in the schools. The study further concluded that supervision was of value to teachers if done well. Further conclusions showed that majority of the headteachers indicated that QASO supervisory behaviors stimulates teachers'

participation in classroom instruction, the headteachers further denied that QASO is concerned with offering specialized skills in advising and helping the teachers. Institutional factors such as distance to school mode of transport for the QASO affected supervision by QASO.

5.4 Recommendations

Based on the above findings it was recommended that:-

1. The government should avail the required resources to facilitate supervision and inspection of school by the QASO.
2. There is need to educate teachers on the various changes in approach being undertaken by QASO in their effort to improve quality assurance and standards exercises. Education of teacher will enable them change their perceptions on QASO's so as to view quality assurance exercises more positively.
3. The QASO ought to create rapport and good working relationships with the teachers by portraying appropriate leadership behavior that calls dialogue and collaborative teaching learning activities and apply appropriate appraisal and promotion methods to diligent staff.

5.5 Suggestions for further research

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

1. Since the study was conducted in one administrative district, there is need to conduct a similar study in another district.
2. a study of the role of other stakeholders such as PTA and BOG should be carried to establish what roles they perform in supervision of schools.
3. A study to be carried out to investigate the relationship between headteachers and QASO training on quality of learning academic achievements.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION TO THE RESPONDENTS

P.O BOX 92,

Kikuyu

Dear Respondent,

REF: RESEARCH

I am a student at University of Nairobi currently pursuing a Masters' degree in Education, as part of my assessment. I am required to carry out research on "Effects of external instructional supervision on pupils' achievement in Kenya Certificate of Primary Education (KCPE) in Dagoretti District, Kenya". Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school. The information you will give will be treated with absolute confidentiality and will only be used for the purpose of this study.

Please try to be as honest as possible in your responses and ensure that you attempt all questions.

Birech Lillian Chebet

University of Nairobi

M.Ed Student

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to gather information on Effects of External Supervision of Pupils Performance in KCPE in Dagoretti district. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

Please tick appropriately

Section A

1. What is your gender?

a) Male []

b) Female []

2. What is your age?

a) 21 – 25 years []

e) 41 – 45 years []

b) 26 – 30 years []

f) 46 – 50 years []

c) 31 – 35 years []

g) 51 – 55 years []

d) 36 – 40 years []

3. What is your marital status?

a) Married []

b) Single []

c) Divorced []

4. What is your highest professional qualification?

a) Diploma []

b) B. Ed []

c) M.ED []

5. For how long have you been a head teacher?

a) 1 – 5 years []

e) 21 – 25 years []

b) 6 – 10 years []

f) 26 – 30 years []

c) 11 – 15 years []

g) 31 – 35 years []

d) 16 – 20 years []

6. How long have you been a headteacher in the current school?

a) 1 – 5 years []

e) 21 – 25 years []

b) 6 – 10 years []

f) 26 – 30 years []

c) 11 – 15 years []

g) 31 – 35 years []

d) 16 – 20 years []

7. What is the size of your school?

a) Single stream []

b) Double stream []

c) Three streams []

d) Four streams []

8. How many times since January 2009 have your school been supervised by QASO?

a) 0 []

b) 1 []

c) 2 []

d) 3 []

e) 5 and above []

9. What is your school gender?

Boys [] Girls [] Mixed []

Section B

The following questions relate to your role as supervisor.

Please tick appropriate.

1. How often is your school supervised?

Monthly Termly Every two terms

Any

other

2. How do the QASO perform the following forms of supervision?

Block supervision

Very Frequent Frequent Sometimes Rarely
Never

Mass supervision

Very Frequent Frequent Sometimes Rarely
Never

Follow up supervision

Very Frequent Frequent Sometimes Rarely
Never

Panel supervision

Very Frequent Frequent Sometimes Rarely
Never

3. How often do QASO visit teachers in classrooms?
Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []
4. How often does the QASO observe schemes of work and lessons prepared by teachers?
Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []
5. How often does the QASO follow –up supervision after the QAS officers' recommendations?
Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []
6. How often does the QAS officers support your school through supervisory and activities
Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []
7. Does supervision by QASO improve examination results in your school?
Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []

8 Rate the attitude of teachers towards supervision in your school by QASO

Very good [] Good [] Satisfactory [] Poor []

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

10. What is your assessment about the impact of supervision in your school?

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

12. What suggestions do you think can improve primary schools supervision in the district?

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information on Effects of External Supervision of Pupils Performance in KCPE in Dagoretti district. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

Please tick appropriately

Section A

1. What is your gender?

a) Male []

b) Female []

2. What is your age?

a) 21 – 25 years []

e) 41 – 45 years []

b) 26 – 30 years []

f) 46 – 50 years []

c) 31 – 35 years []

g) 51 – 55 years []

d) 36 – 40 years []

3. What is your marital status?

a) Married []

b) Single []

c) Divorced []

4. What is your highest professional qualification?

a) Diploma []

b) B. Ed []

c) M.ED []

5. For how long have you been a teacher?

a) 1 – 5 years []

e) 21 – 25 years []

b) 6 – 10 years []

f) 26 – 30 years []

c) 11 – 15 years []

g) 31 – 35 years []

d) 16 – 20 years []

6. How long have you been a teacher in the current school?

a) 1 – 5 years []

e) 21 – 25 years []

b) 6 – 10 years []

f) 26 – 30 years []

c) 11 – 15 years []

g) 31 – 35 years []

d) 16 – 20 years []

8. How many times since January 2009 have you been supervised by QASO?

a) 0 []

b) 1 []

c) 2 []

d) 3 []

e) 5 and above []

8. What is your school gender?

Boys [] Girls [] Mixed []

Section B Influence of supervision on performance

The following questions relate to your role as supervisor.

Please tick appropriate.

6. How often are you supervised by QASO?

Monthly [] Termly [] Every two terms []

Anyother

7. How do the QASO perform the following forms of supervision?

Block supervision

Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []

Mass supervision

Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []

Follow up supervision

Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []

Panel supervision

Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []

8. How often do QASO visit you in the classrooms?

Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []

9. How often does the QASO observe schemes of work and lessons?

Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []

10. How often does the QASO follow –up supervision after the QAS officers' recommendations?

Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []

11. How often does the QAS officers support your as a teacher in supervisory and activities

Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []

12. Does supervision by QASO improve examination results in your school?

Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []

13. Rate the attitude of teachers towards supervision in your school by QASO

Very good [] Good [] Satisfactory [] Poor []

Below are statements on feelings or opinions in which you are required to indicate your level

of agreement or disagreement with the views expressed.

Key

SA = Strongly Agree

D = Disagree

A = Agree

SD = Strongly Disagree

NOP = No Opinion

Opinion Towards Supervision	SA	A	NOP	D	SD
Supervision is of value to teachers if done well.					
Supervision does not help teachers to grow professionally.					
QASO help teachers on how to prepare lesson plans and schemes of work.					
QASO are authoritarian to teachers.					
QASO use supervisory behaviours which stimulates teachers' participation in classroom instruction.					
Supervision by QASO is not concerned with helping					

teachers to improve their communication skills in class.					
Supervisors help teachers in diagnosing learning problems encountered by students.					
QASO are biased and undemocratic in assessing teachers.					
QASO is concerned with offering specialized skills in advising and helping the teachers.					
Teachers resent visits to school by QASO.					
Supervision by QASO helps teachers to diagnose their teaching problems.					
QASO conduct impromptu, irregular visits to school aimed at catching teachers doing wrong.					
QASO assist teachers to improve their pedagogical skills.					
QASO do not help teachers on record keeping.					
The comments written by QASO on teacher's observation sheet are encouraging.					
QASO have other vested interests in their visits to the school apart from supervisory services.					
QASO organize in-service courses for teachers.					
QASO visits are of no value to my professional growth.					
QASO help teachers in constructing appropriate tests for					

the pupils.					
QASO enjoy demonstrating their authority to teachers rather than acting as advisors and counselors.					

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

15. What is your assessment about the impact of supervision in your school?

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

17. What suggestions do you think can improve primary schools supervision in the district?

APPENDIX IV

QUESTIONNAIRE FOR QASO

This questionnaire is designed to gather information on Effects of External Supervision on pupils performance in KCPE in Dagoretti District. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

SECTION A

Please tick [✓] or answer as appropriate.

1. What is your gender?

(a) Male []

(b) Female []

2. What is your age?

(a) 20 - 30 years []

(c) Above 41 years []

(b) 31 - 40 years []

3. How many years have your served as a QASO?

(a) Below five (5) years

(c) Over 11 years

(b) 5 - 10 years

4. What is your highest academic qualifications?

(a) Diploma

(c) M.Ed

(b) Degree

(d) Any other _____

5. (i) Have you attended training in the areas of school inspection?

(a) Yes

(b) No

(ii) If yes, when and where?

SECTION B

1. What is the most common mode of transport you employ in your inspection routine?

How does influence supervision?

How often do you supervise teachers in schools in Dagoretti?

Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []

2. How often do you evaluate teachers in classroom performance through clinical supervision?

Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []

6. How often are you provided with adequate facilities to carry out your work?

Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []

7. How often do you hold discussion with teachers after supervision?

Very Frequent [] Frequent [] Sometimes [] Rarely []
Never []

8. How frequent do you use the following methods of supervision

(a) Advisory supervision

Very Frequent [] Frequent [] Sometimes [] Rarely []

Never []

(b) Panel supervision

Very Frequent [] Frequent [] Sometimes [] Rarely []

Never []

(c) Discipline supervision

Very Frequent [] Frequent [] Sometimes [] Rarely []

Never []

(d) Spot check supervision

Very Frequent [] Frequent [] Sometimes [] Rarely []

Never []

9. Do you feel that QASO are overworked?

Yes [] No []

10. How often are teacher ready to implement the recommendations you give after supervision

Very Frequent [] Frequent [] Sometimes [] Rarely [] Never []

11. Please suggest ways in which the QASO workload can be made more

Please list below the problems you encounter during school supervision

Apart from supervision what other factors affect pupils' performance in your school?

APPENDIX V: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

NCST/RRI/12/1/SS-011/659

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

11th May, 2011

Date:

Our Ref:

Lilian Chebet Birech
University of Nairobi
P.O Box 30197
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **"Effects of QASO instructional supervision on pupils' achievement in Kenya Certificate of Primary Education in Dagoretti District, Kenya "** I am pleased to inform you that you have been authorized to undertake research in **Dagoretti District** for a period ending **30th June, 2011**.

You are advised to report to **the District Commissioner and the District Education Officer of Dagoretti District** before embarking on the research project.

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

A handwritten signature in black ink, appearing to read 'P. N. Nyakundi'.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
Dagoretti District

The District Education Officer
Dagoretti District

APPENDIX VI: RESEARCH PERMIT

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THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss. LILLIAN CHEBET
BIRECH

of (Address) UNIVERSITY OF NAIROBI
BOX 30197, NAIROBI

has been permitted to conduct research in

.....Location,
DAGORETTI District,

NAIROBI Province,

on the topic.....EFFECTS OF QASO INSTRUCTION-
NAL SUPERVISON ON PUPILS ACHIEVEMENT

IN KENYA CERTIFICATE OF PRIMARY
EDUCATION IN DAGORETTI DISTRICT,

KENYA

for a period ending.....30TH JUNE, 2011

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NCST/RRI/12/1/SS-011/659
Research Permit No.....

Date of issue.....11/5/2011

Fee received.....KSHS. 1000



Lillian Chebet Birech
Applicant's
Signature

[Signature]
Secretary
National Council for
Science and Technology