

An Assessment of the Utilization of the Quality Assurance and Standards Officers' Reports and Recommendations on Quality Education Provision in Schools

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Abstract

To enhance provision of quality education in schools, scholarly discourse has always arisen on the extent to which the final outcomes of instructional supervision are utilized. The purpose of this study was to examine the utilization of Quality Assurance and Standards Officers' (QASOs') reports and recommendations in enhancing provision of quality education in Nairobi and Machakos counties, Kenya. The study sought to find out the extent to which; instructional supervision reports and recommendation are used in the formulation of action plans in schools, educational administrative personnel use instructional supervision reports to advise the schools, QASOs conduct follow- up instructional supervision in schools, and QASOs' instructional supervision reports and recommendations inform policy and plans formulation on quality education provision. The study employed ex facto research design targeting a population of 1481(N) comprising of school principals, Heads of Departments (HoDs) and QASOs. The study used stratified, purposive and simple random sampling techniques to obtain a sample of 460 (n) from the target population. Questionnaires and interview guides were used to collect data. The study established that the extent of the utilization of the QASOs' instructional reports and recommendations in schools was found to be inadequate. The study recommends that the QASOs recommendations and reports to be based on the specific schools' financial, physical or human resources and should capture immediate, short, medium and long term recommendations. The specific roles of the key stakeholders in schools, namely; teachers, HoDs, Deputy Principals, Principals, Parents or guardian, Sub-County Education Officers, QASOs etc should be clearly spelt out in the recommendations.

Keywords: Quality Assurance and Standards Officers', instructional supervision reports and recommendations, Quality Education.

Introduction

Instructional supervisory reports are the ultimate physical product of an instructional supervision exercise of teachers. Conley & Dixon, (2000), observes that when these reports are properly integrated into a growth-oriented system, they can be a powerful force that can help promote instructional improvement of teachers. Indeed, in United States the need to improve overall student achievement is successfully achieved by using data from teacher supervision to derive professional

development programmes for the teachers (Baker et al, 2010). Hence data emanating from professional supervision of teachers should be thoroughly and objectively analyzed so that it can be used at various levels and ultimately narrow down in making a classroom teacher better in curriculum implementation. Kutsyuruba (2003) observed that data from an instructional supervision should be closely connected to their professional development of teachers in terms of enabling them provide quality education for students.

In Kenya, after the school visits, the QASOs are supposed to compile reports on their findings in the field and dispatch these reports to the schools, CEO, S-CEOs, CQASOs, S-QASOs and in the Planning and development department of the MoEST. The Handbook for Supervision of Educational Institutions', notes that the collection and collation of data by QASOs are mainly done by use of the detailed schedules which are considered objective, reliable, comprehensive, and focused (Ministry of Education, 2000:14). It's expected that from these schedules, the QASOs can compile appropriate supervision reports bordering on quality education provision that can benefit the specific school and other schools, and further advise the Government on the type and quality of education being offered in the country. From these quality assurance reports, policy guidelines on quality education provision can be drafted and or existing policies on quality education provision can be refined. This study established that the schools inspected by QASOs did not all promptly receive implementable reports from the QASOs each time there is supervisions. Further, it was found that teachers hardly perceived these reports as valuable in helping to uplift the quality of education in the schools. On a large scale, this study established that QASOs reports are hardly used in policy and guidelines formulation towards promotion of quality education in the education sector.

From the Kenyan context therefore, one would wonder whether there has been optimal utilization of QASOs supervision reports as the main resource material towards efforts of improving quality of education provided in the public secondary schools. According to the Handbook for Supervision of Education Institutions, the QASOs' supervision reports are supposed to be used by four main stakeholders; the institution where the QASOs visited, the Teacher Advisory Centers like Teachers Resource Centers, and at the ESQAC headquarters. (Ministry of Education, 2000:12).

The Principal of the institution that has been visited by the QASOs should receive a copy of the QASO summary report within 28 days (ibid, 45) and the report should be tabled to the Parents Association (PA), School Board of Management (BOM), sponsor and Area Education Officer (AEO) so as to produce an action plan within two months of the receipt of the report (ibid, 46). This study established that not all school principals promptly received QASOs' summary reports within the prescribed timeframes.

The Handbook for Supervision of Education Institutions also provides that the key stakeholders who play advisory roles to the schools be provided with copies of QASOs school supervision reports (Ministry of Education, 2000: 45). Such stakeholders are referred to as "advisors" (ibid, 45) and they include County (previously Provincial) Director of Education, Sub-county TAC tutor, and Sub-County Education Officer (S-CEO) and Area Education Officer (AEO). The advisors are supposed to "assist the institution in the implementation of the recommendation" (ibid, 46).

This study examined whether the QASOs reports and recommendations are utilized as resource material by various school advisors in helping the schools implement efforts towards uplifting the standards and quality of education offered in secondary schools. Lastly, this study probed on the extent to which QASOs supervisory reports have been used in formulation of policies and plans on quality education provision by Ministry of Education

Purpose and Objectives of the Study

The main purpose of conducting this study was to assess the utilization of the QASOs instructional reports and recommendations in the enhancement of quality of education offered in schools. The study was guided by four objectives;

- (i) Determine the extent of utilisation of instructional supervision reports and recommendation in the formulation of action plans in schools.
- (ii) To establish the extent to which the educational administrative personnel use instructional supervision reports to advisory to Schools.
- (iii) To assess the extent to which Quality Assurance and Standards Officers' conduct follow-up instructional supervision in schools.
- (iv) To establish the extent to which Quality Assurance and Standards Officers instructional supervision reports and recommendations inform policy and plans formulation on quality education provision

Research Design and Methodology

This study employed ex facto research design and had a target population of 1481(N) comprising of school principals, Heads of Departments (HoDs) and QASOs. The study used stratified, purposive and simple random sampling techniques to obtain a sample of 460 (n) respondents from the target population. Questionnaires and interview guides were used to collect data from the respondents. The data was analyzed using SPSS and presented in tables, figures and narrations.

Research Findings and Discussion

This study intended to find out whether instructional supervisory recommendations and reports were ultimately utilized to improve the quality of education offered in public secondary schools. In this regard the study was concerned with utilization of instructional supervisory recommendations and reports in four areas;

- (v) Formulation of Action Plans in Schools.
- (vi) Advisory to Schools by Educational Administrative Personnel
- (vii) Follow- up Supervision in Schools by QASOs Personnel
- (viii) Formulation of Policies and Plans on Quality Education Provision in the Ministry of Education Science and Technology

But before the researcher could focus in each of the above domains of utilization of Instructional supervision recommendations and reports, he sought to establish from the QASOs whether; they had sufficient time to compile their recommendations/ reports after visiting a school for instructional supervision and if they were able to give prompt final feedback to schools. Their responses were in form of “Agree” or “Disagree” and are captured by Table 1.1

Table 1.1: QASOs Responses on Sufficiency of time to Compile Instructional Supervision Reports and Provide Feedback

Variable	Agree		Disagree	
	n	%	n	%
Sufficiency of time to write well-argued reports with supportive evidences	14	82.4	3	17.7
QASOs provide written feedback to schools within a period of one month.	11	64.7	6	35.3

It is apparent from Table 1.1 that a vast majority, 14(84.6%) of the QASOs agreed that they usually had sufficient time to write well-argued reports where supportive evidences were collated. Also, majority 11(64.7%) of QASOs were of the opinion that they provided written instructional supervision feedback to schools within a period of one month. This implies that generally QASOs don't face constrain of time while writing instructional supervision recommendations and reports.

These findings agree with Baker et al, (2010) who found that data emanating from professional supervision of teachers is thoroughly and objectively analyzed so that it can be used at various levels and ultimately narrowed down in making a classroom teacher better in curriculum implementation. Ministry of Education (2000), recommends that the institution visited by QASOs should receive a copy of the QASOs' summary report of instructional supervision within 28days.

Further, the researcher wished to establish whether Principals and HoDs received QASOs reports every time QASOs conducted instructional supervision in their schools. The responses are as reported in Figure 1.1

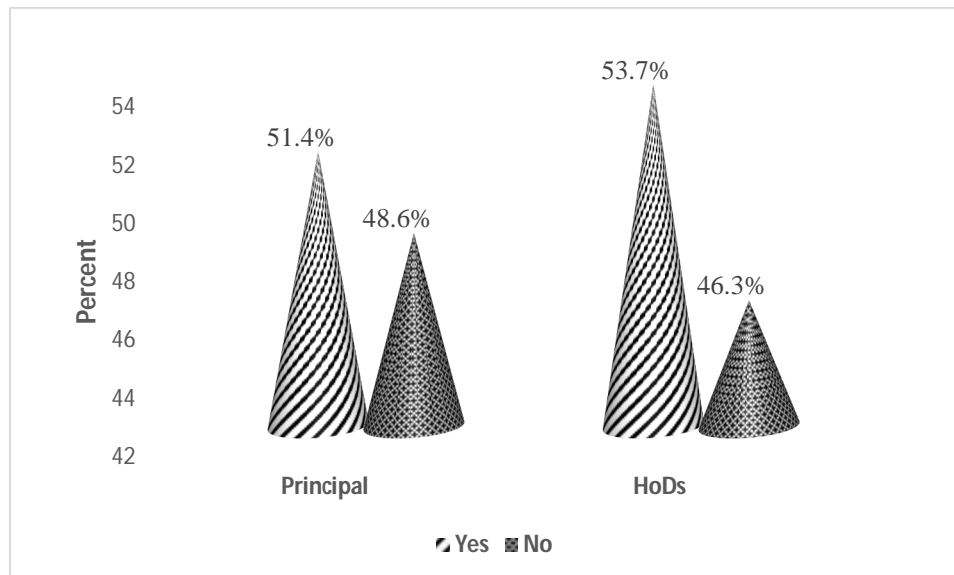
**Figure 1.1: Principals' and HoDs' Responses on whether they receive QASOs Recommendations and Reports**

Figure 1.1 indicates that slightly over a half 56(51.4%) of the school principals and 154(53.7%) of HoDs reported that in all the times that QASOs visited their schools they were provided with the final report and recommendations from their visit. However, it is noted that a significant portion of the schools as represented by 53(48.6%) of school principals don't receive final report and recommendations. This implies that not all schools receive QASOs recommendations and reports of instructional supervision. This could be true given that 6(35.3%) of the QASOs as reported in Table 1.1 had indicated that they are not able to provide written instructional supervision feedback to schools within a period of one month.

These findings to the effect that not all schools receive QASOs final reports and recommendations after an instructional supervision are supported by the works of Mwaura (2014) who found out that only 60% of the schools received QASOs reports and recommendations after supervision. When schools don't receive final reports and recommendations of instructional supervision, they lack the basic reference document on which to refer to on instructional issues that could have been raised by the QASOs. This essentially means that the implementation of the proposed recommendations might not be very effective and consequently the ultimate value of the instructional exercises is substantially weakened.

Formulation of Action Plans in Schools

This study wished to establish whether QASOs' recommendations and reports provided blue-prints for public secondary schools to use when formulating their action plans related to provision of quality education in their schools. In this respect therefore, the researcher asked Principals and HoDs a number of queries related to QASOs' recommendations and reports of instructional supervision. The Principals and HoDs responses were either reported by "Yes" or "No" and they are as summarized in Table 1.2.

Table 1.2: Utilization of QASOs Recommendations and Reports by the Principals and HoDs

Variable	School Principal				Heads of Department			
	Yes		No		Yes		No	
	n	%	n	%	n	%	n	%
QASOs recommendations are used to formulate guidelines on quality education provision	2	25.7	81	74.3	79	27.6	207	72.4
All recommendations by the QASOs are implemented	19	17.6	89	82.4	96	33.6	190	66.4
Implementation of QASOs reports and recommendations have improved teachers' teaching skills	44	40.7	64	59.3	144	51.8	134	48.2
Implementation of QASOs reports and recommendations have improved teachers' ability in usage of instructional materials	43	39.8	65	60.2	126	44.1	160	55.9
Implementation of QASOs reports and recommendations have improved teachers' ability in assessing and evaluating pupils	56	51.9	52	48.1	157	55.1	128	44.9

From Table 1.2, it is clear that a vast majority, 81(74.3%) of school principal and 207(72.4%) of heads of departments said that they did not use recommendations of QASOs to formulate guidelines relating to issues of quality education provision in their school. This indicates that there is minimal utilization of QASOs' recommendations in informing formulation of guidelines that are envisaged to improve the quality of education in schools.

This is in agreement with the Institute of Policy Analysis and Research (IPAR 2008) findings, which shown that; there was no evidence that reports of school supervisions are used in facilitating formulation of policy guidelines that can go a long way in enhancing quality assurance in curriculum delivery in schools. To this end, a lot of focus needs to be channeled by the QASOs in informing the schools how they can use the instructional supervision reports to generate individual school-based guidelines aimed at improved quality education provision.

On whether all the recommendations captured by the final QASOs instructional supervision reports are implemented in schools, Table 1.2 indicates that 89(82.4%) of the school principals and 190(66.4%) of the heads of departments said that they were not. This means that hardly are all recommendations of QASOs on instructional supervision in schools implemented.

These findings are in agreement with the works of Manoti (2004), Mwaura (2014) and Ogandoh (2015) who had also found that most schools didn't implement all the recommendations of instructional supervision by QASOs. This failure to implement the recommendations of QASOs is actively manifest in this study by majority of the school principals and HoDs reporting that they never used QASOs' recommendations to formulate guidelines on how to improve quality of education in their schools. Failure to implement recommendations that are meant to improve quality education provision in a given school would imply that most likely there might be challenges in the implementation or experience would have it that implementation of such recommendations would not make a significant difference on the status quo of quality education provision.

Table 1.2 also indicates that, while most 144(51.8%) of the heads of departments said that implementation of the QASOs reports and recommendations in their school had led to improvement in teachers' teaching skills, most 64(59.3%) of school principals reported that it had not. However, a reasonable percentage 44 (40.7%) of the schools principals were in agreement with HoDs that there was pedagogical value addition emanating from implementation of instructional supervision recommendations.

This finding is in agreement with Sergiovanni & Starratt, (2002) who had established that successful implementation of instructional supervision recommendations provided opportunities for teachers to continuously expand their capacity to teach more effectively in classroom.

Table 1.2 above further shows that majority, 65(60.2%) of school principals and 160(55.9%) of the heads of departments were in agreement that; implementation of the QASOs report and recommendations in their schools had not led to improvement in teachers ability to use teaching aids. Meaning that implementation of QASOs recommendations and reports had not significantly improved teachers' abilities in the preparation and use of instructional materials while teaching. These is contrary the works of Sergiovanni & Starratt, (2007) who had found that implementation

instructional supervision helps teachers adopt best practices in the process of imparting knowledge to the learners in respect to effective and efficient utilisation of available educational instructional materials.

As earlier reported in the literature review; if QASOs' recommendations do not help the teachers in selecting and developing instructional materials that can enhance the delivery of content (Tabby, 2005 and Romano, 2014) then such recommendations might not improve the teachers' ability in the usage of instructional materials.

Finally, Table 1.2 shows that 56(51.6%) of the school principal and 157(55.1%) of the heads of departments reported that implementation of the QASOs reports and recommendation in their schools had led to improvement in teachers ability in assessing and evaluating pupils. These imply that teacher' abilities in assessing and evaluating pupils were improved by implementation of QASOs recommendations and reports.

These findings on utilization of final recommendations of instructional supervision as an avenue for improving teachers' abilities to do effective assessment and evaluation of learners is in agreement with Conley & Dixon, (1990), who observed that when supervision reports are properly integrated into a growth-oriented system, they can be a powerful force that can help promote instructional improvement of teachers in assessing and evaluating pupils. The researcher probed on the reasons that could make schools not implement wholesomely all the recommendations of QASOs. This is captured by Table 1.3

Table 1.3: Reasons why Principals and HoDs don't implement all QASOs' Recommendations

Reasons		Principal	HoDs	Total
Some recommendations are more theoretical than practical	n	61	147	208
	%	43.0%	41.9%	
It would require more financial or physical or human resources which the school cannot afford	n	60	109	169
	%	42.3%	31.1%	
Implementation of QASOs recommendations is not cost effective	n	11	54	65
	%	7.7%	15.4%	
Some of QASOs recommendations have zero impact in enhancement of learning and teaching process	n	10	41	51
	%	7.0%	11.7%	
Total	N	142	351	493

From Table 1.3, it is clear that a good number 61(43.0%) of school principals and 147(41.9%) of HoDs reported that QASOs recommendations were not implemented because some recommendations were more theoretical than practical from the stand point of their schools, 60(42.3%) of school principals and 109(31.1%) of heads of departments said that they were not implemented because it would require more financial, physical or human resources which the school could not afford. This implies that the reasons why all QASOs recommendations and reports

are seldomly implemented in schools are justifiable; these reasons could be limited financial, physical and human resources among others.

These findings may agree with Stephanie (2009) who affirms that quality assurance systems are complicated and costly for educational institutions to implement and that the time and money spent on quality assurance would be better be spent directly targeting factors that affect quality in educational institutions such improving school facilities and libraries. This argument may apply especially where financial, physical and human resources are constraining, indeed this could be what principals and HoDs meant by reporting that some recommendations are more theoretical than practical. In this respect, there is need for QASOs to customize the indentified instructional defects of schools with the available financial, physical and human resources of that school in the spirit of making the recommendations more practical for ultimate implementation.

Advisory Purposes by Educational Administrative Personnel

The researcher sought to establish through the principals, HoDs and QASOs whether the County Education Officers (CEOs) and Sub-County Education Officers (S-CEOs) made reference to QASOs instructional supervision recommendations and reports when they visited their schools. Their responses were reported on a 5 point likert scale (**Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree**). This is shown in Table 1.4

Table 1.4: Principals' and HoDs' Responses on Usage of QASOs Reports by CEOs and S-CEOs

Scale	Principals		HoDs		QASOs	
	n	%	n	%	n	%
Strongly Agree	15	13.9	40	13.1	2	18.2
Agree	26	24.1	57	20.2	3	27.3
Neutral	27	25.0	104	36.9	4	36.4
Disagree	22	20.4	44	16.2	2	18.2
Strongly Disagree	18	16.6	37	14.2	-	-
Total	108	100.0	282	100.0	11	100

It is apparent from Table 1.4 that many 5(45.5%), 97(33.3%) and 41(48%) of QASOs, HoDs and Principals respectively strongly agreed or agreed that CEOs and S-CEOs made reference to QASOs recommendations and reports when they visited their schools. However, Table 1.4 indicates that most 27(25.0%), 104(36.9%) and 4(36.4%) of Principals, HoDs and QASOs were neutral on whether CEOs and S-CEOs made reference to QASOs recommendations and reports. The general impression from this data is that QASOs, School principals and HoDs are of the opinion that CEOs and S-CEOs made reference to QASOs' recommendations and reports when they visit schools.

To this effect, it does not only mean that they are given final copies of instructional supervision of schools by QASOs but they read them as envisaged by Ministry of Education (2000). This has the net effect of assisting the schools implement these recommendations and ultimately improve the quality of education offered in schools

Utilization of QASOs' Instructional Supervision Reports in Conducting Follow- up Activities

The study also sought Principals' and HoDs' opinions on whether QASOs specifically always checked the extent of implementation of previous instructional supervision reports and recommendations when conducting future instructional supervision in respective schools. Their responses were either by "Yes" or "No" as captured in Table 1.5

Table 1.5: Principals' and HoDs' Opinions on the Utilization of Previous QASOs Reports in Follow-up Activities in Schools

Opinion	Principals		HoDs	
	n	%	n	%
Yes	35	32.4	102	35.0
No	73	67.6	189	65.0
Total	108	100.0	291	100.0

Table 1.5 indicates that majority, 73(67.6%) and 189(65.0%) of the school principals and heads of departments respectively reported that QASOs did not use the previous supervision reports as reference document while conducting subsequent instructional supervision in their schools. This means that QASOs hardly used their recommendations and reports to do follow-up in schools. This is attested to by one County QASO who was categorical that;

It is very hard to do follow-up assessments. We do not have personnel, facilitation and the schools are very many ... How many would you access or do a follow-up? Follow-up assessments in most cases are not done and this is because of lack of enough personnel.

Another County QASO commenting on the QASOs doing follow-up on the extent of implementation of previous instructional supervision reports and recommendation indicated that;

That is (a) challenge. The instructor on the forwarding letter instructs that the report should be tabled at the BOM so that the areas that touch on them can be addressed and that which touches on teachers is tabled in staff meeting so that everybody knows areas to improve ... the next time we go for assessment in that school will be in 2 or so years for your to go back to minutes of a meeting that were held after the report was dispatched in that school to verify will be quite hectic...

The findings of this study on the issue of the utilization of QASOs recommendations and reports in schools on follow-up activities is in agreement with the works of Wanga, (1988) who observed that productive feedback and follow-up initiatives relative to supervision are lacking in the Kenyan supervision system. Indeed, The Task Force on Alignment of the Constitution with Education 2010 established that Quality Assurance Services in Educational Institutions is manifested with uncoordinated decision-making at all levels, hampered by inadequate data and lacks enough sense of urgency on follow-ups on what they might have already done (Republic of Kenya, 2011).

But as Nakpodia (2006) had found; instructional supervision helps in the identification of areas of strengths and weaknesses of teachers and follow-up activities should be directed at the improvement in identified areas of teachers' weaknesses. In this regards, it's apparent that there has been inadequate follow-up activities of QASOs schools instructional supervision recommendations and reports. Maybe this may explain why implementation of these recommendations and reports was found to be poor in this study.

This study also sought to find out from the school principals and HoDs whether QASOs usually used instructional supervision field reports to design seminars and workshops meant to promote teachers professional growths or capacity building. The findings are presented in a 5 point likert scale (**Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree**).in Table 1.6

Table 1.6: Utilization of QASOs' Field Reports to Inform Agenda for Teachers' Seminars and Workshops

Scale	Principals		HoDs	
	n	%	n	%
Strongly Agree	15	13.8	45	16.0
Agree	19	17.4	65	23.0
Neutral	29	26.6	76	27.0
Disagree	23	21.1	50	17.7
Strongly Disagree	23	21.1	46	16.3
Total	109	100.0	282	100

According to Table 1.6, many 29(26.6%) of school principals and 76(27%) heads of departments were neutral on the fact that QASOs usually used their instructional supervision field reports to design seminars and workshops meant to promote teachers professional growth. However, more {45(16%) and 65 (23%)} HoDs strongly agree and agree than those who strongly disagree 46(16.3%) and disagree 50(17.7%). This implies that generally, HoDs were of the opinion that QASOs usually used their instructional supervision field reports to design seminars and workshops meant to promote teachers professional growth. This is the converse of what school principals reported; there were more 23 (21.1%) strongly disagree and 23(21.1%) disagree than 15(13.8%) strongly agree and 19(17.4%) agree. Maybe the difference in opinion can be explained by the fact that in most cases it is the HoDs that attend QASOs seminars and workshops as representatives of their departments and schools.

The above findings agree with Ogamba (2011) and Kiiru (2015) who had similarly found that Quality Assurance and Standards Officers rarely conducted seminars and workshops on curriculum and instruction to refresh teachers on current educational trends and this impacted negatively on quality of education in public schools. Previously, Wanga(1988), Dolton & Van der Klaauw, (1999) and Semiha, Fatma & Nalan (2011) had noted that instructional supervision recommendations and reports are seldomly used to inform in-service training and professional development of teachers in terms of organizing seminars and workshops. This is seemingly is not happening actively with the instructional supervision system in the study location maybe because of lack of sufficient funding and manpower (QASOs) to organize seminars and workshops.

Formulation of Policies and Plans on Quality Education Provision in the Ministry of Education Science and Technology

Ultimately, this study wanted to establish whether QASOs’ instructional supervision recommendations and reports are utilized in informing formulation of plans and policies related to provision of quality education in the Ministry of Education Science and Technology. In this regard, the researcher had some items related to this aspect and he required the schools principals and HoDs to respond to them. Their responses are indicated on a 5 point likert scale (**Agree, Neutral, and Disagree**). This is shown in Figure 1.2

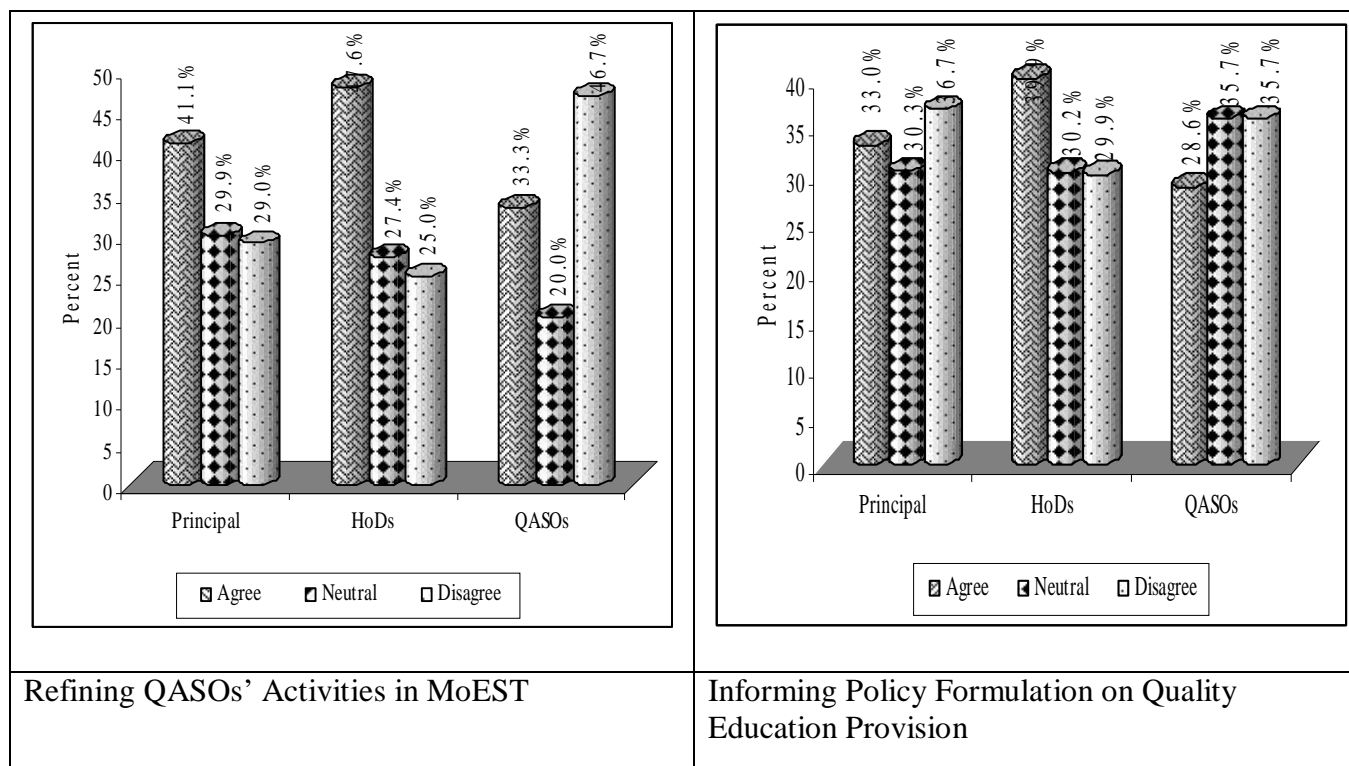


Figure 1.2: Principals’, HoDs’ and QASOs Opinions on the Utilization of QASOs Reports in MoEST

Figure 1.2 indicates that most 44(41.1%) of school principals and majority, 137(47.6%) of heads of departments reported that QASOs use their instructional reports to refine their activities in the MoEST. This means that, at the level of the school principals and HoDs, there has been refinement of QASOs’ activities and this can be attributed to previous QASOs, instructional supervision activities in schools. On the contrary, most 7(46.7%) of the QASOs reported that their instructional supervision reports are hardly used in refining their activities in the MoEST.

The sentiments of school principals and HoDs are in agreement with Baker (2010) who established that there was consensus in United States that overall successful utilization of instructional supervision reports improves the county educational activities. In Kenya, National Development Plan the 2002-2008 had envisaged that; quality education was to be achieved through supervision of educational institutions and reporting to these institutions and MoEST for continuous improvement

of activities related to quality education provision (Republic of Kenya, 2002). It is not clear to the researcher, why most QASOs were of the opinion that their reports are hardly utilized in the education sector in refining quality education related activities in the MoEST. This might imply that the QASOs do not have full control of the utilization of the numerous reports and recommendations on instructional supervision that they give to their seniors, schools and other stakeholders so much so that they are unable to gauge whether the same have been used to refine activities of instructional supervision and therefore quality education provision. In this respect one would advise that there is need for all stakeholders to be having routine open forums for discussing the status of instructional supervision in schools by QASOs.

Figure 1.2 also indicates that while majority 112(39.%) of the HoDs felt that QASOs instructional supervision reports were used in informing policy guidelines formulation on issues of quality education provision in public schools, only 36(33%) and 4(28.6%) of the principals and QASOs respectively were of similar opinion. When one County QASO was asked whether QASOs instructional supervision reports are used in formulation of policies, she indicated that;

I don't know, because ... we give our reports to different stakeholders, so whether they compile them and make a policy I may not be aware.

The sentiments of school principals and QASOs tend to agree with a study by Institute of Policy Analysis and Research (2008) and Mohammed (2015) who found that there was minimal evidence that reports of school supervisions were being used in informing formulation of policies and guidelines that could be used in enhancing quality assurance in curriculum delivery in schools. But as Baker (2010) rightly observes, instructional supervision recommendations and reports should ultimately contribute towards informing country policy formulation in terms of quality education provision. Apparently, findings from this study are not very clear that this has been happening.

Lastly, the researcher wished to establish whether the QASOs are ever consulted by the KICD personnel during the process of syllabus or curriculum review. Their responses were either by “Yes” or “No”. The QASOs sentiments are captured by the Table 1.7

Table 1.7: QASOs Involvement in Curriculum and Syllabus Review in KICD

Statement	School Principal			
	Yes		No	
	n	%	n	%
Involvement in KICD syllabus review	9	60.0	6	40.0
Incorporation of QASOs sentiments with KICD curriculum review	9	64.3	5	35.7

Table 1.7 reveals that majority, 9(60.0%) and 9(64.3%) of QASOs indicated that they have been involved in the review of syllabus and that their sentiments have always be adequately incorporated by the KICD when reviewing the curriculum respectively. This implies that QASOs are involved in reviewing of syllabuses via KICD incorporating their sentiments during curriculum review. Such involvement can ensure that every time the curriculums and syllabuses are reviewed the input of knowledge and experiences gained by QASOs through instructional supervision of teachers in

schools is put on board in attempt to ensuring that the reviewed curriculums and syllabuses are appropriate and implementable given the instructional competencies of teachers in schools.

These findings agree with Mohammed (2015) to the extent that instruction supervision reports and recommendations can be very hardy in the process of reviewing and improving the quality of syllabuses and curriculum in a given countries' education system. The point here is that instruction supervision reports can indicate the strengths and weakness of the syllabuses and curriculum in operation in the schools. Consequently, during the reviews weakness can be addressed while at the same time retaining the strengths, all which can culminate to quality education provision. For resistance in Kenya currently, KICD is in the final stages of changing our current 8-4-4 cycle system of education to 2-6-6-3 education cycle, it is highly envisaged that the new education curriculum framework has significant input of QASOs' instructional supervision accumulated knowledge and experiences in schools.

Conclusions

This study established that majority of QASOs had sufficient time to write well-argued reports with supportive evidences. However, it also revealed that a significant portion of the schools as represented by school principals hardly received final recommendations and reports of their instructional supervision. On whether the schools implement all the recommendations captured by the final QASOs instructional supervision reports, it was established that majority of schools seldomly implemented all the recommendations of QASOs. According to principals and HoDs, a significant number of schools hardly implemented all recommendations of QASOs because; most of them were more theoretical than practical and required more financial, physical or human resources which the school could not afford. In addition, implementation of the QASOs reports and recommendations was not considered as an avenue that could lead to improvement of teaching skills by teachers.

The study established that a significant proportion of school principals considered key educational administrative personnel like Sub-County and County Educational Officers as being conversant with QASOs report and recommendations about their schools but they were neutral (undecided) on whether or not these educational administrative personnel made references to QASOs reports when they visited schools. The study further revealed that most of the school principals found QASOs not keen in following the previous supervision reports as reference document while conducting subsequent instructional supervision in their schools.

Similarly, the study established that; while heads of departments were of the opinion that QASOs usually used their instructional supervision field reports to design seminars and workshops meant to promote teachers professional growth, most school principals were of the contrary opinion. Further, while most school principals and heads of departments were in consensus that QASOs field reports were used in redefining QASOs activities in the MoEST, QASOs were not of the similar opinion. Also while most HoDs were of the opinion that QASOs' field reports are used as basis of informing formulation of policy guidelines on quality education provision in public schools, most principals and QASOs were of the contrary opinion on the same.

Finally this study found that majority of QASOs are usually involved in the review of syllabus and their sentiments on curriculum are sought by the KICD in reviewing syllabuses and curriculums.

Recommendations

This study recommends that the QASOs recommendations and reports to be based on the specific schools' financial, physical or human resources and should capture immediate, short, medium and long term recommendations. The specific roles of the key stakeholders in schools, namely; teachers, HoDs, Deputy Principals, Principals, Parents or guardian, Sub-County Education Officers, QASOs etc should be clearly spelt out in the recommendations.

Further, this study recommends that the respective Board of Managements (BOMs) to be required to discuss with school administration and staff the QASOs recommendations and reports on how they can be operationalized in the school in the light of the existing schools' financial, physical or human resources. Ultimately, QASOs should keep respective schools on their toes by monitoring through reports written by principals of schools on the status of implementation of QASOs recommendations and reports.

In regard to the usage of instructional supervision recommendations and reports to carry out follow-up instructional exercises by QASOs, this study recommends that before any scheduled instructional supervision exercise is done in any school, the principals of schools to be required to have submitted to QASOs' offices the status report on the implementation of immediate and previous instructional supervision recommendations and reports for QASOs perusal at least two weeks before the scheduled date for instructional supervision. In addition any instructional supervision exercise in schools should commence with first confirming on the ground the status of implementation of the last instructional supervision exercise

Lastly, the study posits that recommendations and reports of QASOs should be routinely consolidated and thoroughly discussed in QASOs seminars and workshops to be able to filter out on issues that can be picked up and be used to reinforce the existing policies on quality education provision in the MoEST.

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