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

Eunice Mwelu Ndiso

A Research Project Submitted in Partial Fulfillment for the Degree of Master of Education in Educational Administration

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DECLARATION

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

____________________________________
Eunice Mwelu Ndiso

This research has been submitted for examination with our approval as the university supervisors.

____________________________________
Dr. Jeremiah M Kalai
Lecturer
Department of Educational Administration and Planning,
University of Nairobi

____________________________________
Mrs. Lucy Njagi
Lecturer
Department of Educational Administration and Planning,
University of Nairobi
DEDICATION

This study is dedicated to my husband Titus N. Mating’i, daughter Maureen, sons James, Daniel and grand daughter Blessing Mwende, and to my family members and friends whose support helped me greatly. To God be the glory.
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<td><strong>DEO</strong></td>
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ABSTRACT

The study investigated the influence of Quality Assurance and Standards officers’ instructional supervision practices on curriculum implementation in public primary schools in Central division, Machakos district, Kenya. It was guided by the following variables as the research objectives; professional guidance to teachers on time management, provision of in-service training on effective teaching and learning methods, checking of teachers’ professional documents, giving feedback after instructional supervision. The study employed descriptive survey research design and the target population comprised of 72 public primary schools, thus, the research used a sample of 29 public primary schools that were stratified sampled based on the head teachers’ gender. The study sample population comprised of 29 headteachers, 282 teachers and one QASO. Data was collected using questionnaires for teachers and headteachers and an interview guide for the QASO. Study findings reveal that QASOs monitors how teachers observe time in every subject they handle and how they keep time planning carrying out instruction in classroom. QASOs are supposed to ensure that all parts of lesson plan takes the time allocated for each part effectively. Majority of the teachers (62.4%) indicated that they had never been supervised by QASO in their instructional process, QASOs who stated that they only visited schools once per term. Teachers should be given in-service training in various subjects’ mastery and rationalization the curriculum with aim of improving teaching methodologies. The study findings show most of the headteachers (41.4%) indicated that QASOs sometimes offer professional guidance to teachers on effective curriculum implementation. The in-service courses offered were reported to be of repeated context thus more need to be done to improve on the quality of in-service offered. Induction of new teachers and headteachers on effective curriculum implementation and smooth school running to boost their professional performance. Post conferencing after classroom observation where both the QASO and teacher discuss the results and remedial action should be done. Most of the head teachers indicated that QASOs give feedback while majority of the teachers due to the fact that they had never been supervised indicated that feedback was not given. This was confirmed by the QASO who indicated that due to the vast workload and scarcity of time they gave observation reports to the head teacher. Majority of the teachers indicated that they benefited through team building and worked in collegiality due to their interaction with QASOs. Most of the teachers fear discouraging remarks from QASO infront of the pupils or fellow teachers. They also do not like harassment and abusive language during
supervision. Others indicated that teachers are uncomfortable when they teach within the presence of QASO. Most of the head teachers indicated that teachers had negative attitude towards instructional supervision by QASOs due to fear of being intimidated by the unfriendly supervisors. They also indicated that teachers were usually not prepared for lessons with the right professional documents and also the presence of QASO in class distracted pupils attention in class since they kept looking at him thus failing to get the lessons concept.

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