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Contribution of Quality Assurance and Standards on Supervision of Curriculum Implementation in Public Primary Schools in Uasin Gishu County in Kenya

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ABSTRACT

In Kenya, the government's priority in education is in ensuring that quality is maintained at the Directorate of Quality Assurance and Standards (DQAS) which is mandated to coordinate, follow up, and advise on curriculum delivery at school level. The Quality Assurance and Standards Officers (QASO's) are members of that Directorate and are expected to uphold quality. The study investigated on the influence of QASO's' instructional supervisory practices on curriculum implementation in public primary schools in Uasin Gishu County in Kenya. The research study adopted a descriptive survey design. Simple random sampling was used to select 10% of the 128 public schools in the County. The study sample was composed of 1 Sub-County Quality Assurance and Standards Officer and 6 zonal QASO's who were purposively selected from each zone in the Sub-County. From the sampled 56 schools, the 56 head teachers were automatically selected and 168 teachers were randomly selected from those schools. Questionnaires were used to gather data from teachers and head teachers. Data was analyzed using SPSS and findings were presented in frequency tables. The study findings established that QASO's visited other schools once per year but they carried out their assessments in most of the schools once a term. On coordination of cocurricular activities, QASO's rarely organized or coordinated co-curricular activities. During assessments, QASO's advised teachers and head teachers on co-curricular activities. The study recommended that QASO's supervisory visits should be done twice in a term. QASO's should accord co-curricular activities equal measure of attention during assessment for promotion of all goals of education and development of an all-round individual in the learner.

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Introduction

Quality education is essential to the economy and future of a nation. United Nations Educational Scientific and Cultural Organizations (UNESCO, 2014), states that, many governments in developing countries allocated much of their resources to education after independence. This was in recognition of the fact that education was needed to foster national development. Since independence, the Kenya government has also placed the highest priority on education in its development agenda. This is in recognition of the fact that education plays an important role in the transformation of the Kenyan society. Education is not only a vehicle through which the Kenyan society is transformed but also a key determinant of raising the standards of living through poverty eradication. Education therefore is a medium through which economic development goals can be attained.

Following the restructuring of the ministry of education, the inspectorate department is now Directorate of Quality Assurance and Standards (DQAS). The name inspector of schools has now been changed to Quality Assurance and Standards Officer (QASO). The policy of the ministry of education is to improve quality of teaching and learning to enhance quality education (Republic of Kenya, 2000). Government efforts to enhance inspection have been numerous including changing of title to "QASO's" to make

the sector look more human to boost the teacher's confidence on QASO's (Republic of Kenya, 2005).

According to the Ministry of Education Science and Technology (MOEST) strategic plan (2006-2011), the function of (DQAS) in Kenya are; to ensure quality teaching is taking place in schools, carry out regular and full assessment of all educational institutions and ensure standardization of education in the country. This is done through officers known as Quality Assurance and Standards Officers (QASO's). With the introduction of FPE, the quality of primary education would be compromised. The government therefore and other stakeholders are obliged to ensure provision of quality education for Kenyan children regardless of gender, status, ethics, social or cultural origin. The role of ensuring quality in educational institutions in Kenya rests entirely on the arm of the inspectorate of the Ministry of Education. The Republic of Kenya (2000), states that Quality Assurance and Standards Officers (QASO's) are charged with the responsibility of inspection of schools and supervision of teachers to promote effective implementation of curriculum and to ensure educational programs are being delivered and therefore is a watchdog for quality. This entails effective monitoring of curriculum implementation in schools to ensure that quality is enhanced.

According to MOE (2005), the role of Quality Assurance and Standards Officers include the following: Assessing all educational institutions regularly and compile appropriate reports, to assist in improvement of the quality of performance of pupils by systematically monitoring the instructional processes in schools by guiding teachers to achieve higher standards of teaching and by evaluating objectively. They also advise the government on the trends in areas of equity, access, gender, enrolment, wastage (drop out and repetition rate) retention, curriculum delivery and teaching materials, staffing governance, discipline institutional development plan, reviewing the learning and teaching materials in collaboration with Kenya Institute of Curriculum Development (KICD). They also advise on curriculum evaluation in collaboration with KNEC, advising stakeholders on education matters pertaining to curriculum delivery, assessment and provision of resources, monitoring and advising on standards in education based on all round standard performance indicators for various areas like; sports, games, drama, music, health care and nutrition, pupil's welfare, pastoral and spiritual well-being of learners and provision and optimum use of resources. They establish and maintain registers for assessment, advice on the identification, selection and promotion of teachers and supervisors in collaboration with Teachers Service Commission (TSC) and assist the quality development service with design of in-service training programs.

According to MOE (2000), the Quality Assurance and Standard Officers (QASO's) guide and supervise the curriculum development and implementation process. They work closely with teachers to establish problems and needs of learners; help on knowledge and skills on teaching and assist new and long serving teachers to translate theories learned in teacher's colleges into classroom practice. They also provide guidance and advisory services in all schools on issues related to curriculum, review teaching and learning materials, organize quality in-service training programs for teachers whenever curriculum is revised and monitor and advice on standards of education. In Sessional Paper No 1 of 2005, which explains that the provision of education and training to all Kenyans is fundamental to the success of the government's overall development strategy. This has been elaborated further in the vision 2030 with three strong pillars namely political, social and economic (Republic of Kenya, 2010).

Since independence, the government has addressed several challenges through commissions, working parties and task forces in order to change quality of education in the country as per Sessional paper No. 1 of 2005. These led to reform, which resulted into restructuring of the ministry of education curving out a directorate of quality assurance and standards encompassing quality audit, quality assurance and quality development (Republic of Kenya, 2005). Through the supervision of the curriculum the inspectorate in essence determines the trend of education in the country at any given time.

Since the establishment of the inspectorate division in the Ministry of Education, over 30 years ago, the QAS officers have been operating through circulars and guidelines. However, a direction has been given through KESSP Report (Republic of Kenya 2005), which realized that, for effective curriculum delivery a Quality Assurance and Standards Officer is expected to provide advisory services to schools on how best to improve pedagogical skills. This eventually is

supposed to enhance schools' performance. In the present time the role of a supervisor has undergone tremendous changes and a supervisor's dictatorial behavior is diminishing from independence up to the present day.

The supervision arm has made significant progress but has been hampered by factors like: lack of sufficient supervisors, many administrative roles being performed by supervisors, lack of experience and knowledge on supervision and lack of facilities like vehicles, stationary and funds (Rugut, 2003). Although changes have been made in the inspectorate arm of the Ministry of Education, little has been done to establish how the supervisory practices of QASO's affect curriculum implementation in public primary schools. It is against this backdrop, therefore, that this study sets out to find out the influence of the supervisory practices of QASO's on curriculum implementation in public primary schools in Uasin Gishu County.

Statement of the Problem

Quality education has become the most important aspect of education worldwide. If quality education is a thing seriously desired, so that education quality and standards can be highly improved, then supervision of curriculum implementation needs to be accorded high priority by the quality and standards directorate. This study is aiming at establishing the cause of poor performance hence the researcher wanted to establish whether QASO play their role effectively in implementation of primary school curriculum. The Directorate of Quality Assurance and Standards has the responsibility of the improvement of the standards of education in Kenya.

The quality and standard officers are responsible to give feedback by reporting what they have observed to relevant stakeholders. Over the past years devastating educational reports have become the order of the day. The declining academic standards, increased cases of indiscipline among learners, lack of commitment from teachers, poorly coordinated in-service courses and teacher strikes among others is a clear indication that the Kenyan education system calls for a lot of planning and concern from everybody (Rugut, 2003).

As a result, the educational programs in Kenya have come under criticism and it appears as though the blame is placed on lack of adequate and close supervision among other factors. (Martinez & Human Rights Watch, 2016). Whenever the Kenyan National Examination Council (KNEC) releases the KCPE results, Uasin Gishu County is ranked average in the country but if one looks critically and analytically at the individual performance of the pupils it leaves a lot to be desired. This is because very few pupils attain above 350 marks. It could be the result of an overloaded curriculum, shortage of teachers, inadequate provision of instructional materials, and poor mastery of content or ineffective curriculum implementation.

Past studies and researches have been done on challenges facing QASO's but none has been specific on their curriculum supervision based on improving classroom instruction, content delivery in-servicing of teachers, research on challenges in teaching and learning and organization of co-curricular activities. Over the years KCPE results in many counties in Kenyan public primary schools have not been very good. This is partly attributed on over-all supervision

Theoretical Framework

The study was based on the Effective Schools Theory by Lezotte (2001). Lezotte came up with seven "correlates of

effective schools” among them are: safe and orderly environment, strong instructional leadership, clear and focused mission, climate of high expectations for all learners, frequent monitoring of student progress in all areas positive home-school relations and opportunity to learn and student time on task According to Lezotte (2001), strong instructional leaders are proactive and seek help in building team leadership and a culture conducive to learning and professional growth. In the effective school the work of the QASO's is to ensure that the principal and others act as instructional leaders effectively and persistently communicate and have a clear and focused mission for school improvement. A safe and orderly school is defined as school climate which is warm and inviting and learning activities are purposeful, engaging and significant. QASO could ensure that schools are safe and orderly.

Lezotte (2001) states that in a climate of high expectations for all, learners believe in themselves and teachers believe in the learners, they believe in their own efficacy to teach learners to high standards and will persist on teaching them. He further says that frequent monitoring of teaching and learning requires attention to both the learners and effectiveness of the school and classroom procedures. QASO play an important part evaluation of teaching during supervision. They assist the learning and teaching process when they advise on formulation of objectives and content delivery.

According to the Effective Schools Model (Lezotte 2001) family, community and other stakeholders support learning in schools. They show support and encouragement of pupils' learning. Opportunity to learn and learner time-on-task means that pupils tend to learn most of the lessons they spend time on. “Time-on-task” implies that each of the teachers has a clear understanding of what learner objectives are. Once it is clear what pupils should be learning they should be given time to learn it. QASO's guide teachers on formulation of objectives so as to allocate a significant amount of classroom time for instruction on the essential skills. All the children have equal opportunities to learn.

This theory is relevant to the study in that the seven correlates of “effective school” require supportive work environments, good teacher-QASO relationship, adequate time allocation for physical activities such as co-curricular activities and QASO should do research on challenges facing various schools with an aim of creating an effective school. The study investigated QASO, supervisory practices on curriculum implementation. This theory guided this study on the fact that, QASO will assist in training teachers during in-service training, advice teachers on organization of content and formulation of objectives, ensure research is done on challenges facing education curriculum implementation and work with teachers in co-ordination of co-curricular activities for all learners to realize their potential.

Literature Review

Global Overview of Supervision

The term supervision is derived from the word “super-video” meaning to oversee (Adepoju, 1998). It is an interaction between at least two persons for the improvement of an activity. It is also a combination of integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and groups. Adepoju, (1998) continues to define school supervision as the process of bringing about improvement in instruction by working with pupils. It is also a process of

stimulating growth and a means of helping teachers to achieve excellence in teaching. Daresh and Playko (1995) view supervision as the process of overseeing the ability of people to meet the goals of the organization in which they work. They concur that supervision is a means of offering the teachers, in a collegial, collaborative and professional setting, specialized help in improving instruction and thereby student achievement.

According to Sergiovanni and Starratt (1993), bureaucratic expectations must be transformed from restricting to facilitating shared decision-making, creating a welcoming environment supportive of innovation and experientialism. This involves freeing and relaxing rigid curricular guidelines and facilitating student and teacher exploration of knowledge applications. To accomplish this, teachers need assistance in overcoming communication barriers allowing them to assume their effective teacher-leadership. Glickman, Gordon and Ross (2005), states that: professional development, curriculum development and action research activities are essential for the realization of pedagogical effectiveness.

According to Segiovanni and Starratt (1993), supervision is a process designed to help teachers and supervisors learn more about their practice, to be better able to use their knowledge and skills to better serve parents and schools and to make the schools a more effective learning community. For these goals to be realized a degree of control over events is necessary. The wrong kind of control can cause problems and lead to negative consequences. Many countries have attempted to reform their supervision. These reforms are also inspired by the need to improve educational quality and by the recent trend towards more school autonomy.

Roles Played by Quality Assurance and Standards Officers in Curriculum Supervision

According to Wasanga (2004), the Ministry of Education Science and Technology (MOEST) in 2003 was structured into departments which coordinate and oversee the implementation of all the education sector policies. These departments are: Basic Education, Higher Education, Quality Assurance and Standards, Technical Education and Educational, Planning and Policy. The department of Quality Assurance and Standards which was established in 2004 used to be called “Inspectorate”. This demonstrates the importance that the government of Kenya is placing on issues of quality education. The mandate of this department is to ensure quality and standards in Kenya by working closely with other stakeholders in the education sector.

According to Republic of Kenya, (2000), the mission of the Department of Quality Assurance and Standards (DQAS) is “to establish, maintain and improve educational standards in the country” while its vision is “to provide quality assurance feedback to all educational institutions in Kenya”. (Wasanga, 2004) cites that the purpose of quality assurance in education is to have an overview of the quality of education in Kenya based on agreed “all round performance” as indicators of the performance of an educational institute. Inspection is therefore carried out with the purpose of ascertaining whether the education offered is of quality. The DQAS does this with an aim of reporting back to the educational institutions, so that they can plan to improve the standards of education being offered to their pupils. It operates under two complementary objectives that are quality assurance and quality development.

Quality assurance is achieved through inspection of institutions and reporting on these inspections to the institutions and to the MOEST. It is also achieved through assessing the curriculum through valid and reliable national examinations whose results are used as indicators of quality of education in the country. Quality development is achieved through the provision of staff development opportunities and the development of teaching and learning materials. According to the Republic of Kenya, (2000), "the role of the DQAS is three-fold: adversarial, inspectoral and administrative". The adversarial role involves establishing and maintaining professional linkages with institutions of higher learning and providing career guidance to educational institutions.

Wasanga (2004), spells out the role of DQAS in depth as: Inspecting all educational institutions regularly and compiling appropriate report, advising the government on the type and quality of education being offered in the country, advising the government on trends in the learning institutions in areas of equity, access, equality, gender enrolment wastage and retention among others, renewing the teaching and learning materials in collaboration with KICD, advising on curriculum evaluation in collaboration with KNEC, assisting quality development service with the design of in-service training programmes for teachers, advising stakeholders on education matters pertaining to curriculum delivery assessment and the provision of resources, monitoring and advising on standards of education based on all-round standard performance indicators for various area including: sports, games, drama, music, science congress and environmental consideration.

The other roles of DQAS include: Establishing and maintaining professional linkages with institutions of higher learning on matters of educational institutions, developing curricular based on market demands and aligned to the country's national goals and aspirations and finally developing quality national examinations to assess the quality of education in the country. All these duties are executed by DQAS officers known as Quality Assurance and Standards Officer, who is an official who identifies and provides feedback on strengths and weaknesses in educational institutions so that these institutions can improve the quality of education provided and the achievement of their pupils. QASOs therefore play an important role in the education system and their work is aimed at achieving higher standards of education for pupils as well as professional development and individual fulfillment for teachers. They are seen as advisors who are expected to offer guidance to teachers and schools and also enforce certain rules.

According to Oyaya (2007), the Directorate of quality assurance and standards is mandated to work in curriculum development, implementation and evaluation, quality assurance and standards assessment functions through the following areas: advising government on the current trends obtained in learning institutions in areas of access, quality, leadership, staffing, governance, curriculum evaluation, pre-service training of teachers, teacher proficiency and institutional plans and performance, renewing the teaching and learning materials in collaboration with Kenya Institute of Curriculum Development and publishers, Liaising with Kenya Institute of Curriculum Development in quality development service with the design of in-service training programs whenever the curriculum is revised and advising stakeholders on education matters pertaining to curriculum delivery, assessment and provision of resources Oyaya (2007)

goes on to say that QASOs act as a source of information and development and advice to the Ministry of Education on formulation of national policies and objectives. It is evident therefore that QASOs play an important role in ensuring that schools provide quality education and that education standards are maintained throughout the country. Schools need effective supervision of curriculum in order to have quality education.

From independence to the present time, the role of a supervisor has undergone tremendous changes and a supervisor's dictatorial behavior is diminishing. The supervisory arm has made significant progress but has been hampered by challenges like lack of sufficient supervisors, many administrative roles being performed by supervisors, lack of breath and experience in supervisors and lack of other facilities like vehicles, stationery and funds (Rugut, 2003).

According to Okumbe (1998), a supervisor had the following roles: instructional, helping in the formulation and implementation of schemes of work, evaluating the instructional programs and overseeing modifications, delivering instructional resources, helping in conducting and coordinating staff in-service, advising and assisting teachers involved in instructional programs, procuring funds required for instructional purposes and receiving community feedback about school programs.

Supervision is an administrative activity whose strategy is to stimulate teachers towards greater pedagogical effectiveness and productivity. He states that instructional supervision is all the activities which educational administrators may express leadership in the improvement of learning and teaching such as; time management, lesson planning, reading and other programmes so they have three roles namely: advisory, supportive and educative role. QASOs are therefore mandated vide the Basic Education Act No.14 of 2013 to enter any basic education and training institution with or without notice to ensure compliance with education standards and regulations.

Research Methodology

Descriptive research design was adopted for this study. The descriptive design is flexible enough to permit the consideration of many aspects of a phenomenon. It is concerned with conditions or relationship that exists, opinions that are held, effects that are evident or trends that are developing. This design utilizes both quantitative and qualitative approaches. The questionnaires were used to access qualitative data; in this case verification, deeper explanation and appropriation of findings of the survey were sought for the sake of accuracy in interpretation of data. This design was deemed suitable for this study because the researcher was interested in the state of affairs already existing.

Statistics from the Sub-county Director's office at Kesses shows that there are six zones and seven QASOs. These formed the target population for this study. Head teachers and teachers were also represented for the purpose of collecting data. Systematic sampling technique was used to select 56 out of 128 schools. Three teachers from each sampled school were selected using simple random sampling (total of 168). Simple random sampling enhances chances of an equal chance and independent chance of being selected as a member of the sample. All the head teachers of the schools selected were included in the study as respondents. They were purposively selected from all selected schools. All quality Assurance and Standards Officers based at the Sub-County

and zonal levels were purposively selected for the study. QASOs were targeted because they are charged with the responsibility of supervising educational activities in schools. Teachers were respondents because they are implementers of curriculum.

Sample Size in rare cases when investigations take all people in a given population, selection is necessary to obtain a manageable size of subjects. In this study all QASOs from a population of 7 in the Sub-County formed a sample size. Therefore, the respondents were all the QASOs from all the Zones in the Sub-County, 56 head teachers and 168 45 teachers from selected schools. The researcher ensured that out of the 3 teachers per school one of them was a female teacher.

A questionnaire is a method of data collection which is closely associated with a descriptive study. The questionnaires were organized in five parts, where, the first part, sought to obtain personal information of the respondents, the second part, collected data on QASO's role in provision of in-service training programs. The researcher used interviews because they provided in-depth data, they were easy to clarify confusing questions and they enabled attainment of very sensitive and personal interaction. The key interview took a form of face to face interview between the researcher and the key informants (QASO's), using interview questions which gave in-depth information. The key respondents were Sub-County Quality Assurance Officers and Zonal Quality Assurance Officers whom most of them were curriculum support officers (formerly TAC tutors) acting in the capacity of QASO.

Data analysis means key punching of raw data into a computer. It enables the researcher to make sense of the data collected. Descriptive statistics were used to analyze the data collected. Responses to the items in questionnaire and interview schedule were coded appropriately and analyzed using means, standard deviation, frequency and percentage that would facilitate explanation and description of study findings.

Results

Teachers' rating of Frequency of QASO's assessments

The researcher sought to know the frequency of QASO's assessments in the schools for the last 2 years. The results are shown in the table 1 below. Majority of respondents 105 (62.6%) indicated that they have been assessed at least once a term while 38 (22.6%) of them have been supervised twice a term, 25 (14.9%) of them once a year and none of them indicated that they have never been assessed during the given period.

Table 1. Teachers' Rating of Frequency of QASO's Assessments in 2 Years.

No. of teachers	Percentage	Percentage
Once a year	25	14.5
Once a term	105	62.6
Twice a term	38	22.6
Total	168	100

This showed that QASOs carried out supervision in schools in the Sub-County but the exercise rarely covers all the teachers in their respective primary schools. Supervision should be regular in order to have a positive impact in teaching and learning process.

Teachers Views on QASO's Role during Formulation of Objectives

Teachers' views on the part played by QASOs in formulation of objectives Formulating a well-defined objective of the lesson is a critical first step as it provides the direction and framework for the decisions which will follow. The objective should describe the observable behavior the learner will exhibit to demonstrate that learning has occurred as summarized in Table 2.

Table 2. Teachers Views on QASO's Role during Formulation of Objectives.

	Agree		Disagree		Undecided	
	No.	%	No.	%	No.	%
QASO's assess teachers frequently during content	57	33.9%	91	54.2%	20	11.9%
QASO's recommend better teaching methods during assessment	98	58.3%	54	32.4%	16	9.6%
QASO's give feedback on formulation of objectives after assessment	38	22.6%	125	74.4%	5	3.0%

Majority of respondents, 91 (54.2%) disagreed that QASOs assess teachers frequently during content delivery, while 57 (33.9%) agreed that they assess frequently during content delivery. Data also revealed that 98 (58.3%) of the respondents agreed that QASO's recommend better teaching methods during assessment while 54 (32.4%) of them disagreed. Data further established that 38 (22.6%) of QASOs give feedback on formulation of objectives after assessment, while 125 (74.4%) stated QASOs do not give feedback after assessment.

Head teachers' views on QASO's Role in Formulation of Objectives

The head teachers were asked to give their views on QASO's role during formulation of objectives and the results were as shown in table 3 below. The head teachers gave their views on QASOs' role on formulation of objectives and 51 (91.1%) of the head teachers stated that QASO do not advice teachers while 5 (8.9%) agreed that they do advice. On frequency of assessments of teachers during content delivery, 54 (96.4%) of the head teachers agreed that QASO frequently assess teachers during content delivery while 2 (3.6%) disagreed. 48 (85.7%) of the head teachers indicated that QASOs did not give feedback after assessment.

Data also revealed that 49 (87.5%) of head teachers disagreed, that QASOs recommend better teaching methods after assessment of content delivery while 7 (12.5%) agreed that they do recommend. The researcher further asked the head teachers to indicate whether QASOs organize 60 seminars and workshops for teachers on content delivery and formulation of objectives and majority of the head teachers, 33 (58.9%) disagreed while 23 (41.1%) of them agreed that QASOs organize workshops for teachers on content delivery.

Table 3. Head teachers' view on the role played by QASOs in Formulation of Objectives.

	Agree		Disagree	
	No.	%	No.	%
QASO's advice to teachers on formulation of objectives	5	8.9%	51	91.1%
QASOs frequently assess teachers during content delivery	54	96.4%	2	3.6%
QASOs give feedback to teachers after content delivery	8	17.3%	48	85.7%
QASOs recommend better teaching methods after assessment of content delivery	7	12.5%	49	87.5%
QASOs organize seminars and workshops for teachers on formulation of objectives	23	41.1%	33	58.9%

Table 4. Role of QASO in organization and coordination of co-curricular activities.

		Agree		Disagree		Undecided	
		No.	%	No.	%	No.	%
QASO advise teachers on co-curricular activities during assessment	Teachers	50	29.8	9	5.3	109	64.9
	Head teachers	6	10.7	5	8.9	45	80.4
QASO make assessment of co-curricular activities during visits	Teachers	66	39.3	22	18.1	80	47.6
	Head teachers	20	35.7	6	10.7	310	53.6
QASO include cocurricular activities during In-Service Training	Teachers	60	35.7	20	11.9	88	52.4
	Head teachers	14	25.0	7	12.5	38	62.5

From the results of the research it is clear that there is still much that needs to be done to make content delivery and formulation of objectives more successful in the school. The study reveals that some QASOs frequently assess content delivery and advice on formulation of objectives but others do not. According to Okumbe (1998), supervision should help the teacher plan, organize his/her work, and it creates healthy classroom atmosphere and accurate professional records. Kimeu (2010) supports this by saying that there are various roles of instructional supervision. First, instructional supervision ensures considerable coverage of the syllabus, secondly it ascertains that the recommended syllabus is being used for instruction and thirdly the relevant instructional materials are used and a conducive environment is created for teaching and learning.

Role of QASO in organization and coordination of co-curricular activities

The researcher wanted to find out the role of QASO in organization and coordination of co-curricular activities and the results were as shown in the table 4 below. The data clearly shows that majority of the teachers (64.9%) and majority of the head teachers (80.4%) indicated that QASO rarely advised teachers on co-curricular activities during assessment. 28.8% of the teachers and 10.7 of the head teachers indicated that sometimes QASO advised on co-curricular activities during assessment. Data also revealed that 47.6% of teachers and 53.6% of the head teachers denied the fact that QASOs make assessments of co-curricular activities during their visits to schools. 39.3% of the teachers and 35.7% of the head teachers indicated that QASO rarely make assessment of co-curricular activities during their visits.

Co-curricular activities should be accorded equal attention as academic activities because the general aims and objectives of education are geared towards developing all-round individuals who foster personal, national, international, social, economic and cultural developments. A school curriculum has three dimensions; the formal, non-formal and informal which are prerequisite for a holistic approach towards learning and in turn, well-balanced development of learners (Oluoch, 2002).

Conclusions

That QASO regularly supervised schools at least once a term but should be more frequent in all schools. During such visits or assessments, the teachers are guided on selection of content, formulation of objectives and content delivery in the classroom. This will ensure proper guidance of the teachers in planning of the lessons, use of the syllabus and improvement of teaching methods. The follow-ups and feedback are rather minimal (once per year) and thus needs a lot of improvement.

QASOs' comments are aimed at aiding teachers in their teaching approaches and methodology. QASOs also confirmed from the interviews that due to the vast workload and scarcity of time they gave observation reports to the head teachers. Reports from assessments should be followed up and recommendations used to make changes and also inform MOE and other stakeholders about challenges facing teaching and learning.

On the role played by QASOs in organizing and coordinating co-curricular activities, the findings revealed that QASOs need to be more concerned and more vigilant on other activities that are not academic. Non-formal activities are as important as formal activities and it was found that teachers could work best with QASOs in organization and coordination of co-curricular activities and be accorded equal allocation of time during assessments since this leads to development of an all-round learner in all aspects of learning.

Recommendations From the study

The Quality Assurance and Standards Officers (QASOs) should make three visits supervisory visits to all schools per term within their areas of operation so as to guide and advice teachers in selection of content to be delivered and formulation of objectives since supervision plays an important role in promoting quality education. The Ministry of Education will use feedback from research done by QASO to discover challenges in schools and deal with them accordingly.

Workshops and seminars should be organized in the zones and within the Sub-County to sensitize teachers on issues that lead to better quality of education) Follow-ups and feedback by QASOs and proper records of recommendations should be done in order to link up for future improvements of quality education in public primary schools. 'conferencing after classroom observation where both the QASO and teacher discuss the results and remedial actions to be done.

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