

Teachers' Perceptions Towards Instructional Supervisory Competences of Educational Quality Assurance and Standards Officers

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Abstract

The main purpose of this study was to assess the existing perceptions of school principals and Heads of Departments (HoDs) towards the instructional supervisory competences of Quality Assurance and Standards Officers (QASOs) in secondary schools in Nairobi and Machakos counties, Kenya. The study aimed to investigate the school principals' and HoDs' perceptions towards QASOs' human, technical and conceptual skills. The study used three types of research instruments, namely; School Principals' and Heads of Departments' Questionnaire, Quality Assurance and Standards Officers' Questionnaire and County Quality Assurance and Standards Officers' Interview Guide. Data was analyzed using mixed methods, involving qualitative and quantitative techniques. The study revealed that, teachers hold the opinion that QASOs exhibited favorable human relations competences, however, QASOs were found to be partially effective in respect to technical and conceptual competences. The study recommends that the QASOs already in the field to be taken through intensive capacity building trainings in their specific subjects so as to equip them with requisite technical and conceptual competences for conducting instructional supervision.

Keywords: Quality Assurance and Standards Officers (QASOs), instructional supervisory competences, Teachers' perceptions

1. Introduction

1.1 Background to the Study

Zachariah (2013) observes that for instructional supervisors to be effective in their interactions with teachers, they need to exhibit major desirable competences of conducting instructional supervisor practices such as; knowledge about public relations, ability to lead by example, high integrity, and competence in teaching subjects or technical skills. Stressing on the importance of the teachers instructional supervisors exhibiting desirable instructional supervisory skills, Kutsyuruba, (2003), Sergiovanni & Starratt, (2007) and Zepeda, (2007) note that, the perceptions and satisfaction of teachers toward instructional supervision depends largely on a harmonious teacher-supervisor relationship and availability of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and supervisors. In this regard therefore effective instructional supervision of teachers can be assessed using the yard stick of teachers' perceptions of instructional supervisors' skills of conducting instructional supervision and whether or not it improves the teachers' instructional ability to offer quality education.

1.2 Literature Review

Although a great deal of attention has been given to the nature of teaching and the skills a good teacher ought to possess, there has been little emphasis on the specific skills and competencies that instructional supervisors should have (Servet, 2011) and the attitudes that teachers have towards instructional competences of instructional supervisors (Lilian, 2007).

In a study conducted by Milcah, Chisikwa and Odwar (2010) on the extent to which the QASOs feel competent in the five skills of: human relations, knowledge of the subject, supervision approach, report writing and action research, all which directly relates to their work performance, it was found that the competence of QASOs on the five skills was average. One can only hope that sufficient actual training of the QASOs in respect to these skills was done and QASOs currently are competent in these skills. This study evaluated the perceptions of teachers in respect to how QASOs exhibit these skills when conducting instructional supervision.

According to Oliva, (1976) perceptions are important in instructional supervision because they determine the outcomes of supervision process. In this regard, research conducted by Kutsyuruba (2003) on beginner teachers' perception of instructional supervision revealed that "beginning teachers desire more frequent use of instructional supervision that meets their professional needs, that promotes trust and collaboration, and that provides them with support, advice and help" (p. 4). In a study conducted in Kenya public secondary schools to determine the perceptions of head teachers, teachers and senior government education officers regarding the practices of internal instructional supervision, Wanzare, Z. (2012) found that internal instructional supervision was viewed as a process of checking other people's work to ensure that bureaucratic regulations and procedures

are followed and that loyalty to the higher authorities is maintained. For the QASOs to have significant effect on quality of education, they need to exhibit high level of competences in human relations, technical and conceptual supervisory skills. Given the relevance of this skills in ensuring that instructional supervision is smoothly conducted, this study is designed to examine the teachers' perceptions towards QASOs instructional supervisory skills of; human relations, technical and conceptual skills.

1.2.1 Human Relations Skills

According McMahon & Patton (2002) the quality of the human relations between the supervisee (teacher) and instructional supervisor (QASO) is the most important determinant of the effectiveness of instructional supervision exercise. Human relations skills are those skills that enable the supervisors to 'understand the teachers and to interact effectively with them' (Republic of Kenya, 2000) during the supervision process. Such skills enable the supervisors 'to act both officially and humanely ... so that teachers can be milked dry of their professional potentials' (ibid). This implies that a prerequisite condition for effective supervision to take place is that, the supervisor should create a mutual friendly atmosphere devoid of fear and coercive language during instructional supervision.

However, behavior of QASOs towards teachers in general has been reflected as unprofessional by numerous studies. Wanzare (2005) revealed that some QASOs while carrying out teachers' assessment bossed and harassed the teachers, Ondicho (2004) and Rugut (2003) established that QASOs needed to improve on their communication skills and be friendlier to teachers.

Masara (1987) describes the relationship between the teachers and the QASOs as being poor, more specifically, it has been established that there is a tendency of teachers to mistrust QASOs (Republic of Kenya, 1999). Both poor relationship and mistrust between the teachers and the QASOs is indicative of negative perceptions that could be there between the teachers and the QASOs, this could be one of the causes of poor effect of the instructional practices of the QASOs in the public secondary schools.

Teachers have always regarded supervision as a stressful experience due to fear of the unknown (Ndegwa, 2001). Indeed, Kamuyu (2001) observed that head teachers and teachers are normally thrown into a panic any time QASOs are mentioned. Consequently, when teachers and head teachers are informed of an impending supervision, they are likely to be apprehensive and decide to put something like a show to impress QASOs (Gabriel, 2005). With this kind of a relationship between teachers and QASOs, Ndegwa (2001) acknowledges that education standards have been compromised because teachers are not given a chance to disapprove inappropriate policies forced on them by QASOs.

Romano (2014) revealed that both teachers and instructional supervisors view professional trust as an important behavior of the classroom observation process as it relates to the improvement of teacher effectiveness. When teachers have high trust with instructional supervisors, they are more likely to adopt changes proposed by them and this helps raise student achievement (Bryk & Schneider, 2003). For example, during the teacher observation and conferencing phases, if the teachers believe that they will have an opportunity to objectively and frankly discuss with their instructional supervisor what is working in their classroom during observations, they are likely to look forward to being given feedback and implement the agreed consensus outcomes of such discussions. Latest studies by Mohammed, M. M., and Orodho, J.A., (2014) indicated that the relationship between QASOs and teachers was positive, the interaction and attitude between the teachers and the QASOs has immensely improved

The concern of this study is to establish the type of perceptions teachers have towards the QASOs human relations skills because such perceptions can have tendencies of influencing the relationships between teachers and QASOs and ultimately effecting the quality education provision in schools.

1.2.2 Technical Skills

Naci (2012) observes that, one of the philosophical foundations of instructional supervision of teachers is based on the need to technically support teachers. Technical skills are those skills that enable a supervisor to understand and be able to perform effectively the specific processes, practices and techniques required of his/her specific job (Republic of Kenya, 2000). The supervisor needs 'an overall knowledge of the functions they supervise and sources of specific information' (ibid). This implies that QASOs should be resourceful by having technical answers in their areas of specialization.

Ayeni (2012) contends that for instructional supervisors to be effective they need to perform their specialized roles effectively. He highlight some of the specialized roles of instructional supervisors as; checking and ensuring adequate preparation of lesson notes, checking and ensuring adequacy of scheme of work and record of work. Consequently, QASOs that have sufficient technical skills are likely to detect any deficiencies in teachers' professional records and be in a position to promptly and humanely advice the concerned teachers. However, Griffin (1994), observed that inspectors (QASOs) do not provide expert knowledge and guidance to teachers due to poor preparation in formal training. Similarly, Kimathi (2013) established that most QASOs in Tigania East District, Kenya had high academic qualifications but this failed take care of their need for professional training to enable them provide required technical knowledge in their areas of specialization. In

cognizance of this fact, MoEST introduced induction courses for the QASOs (Republic of Kenya, 2000). At this point in time, this study will establish whether the teachers perceive QASOs as equal to their task of offering expert knowledge on issues related to curriculum interpretation and implementation.

1.2.3 Conceptual Skills

Conceptual skills are those skills that relate to the ability of the supervisor 'to acquire, analyze and interpret information in a logical manner' (ibid). These skills enable the supervisor to deliver their findings in an objective, clear and concise manner which ultimately improves the teachers' ability to teach. The conceptual skills enable a supervisor to divide a complex situation into its component parts and study the characteristics of the components in order to understand the characteristics of the whole situation (Sanaika 2008).

Commenting on the conceptual skills of QASOs, Wasanga (2004) maintained that quality assurance officers should have good academic qualification and specialized skills for analyzing and interpreting information related to instructional supervision. He contends that the department of Quality Assurance is hampered due to inadequacies in conceptual skills. Tabby (2005) had established that although QASOs considered themselves as good communicators of their ideas and intentions, teachers felt that QASOs they needed to improve on the same to come to the level of the teacher. This study evaluated the conceptual competences of QASOs and establishes whether it enhances or it delimits the effect the QASOs have on quality education provision.

2. Purpose and Objectives of the Study

The purpose of this study was to investigate the perceptions of teachers towards instructional supervisory competences of Quality Assurance and Standards Officers on quality education provision in schools. The study had three fold objectives;

- a) To establish the perceptions that teachers hold towards the Quality Assurance and Standards Officers' human relations skills.
- b) To determine the perceptions that teachers have towards Quality Assurance and Standards Officers' technical competences
- c) To find out the perceptions that teachers hold towards Quality Assurance and Standards Officers' conceptual skills

3. Research Design and Methodology

The study employed an ex-post factor design and had a targeted population of 1481(N) persons consisting of; 365 principals, 1095 HoDs and 21 QASOs from Nairobi and Machakos counties, Kenya. Through stratified, purposive and simple random sampling techniques the study obtained; 110 principals, 329 HoDs and 21 QASOs yielding a sample size of 460(n). Questionnaires was used to collect data from the school principals, HoDs and sub-county QASOs from the two counties, while an interview guide was used to collect data from each of the County QASOs. Data collected was edited, classified, categorized and analyzed using descriptive statistics of frequencies, percentages and mean.

4. Research Findings and Discussion

4.1 Human Relations Skills

The study sought to establish the perceptions of Principals and HoDs on human relations skills competences of QASOs in terms of their abilities to cultivate friendly interactions with teachers when they visit schools when conducting instructional supervision. Figure 1.1 reports the perceptions of Principals and HoDs on human relations skills competences of QASOs.

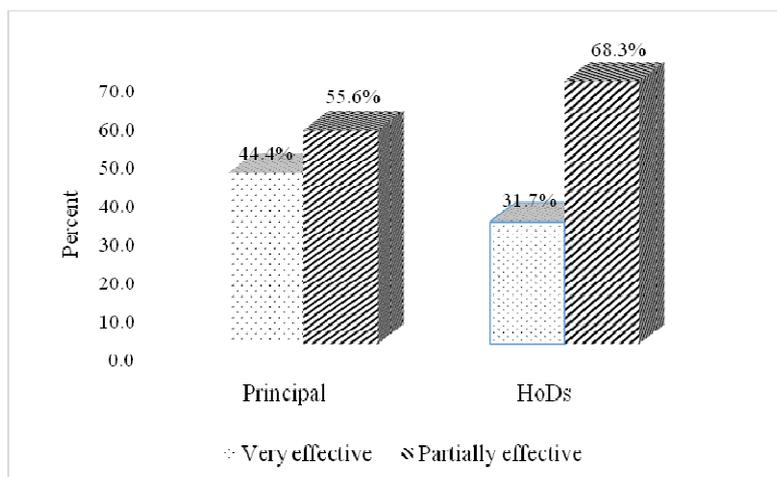


Figure 1.1: Perceptions of Principals and HoDs on QASOs Human Relations Skills Competences

As indicated in Figure 1.1, most (60)55.6% of school principals and (192)68.3% of HoDs felt that QASOs were partially effective in their human relations skills competences when they visited school for instructional supervision. This means that most principals and HoDs feels that QASOs needed to improve in their human relations skills competences.

The finding of this study on the human relations skills competences of QASOs are consistent with the studies of Milcah, Chisikwa and Odwar (2010) who found that QASOs had average human relations skills and had recommended for further training in human relations skills. As noted in the literature review; Republic of Kenya (2000) a prerequisite condition for effective supervision to take place is that, the supervisor should create a mutual friendly atmosphere devoid of fear and coercive language. When majority of the heads of departments and principals report that QASOs are partially effective in human relations competences, it implies that the environment under which instructional supervision is conducted in schools is not very teacher friendly and these may have the negative effect of reducing the effectiveness of the whole instructional supervision processes in schools.

To have a clear picture on the status of human relations skills of QASOs, the researcher sought to establish the perceptions of Principals and HoDs on the extent to which they perceived QASOs exhibiting certain human skills relations variables when conducting instructions supervision in schools. Table 1.1 reports the sentiments of principals and HoDs.

Table 1.1: Perceptions of Principals and HoDs towards QASOs' Human Relations Skills Variables

Variable	School Principals						Heads of Departments					
	Yes		To some little extent		No		Yes		To some little extent		No	
	n	%	n	%	n	%	n	%	n	%	n	%
QASOs respect teachers	74	67	30	7.3	6	5.5	174	59	87	30.1	28	9.6
QASOs have faith in teachers	61	56	38	34.5	11	10	131	45	128	43.7	28	9.6
QASOs handle teachers friendly	42	38	54	49.1	14	12.7	139	48	120	41.5	30	10.4
QASOs compliment teachers	49	45	47	42.7	14	12.7	122	42	128	44.4	38	13

As shown in Table 1.1, majority 74(67%) of the school principals and 174(59%) of heads of departments reported that QASOs had respect for teachers when they visit their schools, most 61(56%) of the school principals and 131(45%) of heads of departments said that QASOs had faith in teachers. However, it's apparent that while majority, 54(49.1%) of school principals felt that QASOs handled teachers only in a little friendly manner, majority 139(48%) of heads of departments felt that QASOs handled teachers in a friendly manner.

This would imply that when QASOs visit schools for instructional supervision, they establish a friendly rapport with teachers through such avenues as; extending warm greetings, being polite and generally being courteous. Indeed, one County QASO described the relationship between QASOs and teachers as "... normally a very healthy interaction and at the end of the day I normally leave a very knowledgeable teacher ..." Finally majority, 49(45%) of school principals and 128(44.4%) heads of departments reported that QASOs complimented teachers. This implies that there are generally healthy interactions between QASOs and principals/HoDs during instructional supervision exercises in schools.

This is apparent because although most (60)55.6% of school principals and (192)68.3% of HoDs felt that QASOs were partially effective in their human relations skills competences with teachers when they visited school for instructional supervision as shown in figure 1.1, the Table 1.1 shows that actually most school principals and head teachers considered QASOs as respectful, friendly and as positively complimenting teachers. This indicates that there is conducive environment for conducting instructional supervision in schools.

Maybe the above variance in perceptions on the relationship between QASOs and teachers can be explained by a comment made by one of the County QASO, who lamented that;

It is good depending on whether you have had an interaction with them in recent years. Those that have not interacted with Quality Assurance (recently) still have a lot of fear, with a perception that they are harassed, but for the teachers that we have interacted with they appreciated and after the exercise they always tell us to come back. Lack of interaction creates fear.

These findings on human relations competences of QASOs tend to agree with Mohammed & Orodho (2014) and Karugu (2015) who found that the relationship between QASOs and teachers was positive, the interaction and attitude between the teachers and the QASOs had immensely improved in terms of friendliness and respect. This is as opposed to studies by Ondicho (2004) and Rugut (2003) who had found that, QASOs were very unfriendly when conducting instructional supervision in schools. Maybe the differences in the findings of these studies can be explained by positive reforms in QASOs as a result of capacity building in the domain of human relations. Indeed, Ndegwa (2001) had established that teachers regarded instructional supervision as a stressful experience because of the fear of unknown. As Tesfaw and Hofman (2012) had found, teachers wished to be supervised by professionals who had knowledge and skills of supervision, and who exhibited friendly approaches in instructional supervision exercise.

It can therefore be observed that the existing human relations skills of QASOs' relating to; being generally friendly, respectful and being able to compliment teachers have to some great extent enabled teachers to build professional trust in the whole exercise of instructional supervision by QASOs in schools.

4.2 Technical Skills

The researcher required the principals and HoDs to give their perceptions in respect to how they perceived QASOs as being competent in technical skills related to teaching and learning process. The results are captured by Figure 1.2

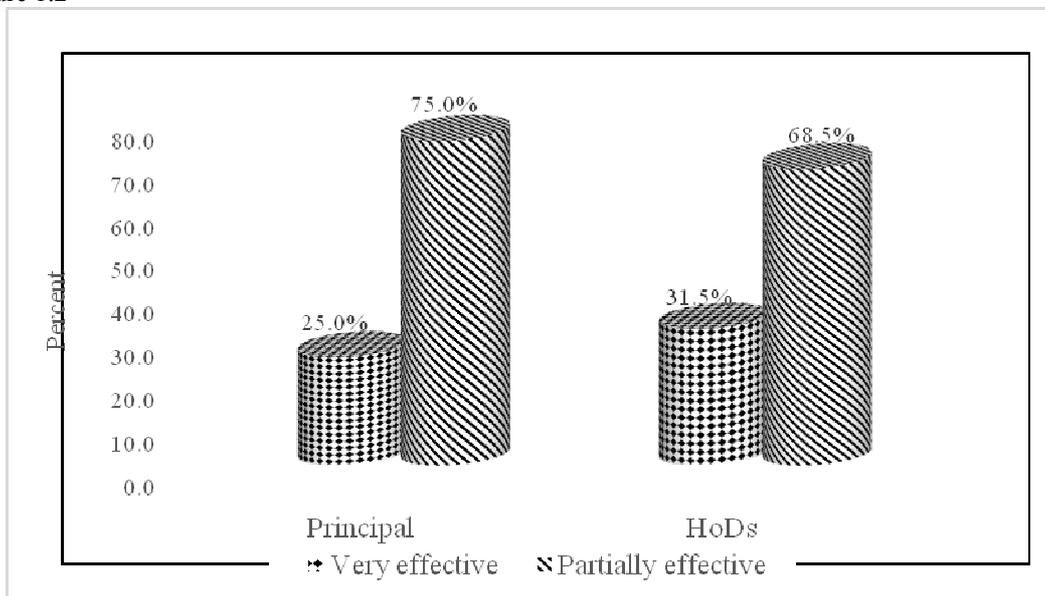


Figure 1.2: Principals' and HoDs' Perception towards QASOs Technical Skills Competences

From Figure 1.2, it is evident that three quarter 81(75.0%) of the school principals and 191(68.5%) of the heads of departments said that QASOs were partially effective in their ability to engage teachers in technical knowledge related to teaching and learning processes. Only a quarter 27(25%) of school principals and 88(31.5%) of the heads of departments reported that QASOs were very effective in technical skills. This means that generally principals and HoDs do not think QASOs measure-up in their instructional supervision technical competences despite the fact it had earlier been shown that most QASOs had sufficient qualifications and accumulated years of experience as indicated in table 4.3 and figure 4.2 respectively.

These findings concur with Kimathi (2013) who found that all QASOs did not have sufficient technical

knowledge in their areas of specialization. As Naci (2012) had established, conducting of effective instructional supervision required instructional supervisors to have technical skills in their respective subject areas because technical skills empowers the teacher to present content in different ways to cater for learners with varied learning styles (Desimone, 2009 & Koehler, 2011). The finding from this study implies that most of the school principals and of the heads of departments may have not benefited from technical skills of QASOs during instructional supervision. This state of affairs is not good because teachers with technical weakness or challenges in their areas of specializations might only improve minimally even after instructionally being supervised by QASOs and this could be affecting the quality of education being offered in public schools.

To further probe on the QASOs technical skills competences, the researcher evaluated the opinions of Principals and HoDs on how QASOs utilized their technical skills while conducting instructional supervision. This is presented in Table 1.2

Table 1.2: Principals' and HoDs' Perceptions towards QASOs Utilization of Technical Competences

Statement	School Principal								Heads of Departments							
	VG		G		S		US		VG		G		S		US	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Ability to assist in technical issues	12	11	30	27.5	39	35.8	28	25.7	14	5.0	81	28.9	119	42.5	66	23.6
Ability to conduct effective evaluation of teaching- learning	7	6.6	26	24.5	55	51.9	18	17.0	18	6.5	100	36.1	99	35.7	60	21.7
Ability to assist schools streamline issues of teaching and learning	9	8.2	33	30.8	51	47.7	11	13.1	21	7.5	99	35.5	106	38.0	53	19.0

VG - Very Good G - Good S - Satisfactory US - Unsatisfactory

Table 1.2 shows that, most 39(35.8%) of the school principals and 119(42.5%) of heads of departments said that QASOs had satisfactory technical skills to effectively assist teachers on technical issues. Similarly, slightly over half 55(51.9%) of the school principals and 100(36.1%) of the heads of departments felt that QASOs technical abilities to conduct of evaluation of the teachers was satisfactory and good respectively. On QASOs technical competence to effectively help schools streamline issues of teaching and learning processes, 51(47.7%) of school principals and 106(38.0%) of heads of departments felt that it was satisfactory. As captured in the literature review, technical skills competences exhibit themselves via ones' ability to understand and effectively facilitate learning of the unique content of a given subject.

The findings of this study imply that generally school principals and HoDs consider QASOs' applications of their technical skills during instructional supervision as being satisfactory meaning that they have satisfactory abilities to understand unique content matter of various subjects, detect anomaly in the teaching and consequently offer appropriate technical advice to teachers to enable them facilitate the learning processes in their subject areas.

The findings of this study on the technical competences of QASOs are consistent with studies by Griffin (1994) and Zachariah (2013) who noted that most inspectors (QASOs) do not exhibit sufficient technical competences and therefore can hardly provide expert knowledge and guidance to teachers. According to the findings of this study; although most 81(75.0%) of school principal and 191(68.5%) of heads of departments had the perception that QASOs were partially effective in their technical competences as shown in figure 1.2, they were in consensus that QASOs were satisfactory in; assisting teachers in technical skills, conducting effective evaluation of teaching-learning process, and streamlining issues of teaching and learning processes in public schools.

The implications of the above is that although teachers gain some value addition in respect to technical skills via instructional supervision of schools by QASOs, the QASOs' have not fully met the felt needs of technical skills for teachers in public schools as to enable teachers to discharge their professional technical instructional duties in schools

4.3 Conceptual Skills

This study sought to establish the perceptions that Principals and HoDs have towards the QASOs ability to observe and make clear findings which can enhance teachers teaching abilities. The responses are as presented in Figure 1.3

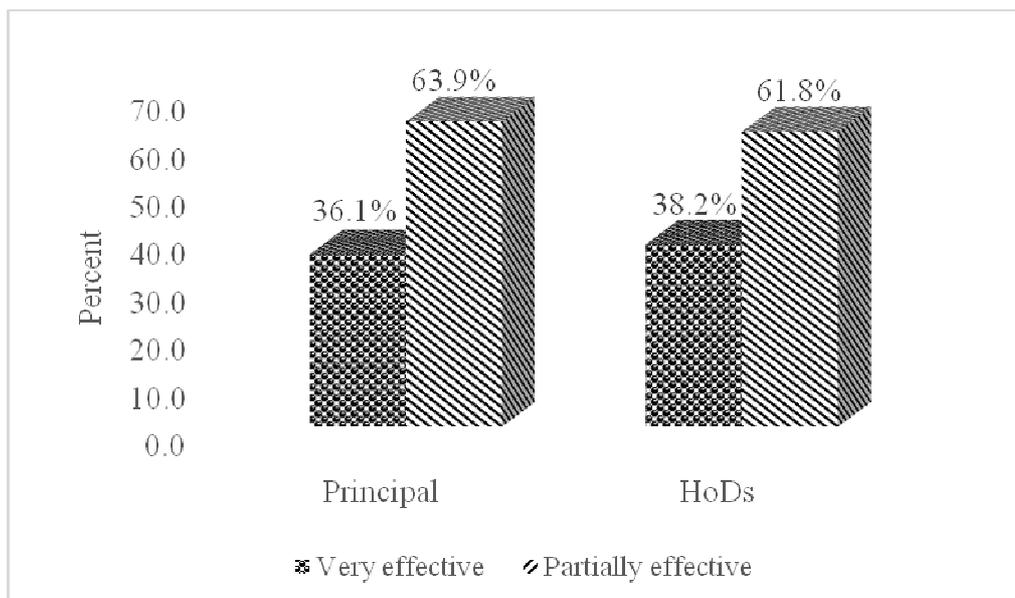


Figure 1.3: Principals' and HoDs' Perceptions towards QASOs' Conceptual Skills Competences.

From Figure 1.3, it is apparent that majority, 69(63.9%) of school principals and 173(61.8%) of heads of departments hold the opinion that QASOs were partially effective in conceptual skills, with 39(36.1%) of school principal and 107(38.2%) of the heads of departments reporting that they were very effective. This means that as much as most principals and HoDs consider hold the opinion that QASOs, they do not have optimal conceptual competences related to instructional supervision, quite a sizable percentage of principals and HoDs hold the view that QASOs have sufficient conceptual skills.

These findings on the conceptual skills of the QASOs are in agreement with the findings by Kinayia (2010) who established that among the problems experienced by QASOs in their job included poor skills in observing and recording what they came across during instructional supervision. It is worth noting that although previous studies by Wasanga (2004) had found that the department of Quality Assurance was hampered due to inadequacies in conceptual skills, these inadequacies may have subsided over time as evidenced in this study due to such reasons as capacity building of QASOs. As highlighted in the literature review, the conceptual skills of observing and making clear findings is very essential in instructional supervision of teachers because it determines the substance of what will be communicated as feedback towards the end of an instructional supervision exercise. To this end, it can be insinuated that many teachers might have some doubt on the objectivity of the feedback given by the QASOs at the end of instructional supervision given that majority of the teachers hold the opinion that QASOs are partially effective in the conceptual skills of observing and recording. Further, when the Principals' and HoDs' were asked about QASOs ability to communicate their findings in an objective and clear way, they responded as summarized in Table 1.3.

Table 1.3: Principals' and HoDs' Perceptions on QASOs' Communication Competences

Variable	School Principal								Heads of Departments							
	VG		G		S		US		VG		G		S		US	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
QASOs communicate their finding in objective and clear way	9	8.5	3	32.	4	46.2	1	13.2	36	12.	10	35.	10	36.	4	15.
There is clear communication between teachers and QASOs	12	11.	4	38.	3	31.8	2	18.7	28	9.8	89	31.	11	38.	5	20.

VG - Very Good

G - Good

S - Satisfactory

US - Unsatisfactory

Table 1.3 indicates that, majority 49(46.2%) of the school principals and 103(36.3%) of heads of departments felt that QASOs capability to communicate their findings of instructional supervision exercises in an objective and clear way was satisfactory followed closely by 34(32.1%) of school principal and 102(35.9%) of heads of department who felt that it was good. Further, Table 1.3 shows that majority, 110(38.6%) of the HoDs and most 41(38.3%) of school principals reported that there were satisfactory and good clear communication between the teachers and QASOs respectively. This implies that during instructional supervision, the intentions of instructional supervision at the stages of pre-observational, post-observational and

plenary conferences are to some large extent always captured and communicated accordingly to the success of the instructional supervision process.

These findings are contrary to Ogandoh (2015) who found that most of the teachers judged QASOs as exercising negative interactive communication that could not help teachers improve their performances in schools. Although most principals and heads of departments had indicated that QASOs had partial conceptual skills (Figure 1.3); the same respondents are in consensus that QASOs have satisfactory to good abilities to communicate clearly and objectively during pre-observational, post-observational and plenary conferences. Good communication skills for QASOs facilitate smooth interactions between teachers and QASOs especially when the QASOs are collecting instructional information and giving feedback to the teachers. The researcher sought to establish from the QASOs themselves on how they perceived their ability to deliver instructional findings in the teachers during the instructional supervision. Figure 1.4 reports on the QASOs opinions.

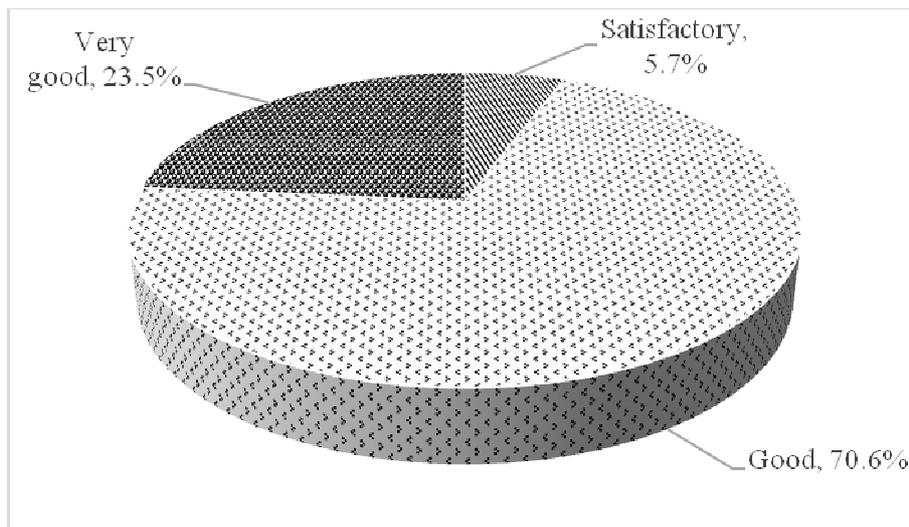


Figure 1.4: QASOs Opinions on their Ability to Deliver Instructional Findings

As indicated by Figure 1.4, majority 12(70.6%) of QASOs reported that they delivered their instructional supervision findings at post-observational and plenary conferences in an objective, clear and concise manner. Hence QASOs consider themselves competent in delivery of instructional supervision findings. This is in close agreement to what Principals and HoDs had reported (satisfactory to good) as shown in Table 1.3.

These findings are consistent with Tabby (2005) who established that although QASOs saw themselves as good communicators of their ideas and intentions, teachers felt that QASOs needed to improve on the same to come to the level of the teacher. This is especially so because as affirmed by Sanaika (2008) the supervisors' conceptual skill should enable him to divide a complex situation into its components as judged by the supervisee. In this respect, the QASOs should be very conscious of the language that they use and should always encourage dialogue in the instructional supervision process so as to be able to demystify any mis-conceptions that may be prevailing amongst teachers

Lastly, this study also sought to establish the perceptions that QASOs have about themselves in regards to specific aspects of conceptual competences of instructional supervision. This is reported in Table 1.4

Table 1.4: QASOs' Perceptions about their Conceptual Competences

Statement	Data collection and analysis		Interpreting and reporting	
	n	%	n	%
Highly effective	9	52.9	11	64.7
Partially effective	4	23.5	4	23.5
Need to Improve	4	23.5	2	11.8

Table 1.4 indicates that, most 9(52.9%) of ESQOAs felt that they were highly effective in data collection and analysis followed by an equal number 4(23.5%) of them who felt that they were partially effective and needed to improve on data collection and analysis. Similarly, most 11(64.7%) of QASOs said that they were highly effective in report writing and presentation skills, and only 2(11.8%) of QASOs felt that they needed to improve on their report writing and presentation skills in respect to instructional supervision. This indicates that QASOs consider themselves as having requisite skills in conceptual skills of: data collection in respect to the existing instructional abilities of teachers in schools; logically analyzing these data; appropriately interpreting and reporting these data to teachers and other stakeholders for instructional improvement in schools.

The above findings is contrary to Wasanga (2004) who had found that Quality Assurance Officers were hampered due to inadequacies in specialized skills for collecting, analyzing and interpreting information related

to instructional supervision in schools. As demonstrated in the literature review, conceptual skills enable instructional supervisors to be able to collect, analyze and interpret information related to instructional supervision in a logical manner (Republic of Kenya, 2000). The implications of QASOs having effective skills in: data collection and analysis; and, report writing and presentation all contributes to effective instructional supervision which benefits the teachers.

5. Conclusions and Recommendations

5.1 Conclusions

Based on the finding of this study, the following conclusions were made;

- (i) Although school principals and of head of departments felt that QASOs were partially effective in their ability to friendly interact with teachers, QASOs' were found to show respect and faith in teachers when they visit school for instructional supervision.
- (ii) School principals and of the heads of departments perceived QASOs as being partially effective in their ability to engage teachers in technical knowledge related to teaching and learning processes.
- (iii) School principals and of heads of departments hold the opinion that QASOs were partially effective in conceptual skills.

5.2 Recommendations

This study recommends that the QASOs already in the field to be taken through intensive capacity building trainings in their specific subjects so as to equip them with requisite technical and conceptual competences for conducting instructional supervision. Further, in future promotion of QASOs and employment should be pegged on technical and conceptual competences.

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