INFLUENCE OF CURRICULUM SUPPORT OFFICERS' SUPERVISORY ROLE ON MANAGEMENT OF TEACHING AND LEARNING IN PUBLIC PRIMARY SCHOOLS IN TIGANIA WEST SUB COUNTY, MERU COUNTY, KENYA

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DECLARATION

I declare that this document and the thesis proposal it describes are my original work and that they have not been presented in any other university for academic work

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DEDICATION

This thesis is dedicated to my late mother- in- law, Julia Ikiara who taught me that the best kind of knowledge to have is that which is learned for its own sake and a woman's place is no longer in the kitchen. It is also dedicated to my husband, who taught me that even the largest task can be accomplished if it is done for the right reasons.

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ABSTRACT

The Kenya government is committed in providing and maintaining quality and standards in basic education through quality assurance department. However, the prevalence of low academic achievement, low teachers' self-efficacy in implementation of competence based curriculum, and low school safety standards as found in some schools in Tigania West Sub County has cast aspersions on the effectiveness of the Curriculum Support Officers (CSOs) supervisory role. The purpose of the study was to examine the influence of curriculum support officers' supervisory role on management of teaching and learning among primary schools in Tigania West Sub County. The study objectives were to determine the influence of CSOs supervisory role on curriculum implementation, teachers' resource management and maintenance of schools' safety standards in public primary schools in Tigania West Sub County. The study was based on the Effective Schools Theory and adopted cross-sectional survey research design. The study target population was 84 head teachers, 910 teachers and three CSOs out of which 25 head teachers, 910 teachers and three CSOs were sampled. The data collection instruments consisted of the teachers' questionnaire, the head teachers' interview schedule and the CSOs interview schedule. Reliability of the teachers' questionnaire was ascertained through computation of Cronbach alpha coefficient while the content validity of the research instruments was determined through scrutiny by the researcher's' two supervisors. Data was analyzed with the aid of SPSS version 22 software. Both quantitative and qualitative data were collected. Quantitative data was analyzed by descriptive statistics and inferential statistics. Descriptive statistics consisted of frequencies, percentages, means, standard deviations and charts while inferential statistics comprised of simple linear regression. Qualitative data was put into broad themes for analysis and interpretation. However, some qualitative data was used verbatim to maintain the power of the participants' spoken words. The study found out that CSOs supervisory role performance accounted for 53.2%, 31.1% and 46.2% of variance in teachers' level of curriculum implementation, teachers' management, and the school safety standards respectively. The study findings of what teachers have accomplished in curriculum implementation, professional development and maintenance of schools' safety standards, may give insight to education stakeholders on the influence of CSO supervisory role on teachers and the entire school fraternity. The established level of influence will inform MOE and TSC policy changes concerning CSO and QASO supervisory approaches and teachers' appraisal.

LIST OF ABBREVIATIONS AND ACRONYMS

CSOs	Curriculum Support Officers
DQAS	Directorate of Quality Assurance and Standards
QASO's	Quality Assurance and Standards Officers
QAS	Quality Assurance and Standards
ZQASO	Zonal Quality Assurance and Standards Office
UPE	Universal Primary Education
KCPE	Kenya Certificate of Primary Education
EFA	Education for All
MDG	Millennium Development Goals
TSC	Teachers Service Commission
BOM	Board of Management
KICD	Kenya Institute of Curriculum Development
SMC	School Management Committee
UNESCO	United Nations Educational Scientific Cultural Organization

OPERATIONAL DEFINITION OF TERMS

External Supervision: Refers to that phase of school administration which deals with identifying and providing feedback on strengths and weaknesses in educational institutions, so that these institutions can improve the quality of education provided and achievement of their pupils. It is mainly done by QASOs and CSOs.

Instructional Supervision: Refers to an engagement that focuses on instruction an avail teachers with information concerning their teaching geared to develop pedagogical skills to improve performance.

Quality Assurance: Refers to a planned and systematic review process of an institution or program to determine whether acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced. It is a before and during the event process geared to forestall any probable mistakes.

Standard: The level of Quality achievement in relation to a School Safety component e.g. environmental safety, quality water, safe buildings

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides the background of the study, statement of the problem, purpose, objectives, hypotheses, significance, scope, delimitations, limitations, and assumptions of the study. The chapter closes with delineation of the study theoretical framework and conceptual framework.

1.2 Background of the Study

Education is considered as the pillar of development in the world, and as such, UNESCO (2019) maintains that the level and quality of a country's education is one of the key indicators of its level of development. This assertion is corroborated by Kotirde and Yunos (2014) who observe that the impetus for educational reforms has been occasioned by the heightened interest in achieving quality education being a crucial strategic plan adopted by developing countries to improve their economies.

UNESCO (2012) refers quality education as education that instills attitudes and values relevant to modern society and their application of theory to practical situations and learning new skills so that learning has utility beyond school as well as preparing students to be responsible Citizens. In addition, it enables students perform well in national examinations**.** Thus, quality education can then refer to the outcome of education that fulfils the aspiration of the individual in terms exuding knowledge, capacities, skills, and attitude germane to their functioning effectively within and beyond their immediate environment. It is expected that such education would spur technological, socio-political, cultural, and economic development. In view of this, the clamor to improve quality of education has

been a priority both at national and international fronts. Pursuant to the global concern of the quality of education offered in the 21st Century, the United Nations came up with the Sustainable Development Goal (SDG) number four of 'Ensuring Inclusive and Equitable Quality Education" (UNESCO, 2018).

In a bid to concretize the implementation of SDG 4, all Nations worldwide committed themselves to put in place a set of actions that would improve the quality of education. Top on the agenda has been the quality monitoring or inspection/supervision of both private and public educational institutions (Mensah, Esia-Donkoh & Quansah, 2020). Agi (2020) posit that at primary and secondary schools level, the journey to attainment of quality education starts with prudent management of teaching and learning processes. Agi (2020) further asserts that quality teaching and learning is assured when there is commitment and fidelity in curriculum implementation, teachers possess the appropriate skills and knowledge and the learning environment is conducive by ensuring the school safety standards. This assertion is in line with the World Bank Report (2017) that describes quality education as that which comprise vital inputs such as adequate and conducive classrooms, adequate instructional materials, clean safe water for consumption, adequate sanitary facilities and professional development for teachers. Safety of learners is cardinal to the provision of quality education since a secure and safe school environment promotes facilitates and fosters quality teaching and learning (Glariana & Solar, 2015; Maxwell, Reynolds, Lee, Subasic, & Bromhead, 2017).

Quality monitoring and assurance in schools is normally accomplished through external and internal supervision and inspection of the school plant. In most countries internal supervision at primary school level is done by the head teacher while external supervision

is accomplished by quality assurance officers. According to Baker (2010), there is consensus in the United States of America of the need to improve overall student achievement by successfully helping teachers to fulfill their role through effective instructional supervision of teachers and evaluation systems that inform teacher professional development and improve instruction. Consequently, implementation of effective instructional supervisory practices is fundamental in empowering teacher's instructional capacities. Indeed, in another study in United Kingdom, it is reported that improving the instructional competences of teachers would have a major impact on the quality of education offered and ultimately the performance of the country's schools (Tesfaw & Hofman, 2012).

In Nigeria, school infrastructure development, school teaching environment and students' performance, are crucial elements that have been held as determinants of quality of education (Ajayi & Ekundayo, 2017). In Ghana, many stakeholders including educationists, teachers, parents, and opinion leaders attribute the poor academic performance of Junior High School pupils to ineffective instructional school supervision (Baffour-Awuah, 2011).

In Kenya, the external supervision and monitoring of quality of teaching and learning in primary and secondary schools is entrusted to Curriculum Support Officers (CSOs) and Quality Assurance and Standards Officers (QASOs). The CSOs are appointed by the Teachers Service Commision (TSC) while QASOs are appointed by the Ministry of Education (Ochieng et al., 2019). However, the fundamental role of both QASOs and CSOs is essentially to monitor the quality of teaching and learning in schools. Nyamwembe (2020) explicates that CSOs appointment is a done by the TSC under Regulation 46 of the

Teachers Code of Regulations. Nyamwembe further notes that the creation of this CSO position was occasioned by the QASOs inability to sufficiently serve the requirements of the TSC sufficiently since they were answerable a different entity. As noted by Nyamwembe (2020) the roles and duties of CSOs include: identification of the teachers and head teachers' training needs and advise the TSC appropriately; provide support services to teachers concerning teaching techniques, lesson demonstrations and use of appropriate text books; updating teachers on curriculum changes, pedagogy, content coverage and any other emerging issues in the teaching service; collecting and submitting to the Sub-County Director data on school enrollment, staff establishment, staff changes and other related information and Working with the Quality Assurance and Standards Officer to improve teaching and learning by ensuring adherence to school safety standards. Thus, the various roles of CSOs can be summarized as instructional supervision to monitor curriculum implementation, teacher management and enforcing school safety standards all geared to improve quality of teaching and learning.

1.3 Statement of the Problem

Since 2003 Kenya has experienced unprecedented increase in the number of pupils in primary schools. The sudden surge in students' numbers was mainly due to the provision of free primary education (FPE). The increase of school pupils' population without a corresponding increase in both human and physical resources brought the issue of education quality into sharp focus. Further, the initiation of implementation of the CBC in 2017 that places emphasis on competence development rather than on the acquisition of content knowledge, required teachers to shift from teacher to learner centred teaching approaches. The task of ensuring quality and capacity building teaching personnel as well

as guiding in the new dispensation as facilitators as opposed to experts, rests on mainly CSOs. According to the TSC assigned roles, the CSOs are expected to oversee implementation of curriculum by facilitating teachers to acquire appropriate skills and knowledge, ensuring teaching, and learning process has changed its orientation from rote memorization of content to the acquisition of skills and competencies useful for solving real-life problems through instructional supervision. In addition, they are to offer guidance in ensuring learning is taking place in a safe conducive environment.

Despite the government efforts of ensuring quality assurance in teaching and learning through QASOs and CSOs, several studies have cast aspersions on their effectiveness. Studies by Korir (2018), Mwangi, Mungai, Thinguri and Makatiani (2014) and Ochieng et al. (2019) found that most teachers and principals regarded QASOs school visits as perfunctory and thus, got prepared to pacify the officers, only to relapse into serious laxity in teaching and learning practices. Some of the CSOs were found to lack adequate skills and knowledge in interpretation and implementation of some sections of the current competence-based curriculum (CBC).

According to Meru County Census report of 2018 (MOE, 2018), most of public primary schools in Tigania West Sub County, hardly conformed to the minimum school safety standards, and thus jeopardizing quality teaching and learning. Although it was evident that CSOs made occasional school visits, inadequacy, lack of maintenance and neglect of educational facilities were rampant. In some schools, drinking water was found unsafe for human consumption while sanitary facilities were appalling and gender insensitive. Thus, there was a need to investigate the influence of CSOs supervisory role in public primary

schools in Tigania West Sub County, Meru County with a view of addressing the hurdles that are jeopardizing provision of quality in teaching and learning.

1.4 Purpose of the Study

The purpose of the study was to examine the influence of curriculum support officers' supervisory role on management of teaching and learning among primary schools in Tigania West Sub County

1.5 Objectives of the Study

The study was guided by the following objectives:

i. To determine the influence of CSOs supervisory role on teachers' curriculum implementation in public primary schools in Tigania West Sub County;

ii. To examine the influence of CSOs supervisory role on teachers' management in public primary schools in Tigania West Sub County;

iii. To establish the influence of CSOs supervisory role on maintenance of schools' safety standards in public primary schools in Tigania West Sub County.

1.6 Research Hypotheses

The following null hypotheses will be tested at 95% confidence level

H_O1: CSOs supervisory role has no statistically significant influence on curriculum implementation in public primary schools in Tigania West Sub County

H_O2: CSOs supervisory role has no statistically significant influence on teachers' management in public primary schools in Tigania West Sub County;

H_O3: CSOs supervisory role has no statistically significant influence on maintenance of schools safety standards in public primary schools in Tigania West Sub County.

1.7 Significance of the Study

Significance of a study shows how the research benefits or impacts others in part or whole (Simon & Goes, 2013). It also highlights the contributions of the research to other researchers, practitioners and policy makers. The study findings are expected to be of use to parents, teachers, head teachers, Quality Assurance Standards Officers (QASOs), Curriculum Support Officers (CSO), Teachers' Service Commission (TSC), Ministry of Education (MOE), Nongovernmental Organizations (NGOs) and researchers in the same field.

The study findings on the assistance, guidance, advice, and skills offered by CSO during their interaction with teachers and other members of the school community, may enable the TSC to ascertain the extent to which CSOs accomplish their assigned roles. Subsequently, the TSC may plan on how to facilitate and improve CSOs work delivery to ensure that the returns filed by CSOs are the true reflection of what is happening in schools. The findings will also inform CSO on how head teachers and teachers conceptualize their contribution in enhancing quality in teaching and learning. The findings of what teachers have accomplished in curriculum implementation, professional development and maintenance of schools safety standards, may give insight to education stakeholders on the influence of CSO supervisory role on teachers and the entire school fraternity. The established level of influence will inform MOE and TSC policy changes concerning CSO and QASO supervisory approaches and teachers' appraisal.

The study findings may also shed light to parents, teachers, head teachers, CSO and other education stakeholders on why some schools are performing dismally in curriculum implementation, human resource development and maintenance of the school safety

standards resulting to low quality teaching and learning. This study may provide vital information to other researchers in the field of teachers' supervision and support in teaching and learning.

1.8 Scope of the Study

The scope of the study is the geographical and methodological limits within which the study operates (Marylin & Goes, 2013). The study was conducted in Tigania West Sub County, Meru County. It involved public primary schools' teachers and head teachers as well as CSOs in Tigania West Sub County.

1.9 Delimitations of the Study

Delimitations of the study refer to things that the research project intends to cover (McKenney & Reeeves, 2013). It defines the outer limits or boundaries of the research project. There might be many factors that are bound to be influenced by CSO supervisory role, however, this study was confined to the level of curriculum implementation, human resource management and maintenance of school safety standards as the major components in improvement of teaching and learning.

1.10 Limitations of the Study

Limitations are possible short comings or influences that can affect the study and are not under control of the researcher. They limit the extent to which a study can go and may affect the end results of the study (Simon &Goes, 2013). One of the limitations was that the respondents (teachers) would respond in a positive direction towards the CSO supervision practices as well as the conditions in their school. This would deny the researcher critical data that would otherwise unravel the study identified information gaps. Due to the ongoing unpopular transfer of teachers labeled as "act of balancing and shuffling

of teachers who have stayed in one school for long", some teachers might have perceived that CSOs did little to help on their plight. The negative feeling might have led to subjective responses. On the other hand, the CSOs and head teachers being the teachers' supervisors and TSC agents at the school level, might have concealed some information that might have portrayed their laxity. To mitigate against these limitations, the researcher assured all the respondents through the research transmittal letter and interview consent form that information collected was to be used for academic purposes only and that their identity would remain confidential.

1.11 Assumptions of the Study

Simon (2011) explicates that assumptions are underlying ideologies that the researcher trusts or admits but that are difficult to attest in any actual way. In other words, assumptions are realistic expectations believed to be true facts necessary for the relevance of the study as they provide the basis of the development and implementation of the research. The researcher assumed that teachers and head teachers' respondents were privy to the roles of the CSOs as set out by the TSC. Additionally, it was assumed that all respondents were aware of the school safety standards as provided in the Safety Standards Manual for Schools in Kenya (SSMSK) (MOE, 2008).

1.12 Theoretical Framework

The theoretical framework is the configuration that supports a theory of a research study and explains why the research problem which is being studied is present (Cohen, Manion & Morrison, 2018).

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 an effective school, the work of the CSOs, the head teacher and teachers act as instructional leaders to effectively and persistently communicate, and have a clear and focused mission for school improvement. A safe and orderly school is expected to have school climate which is warm and inviting and learning activities are purposeful, engaging and significant. CSO should oversee and enforce maintenance of schools' safety standards and order. 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. CSOs play an important part in 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 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. CSOs guide teachers on formulation of objectives 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-CSO relationship, adequate time allocation for physical activities such as co-curricular activities and CSO should do research on challenges facing various schools with an aim of creating an effective school. The study investigated the influence of CSOs supervisory role on management of teaching and learning. This theory guided this study on the fact that, CSOs are expected to 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.

1.13 Conceptual Framework

A conceptual framework underlies stimulating the research and, offer, ascertainment to the academic position and the underlying factors of the research process (Adom, Hussein, & Adu-Agyem, 2018). Creswell perceives the conceptual framework as an instrumental tool objectified at helping the researcher to mature, and achieve an in-depth understanding of the phenomenon under inquiry. Figure 1.1 represents the conceptual framework.

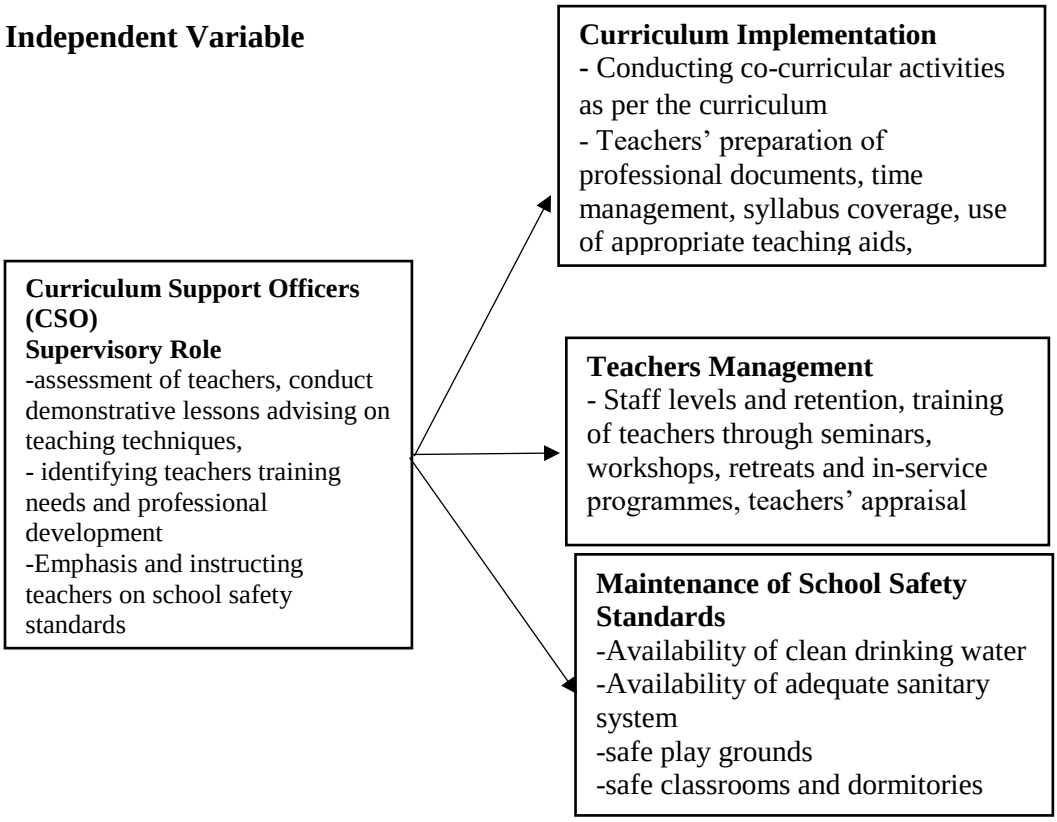


Figure 1.1: Conceptual Framework showing the presumed factors that are influenced by the CSOs Supervisory Role

As shown in Figure 1.1, the Curriculum Support Officers are expected to accomplish the various TSC prescribed roles such as advising teachers on teaching techniques, use of appropriate textbooks and preparation and use of teaching aids, identification of teachers and head teachers' training needs and conducting the needful professional development. Additionally, CSOs are expected to guide teachers on establishing conducive school environment for quality teaching and learning. This can be achieved by ensuring the school safety standards such as provision of clean drinking water, adequate sanitary facilities, safe classrooms and safe playing grounds are provided. Thus, the study embarked on gathering information from teachers, head teachers and CSOs to ascertain the current status of

teaching and learning as well as assessing the extent to which CSOs supervisory roles have influenced management of teaching and learning in Tigania West Sub County public primary schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focusses on the literature review of the subject matter aligned to the highlighted research objectives. A review of empirical literature pertaining to CSO roles and the influence on the management teaching and learning in public primary schools has been delineated. Specifically, the literature of how CSOs supervisory role influences curriculum implementation, teacher management and maintenance of school safety standards has been reviewed. The chapter closes with the summary of literature review and demonstration of research knowledge gaps.

2.2 Review of Empirical Studies

This section contains review of empirical studies in accordance to the study objectives

2.2.1 CSOs Supervisory Role and Curriculum Implementation

Instructional supervision is the process of ensuring that the principles, rules, regulations, and methods assigned for the purposes of implementing and, achieving the objectives of education are effectively carried out (Kweku & Ofosu-Dwamena, 2014). Therefore, it invokes the utilization of expert knowledge and experiences to coordinate and oversee the process of learning and teaching activities in schools. Ochieng (2019) established that supervision is defined in terms of leadership and achievement of the set goals or objectives which involves stimulation of goals, the stimulation of professional goals, the development of teaching, selection and revision of educational objectives by the utilization of instruction materials and evaluation of the institution (Ochieng, Ogogo, & Odera, 2019; Kipngetich, 2016).

Most post-modernists have criticized the modes and models of supervision as being authoritarian, rigid, and heavily classified (Glanz & Heinmann, 2018). Most teachers perceive supervision as repressive to teacher's independence and hypothesize further rational-technical formations of supervision that lessen the effectiveness of routines which turn supervisors into domineering with the mandate to diagnose teachers' pedagogical lapses and impose solutions. In Malaysia, from a multivariate regression study, teachers' attitude towards supervision, teachers' supervision correlates with teachers' performance and attitude; directive supervision is positively and adequately related to teachers' attitude and performance (Hoque, Banu, & Vili, 2020). On the other hand, effective supervision maintains that instructors including teachers, supervisors and curriculum specialists would collaborate to improve instruction. To others (mostly staff), perceive that supervision could lead to some curriculum leaders overstepping their roles and expectations just to teach hard lessons or show where power lies (Jonyo & Jonyo, 2019).

In the U.S.A, it has been established that teachers in high performing schools view instructional supervision in a more friendly way than those in low-performing schools who have an adverse view of instructional supervision (Zepeda, 2017). However, in more regional settings some scholars lament on the intrusion of instructional leadership in education. In Botswana, an evaluation of instructional supervision on secondary schools established that the environment in which instructional supervision takes place is intimidating and hostile. Therefore, research work needs to pay attention to the best practice mechanisms (schools that show success in instructional supervision) and, those that perform dismally despite CSO and QASO supervision.

The Teachers Service Commission appoints the Curriculum Support Service Officers to check on the quality of learning and teaching in schools. The primary function of CSOs underlies monitoring quality learning and teaching in schools. Nonetheless, in recent years instructional supervision seems to have fallen a great deal due to the dismal performance among public schools in Kenya. In Kenya, it was established that most QASOs do not offer feedback to teachers after they've made classroom observations; most head teachers showing that teachers had negative reviews on instructional supervision by QASOs on fear of intimidation (Ndeso, 2013). The research conducted used questionnaires which have limited potential to conduct an-depth exploratory study that can be used to express and explain the perception teachers towards the influence of QASOs and CSOs in effecting instruction supervision in schools. Only one QASO was interviewed and thus, the study cannot be assumed to be representative of CSO opinions or their influence on school management.

Most research on instructional leadership highlights that it plays a vital role to improvement of teaching practices (Ndegwa & Khamah, 2018; Ndeso, 2013). For instance, it has been established that higher teacher perceptions on instructional leadership behaviors and practices were related positively with higher achievements among students (Glanz, 2018) Also, it has been discovered that head teachers who work in environments that stimulate professional learning are strong leaders and, their preferred role is that of an instructional leader than that of an administrator. As supervision of instruction remains to be the instructional leader's responsibility, it is important to comprehend how leadership affects the professional development of both novice and veteran teachers.

Management of teaching and learning, and curriculum supervision is a conceptualization that directs entities to superintend instructional and personnel at the school building, facility, or staff levels (Jonyo & Jonyo, 2019; Fisher, 2011). It includes instructions in the tenets of staffing and organization, the management of learning activities, power relations, administrative duties linked to departmental or unit management, and particular applications to variant curricula and educational settings (Snyder, Brey, & Dillow, 2018). Therefore, it involves the observation of learning and teaching, the assistance of teachers in their professional development both in the group and individual contexts, evaluation of teachers, revision and research of the curriculum.

In Kenya, supervision and learning in public primary schools is the most fundamental function of the Ministry of education with the ministry appointing the Quality Assurance and Standards officer to monitor the quality of education in schools. It has been established that to improve the performance of pupils, headteachers are required to improve the management of schools. Additionally, in reviewing the relationship between the headteachers' leadership competencies and effective school management in public primary schools in Narok County, it was recommended that there is a need for the Ministry of Education to consider strengthening the monitoring and evaluation of headteachers' roles; this after the establishment of the fact that reduced competencies amongst headteachers affected the discipline of both staff and pupils in public schools (Kipkemboi, Sang, & Ngeno, 2020). Therefore, the need for CSOs and QASOs and, their roles in influencing effective school management.

Most studies underlying the influence of CSO support is mostly focused on academic performance and sustainability of specified programs and classes (Ochieng, Ogogo, &

Odera, 2019) such as ECDE in public schools. For instance, teachers in Mvita, Mombasa County perceived support from CSOs for ECDE programs to be inadequate (Ndegwa & Khamah, 2018). The research applied a descriptive research design where questionnaires were used; whereby, questionnaires have a limited potential in trying to explore or describe a particular subject deeply. Only 5 CSOs were interviewed which can be connoted to be a small sample size to ensure adequate generalizations or conclusions on the subject matter.

A more robust research done in Mbeere South Sub-county, applying a descriptive research design; both questionnaires and interview as data collection methods; a pilot study was conducted objectified at evaluating the leadership dynamics that face principals in managing secondary schools in the district and, increasing the reliability and validity of the research study (Mwangangi, 2018). Using descriptive statistics, it was established that 52 percent of the teachers felt that the principals leave school programs stagnated as they attend administrative duties; 66 and 58 percent denoted that they did not avail and maintain timetables and use diaries and programs events due to the excess demands from the devolved structures. The QASO reports showed resistance to change by principals (Mwangangi, 2018). From this report, it is implicit that there exists a negative perception by school heads on the influence by QASOs and CSOs on school management which may in turn extend to the students and staff.

Most of the studies are focused on the influence of CSOs and headteachers skills and practices on school management and, there is a limited number that focusses on teachers' perception on the influence of QASOs and CSOs on school management in primary schools. The study continues to take a keen focus on the diverse CSO responsibilities of CSOs, their influence and how they are perceived by the teachers. It has been established

that there is an influence of principals' management competencies on the supervision of instruction, discipline, the management of financial resources and academic achievement (Nyakan, 2018) and thus, study intends to take a keen focus on curriculum support officers' influences and supervisory roles.

The classical clinical supervision emphasizes on the principal or designate to observe classrooms, understand the quality of teaching, have knowledge of the curriculum, and have the skills to provision constructive feedback to the teachers (Zepeda, 2017). Research has shown that supervision should also support the individualized professional needs of teachers in their practice which is linked to both students and teachers' growth (Zepeda & Ponticell, 2018). In this case, it becomes important to understand how teachers perceive CSO supervision as it has been identified to be tied to their growth and, that of the students.

QASOs were established to have a positive impact towards staff development in Limuru district. In the district, QASOs assumed the major roles in curriculum supervision which included visiting teachers in the classrooms to observe their teaching methodologies; checking lesson preparation, the checking of records, schemes of work and ensuring teachers have enough teaching and learning materials (Mwaura, 2014). The evaluation of the results showed that majority of the QASOs did not engage in monitoring and advising schools on environmental conservation; the lack of qualified personnel in the directorate (stood as a challenge) and, the adverse attitudes towards QASO officers among teachers (Mwaura, 2014). However, despite using a triangulation approach and purposive sampling, the study failed to interview any of the novice or veteran teachers and thus, not considered conclusive in assuming the supervisory roles of CSOs in classrooms.

An assessment of the influence of QASOs instructional supervisory roles on curriculum supervision and implementation in public primary schools in Wareng Sub-County, Uasin Gishu was guided by the following research objectives: regular visits to schools, training on the effective teaching and learning methods, direction on the formulation of objectives, content delivery and co-ordination of co-curricular activities (Korir, 2018). Teachers were interviewed (168 teachers); results showed that 65.5% of the teachers denoted that in-service training was rarely carried out, and QASOs advised teachers on content delivery and the use of the syllabus in scheming (Korir, 2018). However, only 14.9 percent of the respondents highlighted visits to their schools for assessments (once in a year) with 62.6 percent revealing termly visits by the QASOs (Korir, 2018).

A survey conducted on 20 head teachers and 94 teachers in Nakuru by Mbatia (2016), revealed that most head teachers helped the teachers to prepare professional documents, check pupils' books and ascertain the amount of work and comments made on them. This is something that most teachers perceived positively. A majority of the teachers agreed to the proposition that challenges encountered during the process of teaching were discussed and, solutions found after classroom observations and thus, classroom visitations should be common practice; teachers will accept it as a supervisory technique (if informed on its purpose in advance) and thus, not look at it as a fault-finding mission (Mbatia, 2016). Contrary, to the findings by Mbatia (2016), Kipngetich (2016) established that the frequencies of carrying out clinical supervision practices by headteachers was extremely insufficient and significantly affected academic performances of pupils in their KCPE (Kipngetich, 2016). For both studies, more focus was directed to the role played by

headteachers and, the perception held by teachers on instructional supervision; no CSOs were included in the process of sampling or sample used in the study.

Mwaniki (2019) established the inadequacy of QASOs in ensuring the effectiveness of instructional supervision was established; teachers perceived CSOs of not having the technical and conceptual competencies and, did not prepare or have the time for instructional supervision- checking teachers' professional records. It was revealed that QASOs were unable to adequately enhance teachers' pedagogy and the utilization of materials. Therefore, in reviewing class observations by headteachers and CSOs and, the perceptions conflicting results are identified.

However, regardless of the numerous researches, in agreement with (Tesfaw & Hofman, 2012), instructional supervision should be given priority and, further research is needed to establish the impact of actual supervisory approaches, teacher's attitude and satisfaction on professional development (Umoh, 2013). These includes the infrequencies of class observations by CSOs and headteachers. From the review, it is apparent that most studies that review the CSO supervisory role on school management do not include a formidable sample size (above 5) during the data collection processes. While a population size of less than ten in-depth interviews is acceptable- assumption is that most of the studies reviewed do not highlight integrity and thorough recruitment measures of the sample size. It is prudent for researchers to critically assess how saturation parameters found in prior methodological studies and sample community norms might best inform, apply to, individual projects and insight that data adequacy is best appraised with reference to the features that are intrinsic to the study at hand (Vasileiou, Barnett, Thorpe, & Young, 2018). In reviewing sampling in qualitative studies, it is recommended and, identified as necessary

for homogenous sample to have 12-20 data sources (Vasileiou, Barnett, Thorpe, & Young, 2018; Omona, 2013). Therefore, the samples from most studies reviewed under the chapter were not entirely representative of the whole population.

2.2.2 CSOs Supervisory Role and Teacher Resource Management

Human resources are unique assets which are perceived as the principal factor for suitable competitive advantage; their role towards the success of an organization cannot be underestimated. Therefore, equipping the unique assets through effective human resource management becomes imperative in order to ensure maximum job performance. The human management process must place emphasis on measurement of results, goal setting, individual accountability, and their linkage to remuneration. In ensuring quality education, effective management of the human and material resources is a necessity and, supervision which is a component of administration is equally fundamental (Allen, 2015). Allen further posit that the staff members will perform effectively when they are motivated in terms of good remuneration, job security, regular consultation, being appreciated at work and, fact full discipline.

Teachers in Winneba, Ghana perceived that educational supervision had a positive impact on professional development in terms of developing experience; teaching methods, curriculum and materials, class management, characterization of pupils and evaluation (Kweku & Ofosu-Dwamena, 2014). By extension, the study established that teachers perceived that educational supervision assists in the identification of teachers' needs and, accordingly, plans professional development activities (Kweku & Ofosu-Dwamena, 2014). However, from recent reports in Kenya, 42 teachers with many being interdicted was reported due to failure to support the new competency base curriculum; insubordination of

trainings conducted by CSOs (Ouma, 2019). It is apparent that CSO supervisory role on human resource management is a necessity; this follows the fact that a multiplicity of human resource issues in Kenya have been reported.

In Uganda, it was established that school administrators only provided staff welfare programs that have a bearing on task accomplishment; school welfare management is too insignificant to cause remarkable teacher performance (Naluwemba, Sekiwu, & Okwenje, 2016). However, it is implicit that school welfare provision will positively influence teacher performance if the teachers are reciprocally committed to work and the administrators meet the teachers varied needs (Naluwemba, Sekiwu, & Okwenje, 2016). The study was most focused on the teachers and, did not highlight or provision findings to the supervisory role of teachers and CSOs (described as director of studies) as pertains staff welfare among teachers.

Kitonyi (2018) conducted a study on the important facets of human resource management among ECDE teachers in Machakos County. The study examined in service training to improve skills and development programs, employee recognition, satisfaction and enjoyment of work, teamwork, direct performance feedback and enhanced retention of employees. It was established that though CSOs and QASOs did their best in motivating teachers through capacity building and psychosocial support, they largely remained unsatisfied. Teachers complained of irregular promotions, low remuneration and poor state of infrastructure in schools. Multiple researchers have established training to increase individual, organizational efficiency and, the significance of training increasing employee job performance; plays a significant role in the achievement of organizational goals

increasing efficiency and effectiveness for both the organization and employees (Tausif, 2012; Newman, Thanacoody, & Hui, 2012; Mutiso & Kilika, 2017).

QASOs or educational officials in Lugari were established not to provide the necessary trainings and workshop seminars needed for curriculum support by teachers (Ngina, Ngina, & Wetiba, 2017). Also, the QASOs did not have enough time to visit schools to discuss with teachers about their competencies (Ngina, Ngina, & Wetiba, 2017). There was limited information on CSO supervision on human resources as narrated by the educational supervisors. From the descriptive statistics, the results established were derived from teacher and, headteacher's interviews. However, the Schools in Kakamega County were identified to have an uneven distribution of teachers with most schools having many teachers employed by BOMs.

2.2.3 CSOs Supervisory Role and Maintenance of school Safety Standards

School safety refers to those measures undertaken by learners, staff, parents and other stakeholders to minimize or eliminate risky conditions or threats that may cause accidents, bodily injury as well as emotional and psychological distress (MOE, 2008). Further, the school safety is an integral and indispensable component of the teaching and learning process and it is therefore imperative that educational stakeholders foster safe and secure environment to achieve higher performance and quality teaching.

According to safety standards manual (MOE, 2008) unprecedented insecurity from personal threats, inappropriate school facilities and infrastructure, poorly constructed classrooms and playground, insufficient and broken-down facilities inadequate and inappropriate desks and other furniture can cause insecurity to learners. School safety is necessary for both students and teachers for promotion of effective teaching and learning.

There is significant consensus across school effectiveness literature regarding the importance of resources in the teaching and learning process. Resources most considered in articles and schools include but not limited to the availability of textbooks, playgrounds, laboratory equipment, workshops, sports, and teachers (Makori & Onderi, 2014; Yara & Otieno, 2010; Ndegwa & Khamah, 2018). Therefore, it is the positive combined effect of these resources factors that impact on students; or pupils' teaching and learning and/or achievement. In this case, a lack of one or several of the resources undermines the impact of resources on students' achievement. However, still, studies have shown that teachers may be inefficient in the use of particular resources and, thus weakening their impact on teaching and learning resources (Karanja, 2015). The literature review is focused on the lack of ICT implementation and supervision, the failure to maintain the integrity of buildings in public schools in Kenya and lack of playgrounds in schools against the role and influence of curriculum supervision officers.

The education system in Kenya is evolving steadily even as it is faced with a number of shortcomings or challenges which include inadequate teaching or learning resources due to poor planning and corruption (Yara & Otieno, 2010; Karanja, 2015; Muthima, 2015). It has been established that there are inadequate teaching and learning resources among most primary schools in Kenya (Getange, 2013; Kahera, 2010). Most correlational studies conducted on the relationship between subject performance and the lack of teaching and, learning resources continue to identify an adverse relationship with improved academic performance in the specified subjects (Yara & Otieno, 2010; Makori & Onderi, 2014;

Munguti, 2017; Sitati, Bota, & Mwangi, 2017). Also, the recommendations of these studies underlie improved teacher training, recruitment of more competent teachers, improved governmental support, sound teaching methods, improved student-book ratios and renumeration (Yara & Otieno, 2010; Makori & Onderi, 2014). From these studies, there is limited discussion or investigations on the relationship or determining the influence of CSO supervisory role on teaching and learning resources in schools. Therefore, this creates an impetus to determine the sort of influence the supervisors have on the utilization and application of available teaching resources in schools; this underlies the fact that a difference in perception between supervisors and teachers as pertains the quality and

Provision, adequacy, utilization and management of educational facilities largely determine the quality and standard of education offered in a school. Efficient management of school facilities is of vital importance in making the school a pleasant, safe and conducive place for students to realize their maximum potential in both curricula and co-curricular activities (Lyons, 2012).

The cardinal aim of teaching and learning process is to bring about in the learner desirable change in behaviour through critical thinking. This process does not take place in a vacuum but rather in an environment structured to facilitate learning. In cognizance of this fact Sallis (2002) asserted that an educational programme cannot be effectively implemented using only policy guidelines even if the teachers are trained and committed without adequate and appropriate physical facilities such as classrooms, equipped laboratories, appropriate accommodation in case of boarding schools, toilets, playgrounds and safe environment.

School administrators and inspectors have a very crucial role in ensuring that students' progress in school is not hindered by lack of provision, maintenance or disrepair of educational facilities. Inspectors as external supervisors should work closely with teachers to promote safety and avoid disaster and theft through good management of available facilities. For instance, certain facilities, especially the ones in the laboratories, are delicate, dangerous, expensive, and explosive and therefore should be handled professionally. Chemicals such as concentrated sulphuric acid mostly used in secondary schools should be in bottom shelves and never placed at a risky height. Disasters such as flood and fire could also be avoided if there is proper planning for safety precautions.

Administrators and inspectors serve as a link between the school and the stakeholders. In public schools, it expected that once the head teacher in conjunction with BOM has procured the necessary materials, inspectors do confirm that they are good quality as indicated in the budget document (Wanzare, 2012). It is part of their professional ethics that they should not divert money for procurement to another use. Moreover, administrators and inspectors are to advise the Government and other stakeholders on the type of facilities needed in schools. Besides purchase and save keeping of school materials, inspectors assist and ensure there is accurate and timely record keeping.

In Kenya, public schools are largely funded by government where headteachers are required to adhere to set budgetary guidelines to acquire various school facilities. Schools are also funded through Constituency Development Fund (CDF), parents' contribution and from other donor bodies. Private schools are mainly funded from owners, parents and sometimes attract international donors who are inclined to educational matters. Whether

privately or government funded there are certain basic facilities that a school should put in place before registration.

According to MOEST Handbook for Inspection (2000) and Safety Standards Manual for Schools in Kenya (SSMSK) (Republic of Kenya, 2008), some of the basic physical facilities should be in certain specified ratio. These facilities can be either of permanent or temporary nature. Such physical structures should be appropriate, adequate and properly located, devoid of any risks to users or to those around them. They should also comply with the provisions of the Education Act (Cap 211), Public Health Act (Cap 242) and Ministry of Public Works building regulations/standard (MOE, 2008). Following several fire accidents in schools, the Safety Manual (MOE, 2008) requires all school buildings to be fitted with doors that open to the outside and to decongest dormitories by admitting the recommended number of students. The CSOs and QASOs are expected to ascertain that the specified standards in provision of physical facilities have been adhered to. Inadequate and poorly maintained toilet facilities for instance, results to pupils spending more time as they queue to use the toilet facility while poor hygiene related diseases keep many students out of school thus, compromising the quality and standards of education (Mwaniki, 2019).

Wanderi (2018) underscores the management of physical facilities and considers it as an integral part of the overall school management. Wanderi further asserted that provision, maximum utilization and appropriate management of school plant (educational facilities) lead to actualization of the goals and objectives of education. Ochieng et al. (2019) observes that schools where teachers and students encounter inadequate or dilapidated sanitation facilities encounter a lot of agony and distress.

The United Nations through Resolution 64/292 explicitly recognizes the human right to clean water and sanitation (UN, 2010). Similarly, Article 43(1) (d) of Kenya Constitution (2010) enshrines the human right to water and sanitation. Thus, the urgency and importance of access to safe clean drinking water and sanitation to humankind is a matter of global concern and cannot be overemphasized. As such, the Kenya schools safety and standards manual (MOE, 2008) delineates the school indicators to safeguard the students right to clean water and sanitation. According to the manual, all sanitary facilities should be in the best of repair, serviceable and inspected regularly. Soap and water should be set outside the toilets for washing hands after use of these facilities and girls washing places should be behind a screen or wall. Further, water outlets should be several and well distributed for school members convenience.

Nyakundi et al. (2014) embarked on a study to establish why implementation of the MOE safety standards and guidelines in public secondary schools in Marani District, was not undertaken. The study employed a descriptive survey design and collected data from 49 teachers using questionnaires. The study found that MOE safety standards and guidelines were hardly implemented due to lack of supervision and inadequate funds. The study recommended the quality assurers to make follow ups, monitor and evaluate safety situation in all educational institutions and provide funds to all schools to enhance disaster preparedness as a matter of routine termly. However, the study did not delve deep into the role of CSOs in guiding and advising teachers on the safety standards.

Kitheka (2016) set out to establish the institutional factors influencing implementation to safety standards and guidelines in public Secondary Schools in Yatta Sub-County, Machakos County, Kenya. Using descriptive survey design, the study involved 55

principals and 116 teachers. The study findings showed that most of the schools were yet to meet the minimum safety standards as attested by 53.3% of the respondents. Further, the presence of unsafe school environment was found to have adversely affected teaching and learning in Yatta Sub-County. Financial resource was established as an obstacle in implementation of safety guidelines as indicated by 69 percent of the respondents. Further, 70.9 % of principals had not formed safety committees. The study recommended the school management to ensure teachers and students are trained and sensitized on issues of safety standards. However, Kitheka (2016) failed to seek views from the quality assurers such as CSOs and QASOs who would have shed more insight on the prevailing conditions on safety standards. The current study involved both schools' external (CSOs) and internal supervisors as the custodians of the schools' safety standards.

In a similar study, Wanderi (2018) aimed at establishing the status of school safety and its influence on teaching and learning processes in public secondary schools in Nairobi and Nyeri counties, Kenya. Among other findings, it was found that the school physical infrastructure facilities were not safe since many schools had not adjusted the doors and windows of classrooms as recommended in the safety standards manual. The findings further showed that school's safety greatly influenced teaching and learning processes in schools. However, although the study interviewed the school external supervisors, their influence on the schools' maintenance of safety standards was not comprehensively established. The current study will employ robust statistics to establish CSOs influence on schools conformity to the recommended safety standards.

A study conducted by Alunga and Maiyo (2019) aimed at establishing the Level of compliance of the school safety standards in public boarding secondary schools in Trans-

Nzoia County. Using a mixed method approach, data was collected from 20 principals, 143 teachers, 220 students and 20 security officers through questionnaires, interview schedule and focus groups discussions. The study findings showed that most schools were yet to comply with the ministry of education safety standards while majority of the teachers, students and staffs were not aware of the safety measures. However, the study did not link the role of the quality assurance officers such as the CSOs with the laxity in safety standards compliance.

2.3 Summary of Literature and Research Gaps

The researcher has reviewed international, regional, and local studies concerning supervision of schools and provision of quality education. Most of the reviewed studies have converged on the fact that to achieve quality in teaching and learning, external supervision/inspection of schools is paramount (Agi, 2020; Baffour-Awuah, 2011; Korir, 2018; Kotirde & Yunos, 2014; Mensah et al., 2020; Mwangi et al., 2014; Ochieng et al., 2019; UNESCO, 2019). However, while in some developed countries quality assurance seem to be achieved, quality of education in most of developed countries has remained a challenge due to overcrowded classrooms, lack of teaching and learning resources and lack of competent manpower.

In cognizance of the importance of monitoring provision of quality teaching and learning in basic education, the Kenya Ministry of Education has engaged QASOs and CSO through the TSC, for quality assurance. However, while there is a plethora of studies that investigated the effectiveness of quality assurers' instructional supervision, there is paucity of studies that have investigated educational institutions in other areas such as management of teaching resources, human resource, and maintenance of the school safety standards.

Further, there are few studies that have investigated how CSOs accomplish their roles in the new CBC dispensation and the teachers' uptake of new teaching approaches that are learner centred. Thus, considering the research gaps and the noted low progress in quality teaching and learning in some public primary schools Tigania West Sub County, there was a need to examine the influence of CSOs supervisory role on the management of teaching and learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology adapted in order to achieve the research objectives. The chapter contains research design, location of the study, target population, sample size and sampling techniques, data collection instruments, pilot study, validity and reliability of research instruments. The chapter closes by explicating data collection procedures, data processing and analysis, and legal and ethical considerations for the study.

3.2 Research Design

McMillan and Schumacher (2010) describe research design as sketch or arrangement of an inquiry to acquire data to confirm research questions. This study adopted cross sectional survey design. Orodho (2012) explicates that, in a cross-sectional survey, data are collected at one point from a sample selected to describe some large population at that time. Cross sectional survey design is cognizance of the fact that the context in which the data is gathered is subject to change over a period. Such a survey can be used not only for purposes of description but also for determination of relationships between variables at that time of study (Orodho, 2012). The survey also allows data collection from a larger sample as well as gathering both qualitative and quantitative data. This enhances analysis and interpretation, before arriving at the study's main conclusions.

The cross-sectional survey design was found appropriate for this study since some parameters such as the safety conditions were subject to change owing to many benefactors in the region such as politicians and internationally funded NGOs. Thus, the study aimed at describing the conditions as they existed in various schools.

3.3 Research Site

The research site is the actual geographical location of the study (Creswell, 2012). The research was carried out in Tigania West Sub County, Meru County. According to Meru County schools census report of 2019 (MOE, 2019), Tigania West Sub County comprises of three educational zones namely Akithii, Kianjai and Uringu hosting 31, 24 and 29 public primary schools respectively. In each zone, the TSC entrusts a CSO to monitor and oversee provision of quality teaching and learning. Despite the presence of the curriculum support centres that are supposed to be the central models of conducting teacher in-service courses, offer guidance and support curriculum implementation and ensure maintenance of schools safety standards, some of public primary schools in Tigania West Sub County had low to erratic progress in quality teaching and learning (MOE, 2019). Thus, the noted inconsistency in provision of quality teaching and learning created the impetus for this study.

3.4 Target Population

Babbie (2014) defines target population as a complete set of individuals, cases or objects with some common observable characteristics. According to Meru County schools census report 2019, there are 84 public primary schools, 910 teachers and three CSOs in Tigania West Sub County (MOE, 2019). The study targeted 84 head teachers, 910 teachers and three CSOs in Tigania West Sub County. The three categories of respondents were targeted because CSOs oversee the work of both head teachers and teachers, head teachers oversee the work of teachers while teachers are at the heart of curriculum implementation.

3.5 Sample size and Sampling Techniques

A sample is defined as a smaller representative group that is obtained from the target population which is used to generate the required statistics for the study (Creswell, 2014). According to Gay, Mills & Airasian (2009), a sample of 10% to 30% of the total population is sufficient for reliable findings. Thus, 25 schools constituting 30% of 84 public primary schools in Tigania West Sub County were sampled. In line with probability sampling, the 25 schools were proportionally sampled such that 9 schools were from Akithii, 7 schools from Kianjai and 9 schools from Uringu Sub County. The researcher further sampled 11 % of 910 teachers to get 100 teachers. According to the report from the Tigania West Sub County Director of Education, all schools had relatively equal number of teachers, therefore, using simple random sampling, 4 teachers were sampled from each of the selected 25 schools. The 25 head teachers from the 25 sampled schools and the 3 CSOs in the Sub County were purposively sampled. Thus, the study sample comprised of 100 teachers, 25 head teachers and three CSOs. Table 3.1 shows the study sample frame.

Table 3.1: Sample Frame

Category	Population	Sample	%	Sampling Technique
Head Teachers	84	25	30.0	Purposive
Teachers	910	100	11.0	Stratified /Proportional/Simple random
Curriculum Support Officers	3	3	100.0	Purposive
Total	**997**	**128**	**12.8**	

3.6 Data Collection Measures

This study employed teachers' questionnaire, head teachers' interview schedule and CSOs interview schedule as data collection instruments.

3.6.1 Teachers' Questionnaire

Preschool teachers' questionnaire was a semi-structured questionnaire in which respondents expressed their views in their own words in the open-ended questions while closed ended questions captured factual responses. The questionnaire was divided into sections A, B, C and D (refer to Appendix II). Section A captured the teacher's demographic information, while section B gathered information on the role played by the CSO in enhancing teaching and learning. Section C solicited information on CSO role and teachers 'curriculum implementation, section D gathered information on teacher management while section E collected information on teachers' maintenance of the school safety standards.

3.6.2 Head teachers' Interview Schedule

Bhattacherjee (2012) aver that interview method of collecting data is superior to other instruments in that it creates rapport between the respondent and the researcher. In addition, it guards against confusing the questions since the interviewer can clarify the questions thereby helping the respondent give relevant responses. The head teachers' interview guide (Appendix III) was structured. It sought information in accordance with the three objectives of the study.

3.6.3 Curriculum Support Officers' Interview Schedule

The CSO interview schedule was structured (Appendix IV). The interview questions were set according to the study objectives. However, through probing questions, the CSOs were

given opportunity to give any pertinent information regarding changes in curricula, pedagogy, and content.

3.7 Piloting Testing of the Research Instruments

According to Hesse-Bibber and Leavy (2010), Pilot testing is done to ensure validity and reliability of the instruments used in research. Gay, Mills and Airasian (2010) maintain that participants in the pilot test should have similar characteristics to the intended participants. Through pilot testing the clarity of the language, duration, layout of the tools and the process of administering were ascertained. Orodho (2012) posit that for pilot testing, 10% of the sampled population was sufficient. Therefore, the study involved 3 head teachers, 10 teachers and one CSO from the neighbouring North Imenti Sub County. All the participants were selected through simple random sampling. The participants were encouraged to comment and make suggestions geared to improve the various items. The pilot study enhanced validity and reliability of the data collection instruments.

3.8 Validity of Data Collection Instruments

Hesse-Biber and Leavy (2010) explain validity as the accuracy and scientific soundness of the research instruments used in a study to capture data. Validity is also the extent to which results got from the analysis of data represent the issue under study. The researcher presented the instruments to the two ANU assigned supervisors to scrutinize and ascertain the content validity. The supervisors' comments and results from the piloting were used to revise the contents of the research instruments to ensure validity.

3.9 Reliability of Data Collection Instruments

Reliability refers to the extent to which a research instrument gives measures that are consistent each time it is used to the same individuals (Creswell, 2014). Using the

Statistical Package for Social Sciences (SPSS) software version 24, the Cronbach Alpha was computed. The teachers' questionnaire yielded a coefficient of .82. According to Cohen, Marion and Morrison (2012), reliability coefficient of 0.7 and above is considered sufficient for a research instrument in social sciences.

Cohen, Manion and Morrison (2007) and Creswell (2014) maintain that the reliability of research instruments in qualitative data focuses on the researcher trustworthiness for being the instrument itself. In addition, for qualitative data, both validity and reliability of research instruments are treated together. Cohen et al., (2007) explicate that the trustworthiness of a researcher involves credibility. Fraenkel et al. (2012) regard credibility (internal validity) as the extent to which the study shows true value and has meaning to the people who provided the information and the people who might use the report. Further, it establishes the confidence of the findings hence the internal validity and applicability. Kamindo (2008) observes that credibility is also achieved by the demonstrating that indeed research was carried out by giving a detailed account or description of the research process. This can be achieved by use of concepts from the literature, excerpts from field notes, and quotes from interviews and thus enhancing the credibility and authenticity of a study. This study contains the detailed account of research process including verbatim quotes from various head teachers and CSOs, in situ excerpts and extensive use of concepts from literature.

3.10 Data Collection Procedures

Data collection procedures refer to the systematic steps that the researcher follows correctly to obtain data from the field. The researcher sought introduction letter from Africa Nazarene University, and which was used in application of the research permit from the

National Council of Science Technology and Innovation (NACOSTI). The researcher made preliminary visits to the sampled schools with the aim of establishing rapport with the head teachers as well as establishing logistics of data collection. The researcher self-administered the questionnaires after assuring them of confidentiality and anonymity. They were, however, requested to fill the interview audio recording consent forms.

3.11 Data Processing and Analysis

Saunders, Lewis and Thornhill (2009) define data analysis as the processing of data to make meaningful information. The collected data were thoroughly edited and checked for completeness and comprehensiveness. The edited data were summarized and coded for easy classification in order to facilitate interpretation. Data were analysed using the International business machine statistical package for social sciences (IBM SPSS) version 24. Both descriptive and inferential statistics were used to analyse the data. Descriptive statistics such as frequency, percentages and mean were used together with tables, pie charts and bar graphs to describe the meaning of the analysed data. The study null hypotheses were tested by the use of simple linear regression analysis. The regression equation was in the form: $Y= \beta_0+ \beta X + \varepsilon$, where X = CSO supervisory role, Y represents any of the four dependent variables, β_0 = constant, β_i = the simple regression coefficient, while ε was the error term.

Qualitative data generated from interviews and open ended questions in the teachers' questionnaire were organized into broad themes for analysis and reporting alongside the quantitative data. The identification labels or pseudonyms such as CSO 1, CSO 2, and CSO 3 were used to denote different curriculum support officers whose verbal narrations were quoted while H1, H2, H3 and so on were used to identify different head teachers.

3.12 Legal and Ethical Considerations

Kombo and Tromp (2006) argue that researchers whose subjects are people or animals must consider the conduct of their research and give attention to the ethical issues associated with carrying out their research. Ethical issues such as confidentiality, responsibility, informed consent, honesty and openness in dealing with other researchers and research subjects, physical and psychological protection, and explanation of the purpose of the study and 'de-briefing' subjects afterwards should therefore be considered. The rights of informants or participants in this study was protected by all means. The principle of voluntary participation was encouraged and participants were in no way coerced into participating in the study. The researcher guaranteed the informants of confidentiality. Anonymity of the participants was maintained by asking them not to disclose their names in any of the research instruments. They were also assured that the information provided would not be made available to anyone who was not directly involved in the study. In regard to legal measures, the researcher secure a research permit from the National Commission for Science, Technology and Innovation (NACOSTI).

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the analysis of the data collected in this study and interpretation of the findings. The chapter contains analysis and interpretation of demographic data as well as data collected in accordance to the three research objectives of the study. The purpose of the study was to examine the influence of curriculum support officers' supervisory role on management of teaching and learning among primary schools in Tigania West Sub County Meru County, Kenya. The objectives of the study were to determine the influence of CSOs supervisory role on teachers' curriculum implementation, to examine the influence of CSOs supervisory role on teachers' management, and to establish the influence of CSOs supervisory role on maintenance of schools safety standards in public primary schools in Tigania West Sub County. Data were collected through the teachers' questionnaire, the head teachers' interview schedule and the CSOs interview schedule.

4.2 Demographic Characteristics of Respondents

The researcher gathered the background information of the respondents, which formed the basis under which some of the interpretations of the study findings were made.

4.2.1 Response Rate

The study sampled 25 principals, 100 teachers, and three CSOs. However, the researcher managed to collect data from 18 principals, 90 teachers and 3 CSOs giving a response rate of 72.0 %, 90.0 %, and 100.0% respectively. Creswell and Creswell (2017) recommend a response rate of 70% or more, and therefore, this response was considered sufficient for analysis.

4.2.2 Gender of Respondents

The researcher sought to establish the gender distribution of the respondents. Table 4.1 shows the finding.

Table 4.1: Gender Distribution of Respondents

Category of respondents	Gender	Frequency	Percentage %
Teachers	Male	36	40.0
	Female	54	60.0
	Total	**90**	**100.0**
Head teachers	Male	12	66.7
	Female	6	33.3
	Total	**18**	**100.0**
Curriculum Support	Male	1	33.3
Officers	Female	2	66.7
	Total	**3**	**100.0**

As evident from Table 4.1, the ratio of female to male teachers was 3:2, showing that though there was lack of gender parity in the sampled teachers, the views 36 males and 54 females was considered quite representative of both genders. Conversely, the headship was dominated by male teachers constituting 66.7 %. Similarly, two of the CSOs were female constituting 66.7%.

4.2.3 Age Bracket of the Teachers

The researcher sought to establish the teachers' age bracket distribution. Table 4.2 depicts the findings.

Table 4.2: Teachers' Age Bracket

Age Bracket in years	Gender					
	Male		Female		Total	
	f	%	f	%	f	%
< 30	8	**22.2**	10	**18.5**	18	**20.0**
30-40	7	**19.4**	16	**29.6**	23	**25.6**
41-50	10	**27.8**	13	**24.1**	23	**25.6**
>50	11	**30.6**	15	**27.8**	26	**28.9**
Total	36	**100.0**	54	**100.0**	90	**100.0**

Table 4.2 shows that only 20.0 % of teachers were below 30 years of age, 25.6 % were in the age bracket of 30 to 40 years, 25.6 % in the bracket of 41 to 50 years, and 28.9 % were over 50 years. Therefore, the teachers were fairly distributed in all the age brackets. This implied that the information gathered was enriched by the views of the relatively young teachers eager to embrace the CBC and the relatively older teachers who might have felt the CBC was too demanding as compared to what they were used to.

4.2.4 Teachers' Teaching Experience

The study also sought to establish the teachers' teaching experience. Figure 4.1 shows the distribution of teachers teaching experience.

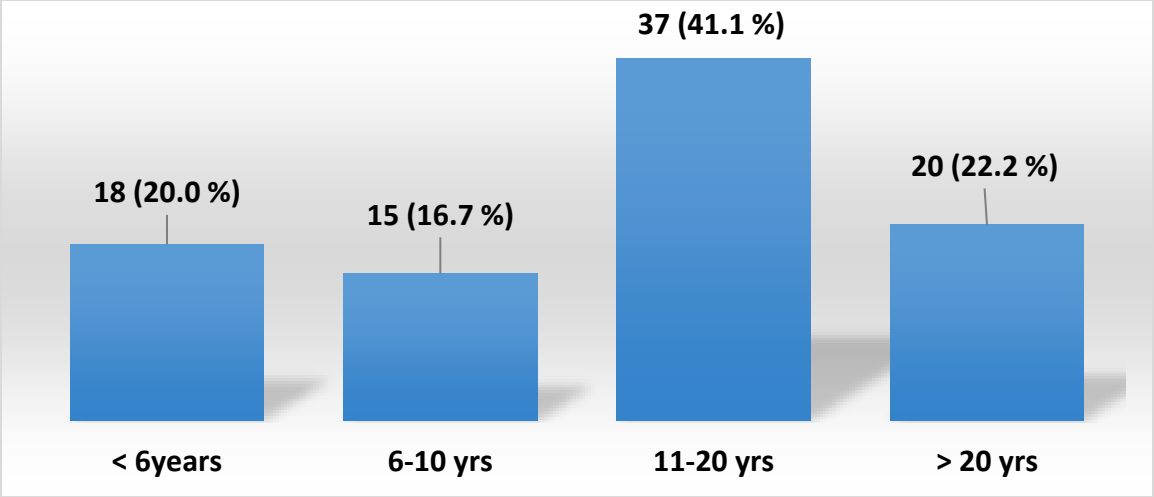


Figure 4.1: Teachers Teaching Experience

As evident from Figure 4.1, most of the teachers comprising 41.1 % had an experience of 11 to 20 years while 22.2 % of teachers had an experience of over 20 yrs. This implied that most of the teachers could discern with certainty the difference made by the CSO supervisory practices.

4.3 Role Played by CSOs in enhancing Teaching and Learning

The independent variable in this study is the level of the role played by the Curriculum Support Officers aimed at enhancing pupils teaching and learning. In order to quantify the level of role played by the CSOs, teachers' responses were sought regarding implementation of curriculum, teachers' management, and maintenance of the school safety standards. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. The analyzed data was summarized in means and standard deviations (*SD*) as depicted in Table 4.3.

Table 4.3: Teachers' Response on the Role Played by CSOs

Statement	Mean (*M*)	*SD*
Implementation of Curriculum (CSO…..)		
Updates us on new curriculum changes	3.7	1.2
Advises on appropriate teaching methods and techniques	2.6	1.3
Advices on appropriate text books	3.4	0.9
Conducts lesson demonstration on difficult concepts	2.3	1.4
Emphasizes on the need to have well prepared professional teaching documents before teaching commences	3.4	0.8
Assists teachers to develop and use appropriate teaching aids and other reference materials	3.8	0.7
Offer advice on examination and assessment procedures	3.4	0.8
Participates in the organization and management of co-curricular activities	2.7	1.3
Aggregate Mean score and SD	**3.2**	**0.9**
Teacher Management		
CSO identifies the training needs of teachers and advice the Teachers Service Commission accordingly	2.8	1.1
CSO organizes and conducts capacity building of teachers on curriculum delivery and implementation through seminars and workshops	3.3	0.8
CSO collects data on staff establishment, school enrollment, staff work load	3.7	1.3
CSO performs teachers' appraisal in curricular and co-curricular activities	3.3	0.9
CSO offers guidance and counselling to teachers on psycho socials issues that may interfere with effective teaching	2.5	1.2
Aggregate Mean score and SD	**3.2**	**0.8**
Maintenance of School Safety Standards		
CSO emphasizes that School Safety is an integral and indispensable component of the teaching and learning process	3.4	0.9
CSO is keen on the adequacy of latrines in our school	2.8	1.2
CSO is keen on ensuring safety on school grounds and emphasizes on properly reinforced fence	2.6	1.4
CSO requires the school to have adequate clean drinking water	2.7	1.3
CSO emphasizes on good sanitary conditions and waste disposal	2.9	1.2
CSO insists on facilities which are sensitive to learners with disabilities	3.3	0.9
CSO encourages the formulation of Disaster Risk Reduction strategies in order to minimize destruction of life, property and disruption of normal operations.	2.7	1.1
Aggregate Mean score and SD	**2.8**	**0.8**

N = 90

Table 4.3 shows the rating of what the CSOs accomplish in the various public primary schools in Tigania West Sub County. Most of the teachers indicated that CSOs updates them on new curriculum changes (M = 3.7, SD = 1.2). Similarly, teachers agreed that the CSOs offer advice on appropriate text books (M= 3.4, SD = 0.9), emphasize on the need to

have well prepared professional teaching documents before teaching commences (*M* = 3.4, *SD* = 0.8), assist teachers to develop and use appropriate teaching aids and other reference materials (*M* = 3.8, *SD* = 0.7), and offer advice on examination and assessment procedures (*M* = 3.4, *SD* = 0.8). This showed that CSOs in Tigania West Sub County offered teachers instructional assistance as mandated by the Teachers Service Commission. In support of the work done by one of the CSO, head teachers had varied positive observations:

> Our CSO has been of tremendous help to my school in implementation of the new competence based curriculum. Despite having a very lean staff, she has assisted us in interpretation of some difficulty parts in the curriculum, preparation of novel teaching aids, and in particular how to integrate the seven core competencies-critical thinking and problem solving, communication and collaboration, imagination and creativity, digital literacy, citizenship, learning to learn and self-efficacy into our teaching. (H 18).

> The frequent visit of the CSO to our school has really helped me in instructional supervision. Unlike in the past, when we would prepare our professional documents towards the middle of the term, we commence a new term with all the professional documents such as schemes of work, teaching notes, appropriate text books and lesson plans ready. Additionally, teachers are kept on toes as they cover the subject content as spelt out in the syllabus. (H 2).

> I appreciate the effort made by our CSO in demystifying the curriculum and guiding the teachers on how to improvise the appropriate teaching resources from the locally available materials. I never thought we have most of the teaching aids in our midst. The government should put aside more funds to facilitate the activities of the CSOs. (H 5).

Table 4.3 also shows that most of the teachers disagreed that CSOs advise on appropriate teaching methods and techniques (*M* = 2.6, *SD* = 1.3), conduct lesson demonstration on difficult concepts (*M* = 2.3, *SD* = 1.4), and participates in the organization and management of co-curricular activities (*M* = 2.7, *SD* = 1.3). This implied that CSOs were not performing well in these areas. However, the relatively high standard deviation shows that there were a number teachers who affirmed of the assistance given by the CSOs. In shedding more light on these aspects, one of the teachers commented:

> We have to appreciate that CSOs are not the know it all, they are also learning. In some topics, I think I can do better in some subject areas than most of them owing to my vast experience. I am normally engaged to be a resource person and many teachers have appreciated my teachings and demonstrations in sciences and mathematics. (Teacher 10).

Thus, by combining synergy with more knowledgeable teachers, CSOs supervisory role could have more influence in effective management of teaching and learning. On their part, the CSOs were proud of their fruitful engagement with teachers and head teachers despite numerous challenges the line of duty. They referred the implementation of CBC as a concept that unfolds gradually and requires constant upgrading of new skills and knowledge. However, they identified instability of teachers due to the recent TSC policy of delocalization (transfers) to be a major stumbling block to realization of their set goals. The following lamentations from CSOs exemplifies some of the challenges they encounter:

> Some of the delocalized teachers appear to be really devastated and they remain unresponsive to any form of training. They are always physically present but absent minded. In order to inculcate creativity, critical thinking and problem solving skills to the learners, the teacher is expected to possess some of these competencies. However, the delocalization induced instability has made most of the affected teachers numb both physically and mentally. (CSO 1).

> I have tried my best to identify and align the teachers' needs and the prescribed training. However, the current teachers' age demography is composed of mainly middle aged to old approaching retirement at 60 years. This category of teachers is naturally conservative and are averse to change particularly on information technology uptake. Therefore, it has been an uphill task for the teachers to integrate ICT in their teaching and learning. Further, most of information is conveyed digitally, capacity building of teachers who lack ICT literacy is becoming very difficult. (CSO 3).

Overall, the teachers' mean rating of the role played by the CSOs in curriculum implementation was 3.2 with a standard deviation of 0.9. This finding prompts the question "to what extent does the role played by the CSOs influence teachers actual implementation of the curriculum?"

The CSOs are also entrusted in teachers' management. This entails appraising the teachers' job performance, assessing the teachers' training needs, the staff establishment, workload, psychosocial issues, and the staff motivation. In reference to the Table 4.3, most of the teachers affirmed that CSOs organize and conducts capacity building of teachers on curriculum delivery and implementation through seminars and workshops (M = 3.3, SD = 0.8), collect data on staff establishment, school enrollment and staff work load (M = 3.7, SD = 1.3), and that CSOs perform teachers' appraisal in curricular and co-curricular activities (M = 3.3, SD = 0.9). Thus, the effort shown by the CSOs on the teachers' management was expected to have a positive influence on management of teaching and learning among teachers. However, most of the teachers' disagreed that CSOs identify the training needs of teachers and advice the Teachers Service Commission accordingly (M = 2.8, SD = 1.1). Further, most of the teachers disagreed that CSOs offer guidance and counselling to teachers on psycho socials issues that may interfere with effective teaching M = 2.5, SD = 1.2). Thus, most of the teachers felt that the CSOs were not able to accurately identify their training needs and that they were not able to deal with their psychosocial issues adequately.

In concurrence, CSOs observed that although they were trying their best to ensure that teachers are motivated in order to discharge their duties optimally, there were several issues that were beyond their mandate such as remuneration and some policies such as delocalization.

The CSOs were also mandated to ensure the schools safety standards are adhered. The current study embarked to establish whether the CSOs advice and supervision had an influence on the situation of safety and standards in various public primary schools in

Tigania west Sub County. In reference to Table 4.3, most of the teachers agreed that CSOs emphasize that School Safety is an integral and indispensable component of the teaching and learning process (*M* =3.4, *SD* = 0.9). Similarly, teachers agreed that CSOs insist on facilities which are sensitive to learners with disabilities (M= 3.3, SD = 0.9). This implied that the CSOs were keen in emphasizing the important link between the school conducive physical environment and academic success. However, the teachers mean rating of all the other statements on the role played by the CSOs regarding the school safety standards were below 3.0 showing that most of the teachers disagreed. That teachers disagreed that CSOs were keen on the adequacy of latrines in the school, on ensuring safety on school grounds and emphasis on properly reinforced fence, and that CSO require the school to have adequate clean drinking water. Further, CSOs were not keen on emphasizing good sanitary conditions and waste disposal, and finally CSOs did not encourage the formulation of disaster risk reduction strategies in order to minimize destruction of life, property and disruption of normal operations. Overall, teachers' mean rating of the CSOs role performance on maintenance of the school safety standards was 2.8 with a standard deviation of 0.8. This implied that according to the teachers, CSOs role performance was below expectations.

4.4 Teachers' Curriculum Implementation

The first objective of the study was to determine the influence of CSOs supervisory role on teachers' curriculum implementation in public primary schools in Tigania West Sub County. To achieve this, a set of statements in form of a Likert scale were posed to the respondents to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1

while strongly agree (SA) was rated number 5. The analyzed data was summarized in means and standard deviations (S.D) as depicted in Table 4.4

Table 4.4: Teachers' Response on Curriculum Implementation

Statement	Mean (M)	SD
CSO instruction supervision has helped me to remain on course regarding my teaching preparation	3.5	1.1
I have enhanced my skills and knowledge in preparation of professional documents through the advice of CSO	2.8	1.3
I always prepare schemes of work as expected before teaching commences	3.8	1.0
I always teach using a lesson plan	2.8	0.9
Our CSO has enabled me to improve on time management	3.4	0.8
I use text books and other teaching resources as recommended by CSO	3.5	0.7
Our CSO has guided me on the use of appropriate teaching techniques	2.7	1.2
Our CSO has been updating us on curriculum changes	3.9	0.8
I practice peer teaching as recommended by the CSO	2.7	1.2
I use appropriate teaching aids as leant from CSO	3.4	0.8
I monitor my teaching effectiveness and learners acquisition through several assessment tests	2.8	1.4
Our CSO has assisted me to improvise and use teaching aids using locally available materials.	4.0	0.9
Overall Mean	3.4	0.9

N = 90

As evident from Table 4.4, teachers on average felt that CSOs instructional supervision has helped them to remain on course in teaching preparation (M = 3.5, SD =1.1). Most of the teachers also indicated that they always prepare schemes of work as expected before teaching commences (M = 3.8, SD = 1.0). Teachers on average indicated that the CSOs have enabled them to improve on time management and that they use text books and other teaching resources as recommended by CSOs (M =3.5, SD = 0.7). Most of the teachers indicated that they use appropriate teaching aids as leant from CSOs. Finally, teachers overwhelmingly indicated that CSOs have assisted to improvise and use teaching aids

using locally available materials (M = 4.0, SD = 0.9). These findings implied that teachers linked their positive teaching and learning practices on the CSOs role performance.

Most of the teachers however, refuted that they have enhanced skills and knowledge in preparation of professional documents through the advice of CSOs (M = 2.8, SD = 1.3), that they always teach using a lesson plan, and that the CSOs have guided them on the use of appropriate teaching techniques. Further, teachers disagreed that they practice peer teaching as recommended by the CSOs (M= 2.7, SD = 1.2). Finally teachers refuted that they monitor their teaching effectiveness and learners acquisition through several assessment tests (M = 2.8, SD =1.4). These findings implied that there were some areas where teachers got little assistance from CSOs. It could also be possible that despite the advice and instructions from the CSOs, teachers were hardly influenced to embrace the change.

In order to ascertain the strength and magnitude of the influence of the CSOs role performance on teachers' implementation of curriculum, the researcher conducted a simple linear regression analysis. The teachers' mean responses on the CSOs role performance (section 4.3) were regressed onto the teacher' mean responses on the level of curriculum implementation. The results are shown in section 4.4.1.

4.4.1 Testing of Null Hypothesis One

The first null hypothesis of the study stated that: 'CSOs supervisory role has no statistically significant influence on curriculum implementation in public primary schools in Tigania West Sub County'. In order to test the hypothesis, a simple regression analysis was carried out at the .05 level of significance. The regression model capturing the hypothesized relationship was given as: $Y= \beta_0+ \beta X+ \varepsilon$, where;

Y = Teachers' implementation of curriculum

X= CSOs supervisory role performance

β_0 = Constant

β = Coefficient of X

ε = Error

Tables 4.5, 4.6 and 4.7 depict the findings.

Table 4.5: Model Summary

Model	R	R Square	Adjusted R Square	Standard error of the estimate
1	0.730	0.532	0.510	0.2232

Predictors: (constant), CSOs supervisory role performance

As evident from Table 4.5, there was a strong correlation between the observed values of dependent variable and the values of dependent variable predicted by the simple linear regression model ($R = 0.730$). It can also be deduced from Table 4.5, that CSOs supervisory role performance accounted for 53.2% of teachers' level of curriculum implementation ($R^2 = 0.532$). Further, to ascertain whether the model was a significant predictor of the outcome, the result in Table 4.5 was considered.

Table 4.6: Model Significance (ANOVA)

	Model	Sum of Squares	df*	Mean Square	*F*	Sig.
1	Regression	9.321	1	9.321	**14.06**	**0.018**

Residual	58.342	88	.663	
Total	**67.663**	**89**		

df*- degrees of freedom.

Dependent Variable: Teachers' curriculum implementation
Predictors: (constant), CSOs supervisory role performance

In reference to Table 4.6, the *F*-ratio in the ANOVA table, has a value of 14.06 and a *p* value of 0.018. Since *p* was less than 0.05, it was deduced that the overall regression model was a good fit for the data. That is, the model, overall, resulted in a significantly good degree of prediction of the outcome variable. In other words, the regression model significantly predicts the level of the teachers' curriculum implementation, F (1, 88) = 14.06, $p < 0.05$. In order to get the linear regression equation for the data, the unstandardized beta coefficient as shown in Table 4.7 was considered.

Table 4.7: Model Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients		
		Beta	**Std. Error**	**Beta**	**t**	**Sig. value**
1	(Constant)	15.472	0.164		7.721	0.000
	CSOs supervisory role performance	0.412	0.175	0.388	4.933	0.024

Dependent variable: Teachers' curriculum implementation

Table 4.7 reveals the relative contribution of CSOs supervisory role performance expressed as beta weight. Assuming the error term ε to be zero and substituting the unstandardized coefficients β value, the estimated simple linear regression equation becomes: Y = 15.472 + 0.412 X. Thus, when CSOs supervisory role performance increases by one unit, the level of teachers' curriculum implementation increased positively by 0.412 units. The null

hypothesis, was tested by considering the *t* statistic (Table 4.7) that tests whether a β value is significantly different from zero (H_0: β =o). In reference to Table 4.7, the unstandardized beta value of CSOs supervisory role performance was found to be significantly greater than zero (β = 0.412, t (89) = 4.933, $p < .05$). Thus, the first null hypothesis was rejected, implying that the CSOs supervisory role performance had a statistically significant influence on teachers' curriculum implementation.

4.5 CSO Supervisory Role and Teachers' Management

The second objective of the study was to examine the influence of CSOs supervisory role on teachers' management in public primary schools in Tigania West Sub County. To achieve this, a set of statements in form of a Likert scale were posed to the respondents to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. The analyzed data was summarized in means and standard deviations (S.D) as depicted in Table 4.8

Table 4.8: CSO Supervisory Role and Teachers' Management

Statement	Mean (M)	SD
I have received training on curriculum delivery through seminar/workshop/in-service programme	3.2	1.2
I have received advice on appropriate ICT integration in teaching and learning	2.5	0.9
CSO conveys class assessment feedback in a congenial manner	3.4	1.1
My school has adequate teaching staff	2.8	0.9
I have a manageable work load	2.4	0.8
The process of overall teacher's appraisal is conducted well in my school	3.3	0.7
CSO assessment and identification of our training needs has been pivotal in curriculum implementation	2.8	1.3
CSO empathetic approach to the challenges we encounter in a public school such as handling large classes with meager resources, motivates teachers to remain steadfast.	2.8	1.0

CSO guidance and counselling on academic and psychosocial issues has enhanced teaching and learning among teachers	2.7	1.2
Overall Mean	2.8	1.0

N = 90

Table 4.8 shows that on average teachers agreed that they have received training on curriculum delivery through seminar/workshop/in-service programme (*M*= 3.2, *SD* = 1.2). Further, teachers agreed that CSOs convey class assessment feedback in a congenial manner (*M* = 3.4, *SD* = 1.1), and that the process of overall teacher's appraisal is conducted well in their schools (*M* = 3.3, *SD* = 0.7). Thus, teachers acknowledged that the CSOs were instrumental in their capacity building as well as according them professional support in friendly class assessment feedback and in teacher's progress appraisal. As one teacher put it:

> Despite the burden of handling a class of over 70 pupils, I always feel motivated after interacting with our CSO. She puts across my weaknesses and strengths in a very congenial manner. This has made me to strive to excel in both classroom and co-curricular activities. I also think her assessment is very objective taking into account the challenges teachers encounter in dealing with large classes without the essential facilities. In my school both pupils and teachers' washrooms is a challenge. My good work in teaching and creativity with my learners has been rewarded by being promoted to a higher job group. (T 15).

However, most of the teachers disagreed that they had received advice on appropriate ICT integration in teaching and learning (M = 2.5, SD = 0.9), that their schools had adequate teaching staff (*M* = 2.8, *SD* = 0.9), and that they have a manageable work load (*M* = 2.4, *SD* = 0.8). Further, teacher disagreed that CSOs assessment and identification of their training needs had been pivotal in curriculum implementation, and that CSOs empathetic approach to the challenges they encounter in a public school such as handling large classes with meager resources, motivates teachers to remain steadfast (*M* =2.8, *SD* = 1.0). Finally, teachers indicated that CSOs guidance and counselling on academic and psychosocial issues had not enhanced teaching and learning among teachers (*M*= 2.7, *SD* = 1.2). In a nut

shell, these were the teachers' grievances against their employer. They felt that the training they occasionally received was not well aligned to their needs and that the problem of large classes, many lessons and their psychosocial welfare was yet to be addressed. Working in such an environment was bound to affect teaching and learning negatively.

4.5.1 Testing of Null Hypothesis Two

The second null hypothesis of the study stated that: CSOs supervisory role has no statistically significant influence on teachers' management in public primary schools in Tigania West Sub County. In order to test the hypothesis, a simple regression analysis was carried out at the .05 level of significance. The regression model capturing the hypothesized relationship was given as: $Y= \beta_0+ \beta X+ \varepsilon$, where;

Y = Teachers' Management

X= CSOs supervisory role performance

β_0 = Constant

β = Coefficient of X

ε = Error

Tables 4.9, 4.10 and 4.11 depict the findings.

Table 4.9: Model Summary

Model	R	R Square	Adjusted R Square	Standard error of the estimate
1	0.558	0.311	0.296	0.1137

Predictors: (constant), CSOs supervisory role performance

As evident from Table 4.9, there was a moderately strong correlation between the observed values of dependent variable and the values of dependent variable predicted by the simple linear regression model (R = 0.558). It can also be deduced from Table 4.9, that CSOs

supervisory role performance accounted for 31.1 % of variance in the level of teachers' management (R^2 = 0.311). Further, to ascertain whether the model was a significant predictor of the outcome, the result in Table 4.10 was considered.

Table 4.10: Model Significance (ANOVA)

	Model	Sum of Squares	df*	Mean Square	*F*	Sig.
1	Regression	12.573	1	12.573	**28.06**	**0.034**
	Residual	39.424	88	.448		
	Total	**51.997**	**89**			

df*- degrees of freedom.

Dependent Variable: Teachers' management
Predictors: (constant), CSOs supervisory role performance

In reference to Table 4.10, the *F*-ratio in the ANOVA table, has a value of 28.06 and a *p* value of 0.034. Since *p* was less than 0.05, it was deduced that the overall regression model was a good fit for the data. That is, the model, overall, resulted in a significantly good degree of prediction of the outcome variable. In other words, the regression model significantly predicts the level of teachers' management, F (1, 88) = 28.06, $p < 0.05$. In order to get the linear regression equation for the data, the unstandardized beta coefficient as shown in Table 4.11 was considered.

Table 4.11: Model Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients		
		Beta	**Std. Error**	**Beta**	**t**	**Sig. value**
1	(Constant)	21.372	0.218		4.362	0.000
	CSOs supervisory role performance	0.284	0.115	0.210	2.684	0.174

Dependent variable: Teachers' management

Table 4.11 reveals the relative contribution of CSOs supervisory role performance expressed as beta weight. Assuming the error term ε to be zero and substituting the unstandardized coefficients β value, the estimated simple linear regression equation becomes: Y = 21.372 + 0.284 X. Thus, when CSOs supervisory role performance increases by one unit, the level of teachers' management increased positively by 0.284 units. The null hypothesis, was tested by considering the *t* statistic (Table 4.11) that tests whether a β value is significantly different from zero (H_0: β = o). In reference to Table 4.11, the unstandardized beta value of CSOs supervisory role performance was not significantly greater than zero (β = 0.284, t (89) = 2.684, p = .174). Thus, the second null hypothesis was retained, implying that the CSOs supervisory role performance had no statistically significant influence on teachers' management.

4.6 CSO Supervisory Role and Maintenance of the School Safety Standards

The third objective of the study was to establish the influence of CSOs supervisory role on maintenance of schools safety standards in public primary schools in Tigania West Sub County. To achieve this, a set of statements in form of a Likert scale were posed to the respondents to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. The analyzed data was summarized in means and standard deviations (S.D) as depicted in Table 4.12

Table 4.12: Teachers' Response on Maintenance of the Schools' Safety Standards

Statement	Mean (M)	SD
Our school has adequate clean drinking water for all	2.6	1.2
Our school has fairly distributed water points	2.5	0.9
Soap and tap water or water cans fitted with taps have been set outside the toilets for washing hands after use of these facilities.	2.9	1.1
Our classrooms are conducive for learning (ventilation and ample space)	2.8	0.9
Our school has adequate washrooms/toilets for boys	2.7	1.3
Our school has adequate washrooms/toilets for girls	2.6	1.0
Girls' sanitation areas are separate and offer complete privacy	3.3	1.1
Pupils' sanitary facilities and equipment are in the best state of repair, serviceable and inspected regularly.	2.4	0.8
Our school has adequate washrooms for teachers and support staff	3.4	1.3
Our play ground is safe in terms of sharp objects and dangerous holes	3.5	0.7
Our school is well fenced	3.4	0.8
Buckets for disposal of non-infectious waste are found in strategic places outside the buildings, especially in common walkways, to reduce littering of the school compound.	2.6	1.0
Our school has strategically placed fire extinguisher(s)	2.6	1.3
Our school has scheduled practice drill sessions for fire	2.3	0.7
Our school infrastructure caters for people with disabilities	2.7	0.9
Classroom doorways are adequate for emergency purposes	3.5	1.4
Classroom doors open outwards	3.3	1.2
Windows are without grills and easy to open	3.6	0.8
We have a school safety committee	2.8	1.0
Our school has installed a lightning arrestor	2.4	0.7
Overall Mean	2.7	1.1

N = 90

As evident from Table 4.12, most of the schools were yet to conform to the school safety requirements. Most of the teachers disagreed that their schools had adequate clean drinking water for all, that their schools had fairly distributed water points, that soap and tap water or water cans fitted with taps were set outside the toilets for washing hands after use of these facilities, and that the schools had adequate washrooms/toilets for boys and girls. The teachers further disagreed that pupils' sanitary facilities and equipment were in the best state of repair, serviceable and inspected regularly ($M = 2.4$, $SD = 0.8$). Most of the teachers also refuted that their schools had strategically placed fire extinguisher(s), that their

schools' infrastructure catered for people with disabilities, and that they had school safety committees ($M = 2.8$, $SD = 1.0$). Most of the schools did not have lightning arrestors despite the fact that there occasional fatal incidences of lightning strikes in the region. Thus, it emerged that though there were some schools that adhered to expected safety standards, majority of the schools did not meet the expectations as laid out in the Kenya schools safety standards manual. In response to the situation existing in some schools, head teachers went on the defense and attributed lack of resources as the greatest impediment. One of the head teacher lamented:

> I always aspire to have a school with the optimum safety standards as spelt out in the schools safety standards manual, however, my school does not have the necessary resources to achieve the necessary standards. To be able to supply clean drinking water in this dry area is a real challenge and am looking forward to generous benefactors who can safe as from this situation. Concerning the school sanitary conditions, the school population has grown very rapidly such that the available facilities have been overstretched beyond capacity. We need more funds from the government. (H 12).

However, while the head teachers were attributing the poor conditions of safety standards in their schools to the economic crunch, the CSOs opined that some of the basic standards could be achieved through simple creativity. They wondered why having the same resources, some schools were doing far much better than others. It was in this line of argument that the CSOs commented:

> To me, lack of creativity and commitment among the school administrators is one of the main reasons why many schools fail to meet the basic safety standards for their schools. I have witnessed a proactive head teacher who managed to bring on board a number of cooperate bodies operating in the school locality. Together, they installed a modern school sanitary system and fire safety measures. The head teacher also challenged the members of the school board of management (BOM) to source for a donor who drilled a borehole in the school. He has also put in place a school based safety standards committee that ensures the school compound and especially the playground is fortnightly inspected for any dangerous or obnoxious materials. Recently, he rallied the school old boys and girls association to install a lightning arrestor in the school. (CSO 2).

> Head teachers should not attribute their failures to lack of funds…constituting a school safety standards committee does not need money nor do they need money to mobilize pupils once a week to pick dangerous objects from the school compound. The cost of fire extinguishers and accompanying paraphernalia is affordable and could be budgeted once in a long time. To cater for learners with disabilities, simple inexpensive ramps can be erected, an extra toilet made, appropriate painting of the school compound done, and where possible use ground floor classrooms (CSO 3).

Nonetheless, most of the teachers agreed that Girls' sanitation areas were separate from the boys and offered complete privacy (*M* = 3.3, SD = *1.1*), that their schools had adequate washrooms for teachers and support staff, that their play grounds were safe in terms of sharp objects and dangerous holes, and that their schools were well fenced (*M* =3.4, *SD* = 0.8). Further, most of the teachers agreed that the classroom doorways were adequate for emergency purposes, that classroom doors open outwards, and that windows had no grills and were easy to open (*M* = 3.6, *SD* = 1.0). However, the CSOs lamented of some isolated cases where girls' latrines lacked privacy while classrooms were never repaired. A CSO commented:

> In most schools toilets are the most neglected. In one of the schools, girls' 5 toilets had stayed without doors for almost a year while a staff of 10 women ad 7 men used a single latrine. Such a situation was totally unacceptable. The head teacher could have raised the issue with the school BOM as a matter of urgency and the problem could have been fixed. (CSO 1).

The interviewed head teachers acknowledged that CSOs played a great role in making the school play grounds safe as well as ensuring that classrooms and other buildings were safe even in the event of emergencies. They indicated that although the CSOs persistency on these issues induced some annoyance, it eventually bore fruits.

4.6.1 Testing of Null Hypothesis Three

The first null hypothesis of the study stated that: CSOs supervisory role has no statistically significant influence on maintenance of schools' safety standards in public primary schools in Tigania West Sub County. In order to test the hypothesis, a simple regression analysis was carried out at the .05 level of significance. The regression model capturing the hypothesized relationship was given as: $Y= \beta_0+ \beta X+ \varepsilon$, where;

Y = Maintenance of schools' safety standards

X= CSOs supervisory role performance

β_0 = Constant

β = Coefficient of X

ε = Error

Tables 4.13, 4.14 and 4.15 depict the findings.

Table 4.13: Model Summary

Model	R	R Square	Adjusted R Square	Standard error of the estimate
1	0.680	0.462	0.393	0.2541

Predictors: (constant), CSOs supervisory role performance

As evident from Table 4.13, there was a strong correlation between the observed values of dependent variable and the values of dependent variable predicted by the simple linear regression model (R = 0.680). It can also be deduced from Table 4.13, that CSOs supervisory role performance accounted for 46.2 % of variance in the level of Maintenance of schools' safety standards (R^2 = 0.462). Further, to ascertain whether the model was a significant predictor of the outcome, the result in Table 4.14 was considered.

Table 4.14: Model Significance (ANOVA)

	Model	Sum of Squares	df*	Mean Square	*F*	Sig.
1	Regression	13.749	1	13.749	**20.40**	**0.000**
	Residual	59.286	88	.674		
	Total	**73.035**	**89**			

df*- degrees of freedom.

Dependent Variable: Maintenance of schools' safety standards
Predictors: (constant), CSOs supervisory role performance

In reference to Table 4.14, the *F*-ratio in the ANOVA table, has a value of 20.40 and a *p* value of 0.000. Since *p* was less than 0.05, it was deduced that the overall regression model was a good fit for the data. That is, the model, overall, resulted in a significantly good degree of prediction of the outcome variable. In other words, the regression model significantly predicts the level of maintenance of schools safety standards, F (1, 88) = 20.40, $p < 0.05$. In order to get the linear regression equation for the data, the unstandardized beta coefficient as shown in Table 4.15 was considered.

Table 4.15: Model Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients		
		Beta	**Std. Error**	**Beta**	**t**	**Sig. value**
1	(Constant)	13.824	0.213		7.721	0.000
	CSOs supervisory role performance	0.591	0.192	0.483	5.144	0.009

Dependent variable: Maintenance of schools' safety standards

Table 4.15 reveals the relative contribution of CSOs supervisory role performance expressed as beta weight. Assuming the error term ε to be zero and substituting the

unstandardized coefficients β value, the estimated simple linear regression equation becomes: Y = 13.824 + 0.591X. Thus, when CSOs supervisory role performance increases by one unit, the level of maintenance of schools' safety standards increased positively by 0.591 units. The null hypothesis, was tested by considering the *t* statistic (Table 4.15) that tests whether a β value is significantly different from zero (H_0: β =o). In reference to Table 4.15, the unstandardized beta value of CSOs supervisory role performance was found to be significantly greater than zero (β = 0.591, t (89) = 5.144, $p < .05$). Thus, the third null hypothesis was rejected, implying that the CSOs supervisory role performance had a statistically significant influence on maintenance of schools' safety standards.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the results as per the research objectives, summary of the findings and conclusions derived from the findings and discussion. The chapter ends with the recommendations as per the objectives and suggestions for further research. The purpose of the study was to examine the influence of curriculum support officers' supervisory role on management of teaching and learning among primary schools in Tigania West Sub County Meru County, Kenya. The objectives of the study were to determine the influence of CSOs supervisory role on teachers' curriculum implementation, to examine the influence of CSOs supervisory role on teachers' management, and to establish the influence of CSOs supervisory role on maintenance of schools safety standards in public primary schools in Tigania West Sub County. Data were collected through the teachers' questionnaire, the head teachers' interview schedule and the CSOs interview schedule.

5.2 Discussion

This section discusses the results and analysis of data (in chapter four) as per the three objectives.

5.2.1 Influence of CSOs Supervisory role on Teachers' Curriculum Implementation

The first objective of the study was to determine the influence of CSOs supervisory role on teachers' curriculum implementation in public primary schools in Tigania West Sub County. In reference to section 4.4, teachers indicated that CSOs instructional supervision

helped them to remain steadfast in preparation of professional documents such as schemes of work, teaching notes, records of work, teaching aids, and to some extent the lesson plans.

Conversely, most of the teachers refuted that they have enhanced skills and knowledge in preparation of professional documents through the advice of CSOs, that they always teach using a lesson plan, and that the CSOs have guided them on the use of appropriate teaching techniques. Further, teachers disagreed that they practice peer teaching as recommended by the CSOs. Teachers also indicated that they hardly monitor their teaching effectiveness and learners' acquisition through several assessment tests (M = 2.8, SD =1.4). Thus, teachers got little assistance from CSOs in some areas. This finding concurs with Ndegwa and Khanah (2018) who found that CSOs visits to schools per year were very few to make any significant influence on teachers' preparation of professional documents. Ndegwa and Khanah (2018) recommended CSOs and QASOs to make frequent visits to schools and supervise every teacher for more than once in a term. They also recommended frequent follow ups to ensure teachers are always prepared with professional documents. Similarly, Ochieng et al. (2019) faulted CSOs for concentrating on grade one to three and neglecting the other classes. In concurrence, Mwaniki (2019) noted that QASOs and CSOs teachers' instructional supervision was inadequate. Specifically, the study established that teachers perceived quality assurers as having partial technical and conceptual competences and they lacked sufficient preparations for conducting instructional supervision in schools. The quality assurers spent most of the time checking teachers' professional records while little was done on enhancing teachers' pedagogy and instructional material utilization competences.

However, the study findings also showed that teachers appreciated the CSOs for helping them improve on time management, good use of the recommended text books and other teaching resources as well as assisting them to improvise and use teaching aids using locally available materials. This was consistent with Ruga (2017) finding that teachers and head teachers appreciated the CSOs and QASOs supervisory roles noting that they had managed to create a conducive, team-bound environment for academic improvements.

Further analysis showed that CSOs supervisory role performance accounted for 53.2% of teachers' level of curriculum implementation (R^2 = 0.532). CSOs supervisory role performance had a statistically significant influence on teachers' curriculum implementation ($\beta = 0.412$, $t(89) = 4.933$, $p < .05$). The finding was in line with most of the head teachers sentiments that the CSOs advice has enabled teachers manage the new curriculum. Cognate to the study, Namunga (2017) found that there was a positive relationship between the supervision of instructional practices and learners academic performance.

5.2.2 Influence of CSOs Supervisory Role on Teachers' Management

The second objective of the study was to examine the influence of CSOs supervisory role on teachers' management in public primary schools in Tigania West Sub County. In reference to section 4.5, teachers indicated that it was through the initiatives of the CSOs that they had attended several seminars and workshops as a part of professional development. Further, the CSOs congenial class assessment feedback and teachers' overall appraisal was commended by both teachers and head teachers. The finding was in line with Mensah et al. (2020) finding that cordial interpersonal relationship was perceived by the teachers as the most benefit of instructional supervision. Further, Mensah et al. found that

supervisor work overload, supervisor incompetence, and inadequate training for supervisors were identified as the top three challenges faced in the practice of instructional supervision. Concerning capacity building of teachers, the current study finding was contrary to Korir (2018) whose study established that in-service training were rarely organized in Wareng Sub-County, Uasin Gishu County in Kenya.

The study findings also showed that teachers' did not receive advice on appropriate ICT integration in teaching and learning (M = 2.5, SD = 0.9) and that they were dealing with large unmanageable classes with inadequate teaching staff. Further, teachers disagreed that CSOs assessment and identification of their training needs had been pivotal in curriculum implementation. Finally, teachers indicated that CSOs guidance and counselling was not effective in solving their psychosocial issues. Cognate to this finding, Kitonyi (2018) established that though CSOs and QASOs did their best in motivating teachers through capacity building and psychosocial support, they largely remained unsatisfied. Teachers complained of irregular promotions, low remuneration and poor state of infrastructure in schools. In concurrence, Jonyo and Jonyo (2017) observe that teacher deficit is a major concern to educational authorities that should be addressed continuously by policy makers. Similarly, Asuga (2018) notes that qualified teachers in both the developed and developing world are the most expensive to educate and also the hardest segment of the teaching profession to attract and retain.

Overall, teachers' mean rating their management was at 2.8 and a standard deviation of 1.0. This implied that they were not satisfied with a number of issues concerning their career progress and personal welfare. The study findings showed that the training they occasionally received was not well aligned to their needs and that the problem of large

classes, many lessons and their psychosocial welfare was yet to be addressed. Further analysis indicated that the CSOs supervisory role performance had no statistically significant influence on teachers' management ((β = 0.284, *t* (89) = 2.684, *p* = .174). Lack of significance influence could be due to the fact that most of aspects constituting the teacher management such as remuneration, promotion and transfer were not directly controlled by the CSOs. Nyamwembe (2020) observes that quite often CSOs and QASOs could influence very little in some aspects of the teacher management.

5.2.3 Influence of CSOs Supervisory Role on Maintenance of Schools Safety Standards

The third objective of the study was to establish the influence of CSOs supervisory role on maintenance of schools safety standards in public primary schools in Tigania West Sub County, Meru County. In reference to section 4.6, most of the schools were yet to conform to the school safety requirements. According to the teachers and CSOs, most of the schools lacked a reliable source of adequate clean drinking water, had no well-established hand washing system for all, and the water points were not well distributed as required in the Safety Standards Manual for Schools in Kenya (MOE, 2008). Most of the schools were also found to lack a formally constituted safety standards committee, adequate toilets/washrooms, fire extinguishers, facilities for special needs learners, and generally lack of maintenance and repairs.

The finding was consistent with several other studies done in Kenya. Nyakundi et al. (2014) found that MOE safety standards and guidelines were hardly implemented due to lack of supervision and inadequate funds. In a similar study, Kitheka (2016) established that most of the schools in Yatta Sub County were yet to meet the minimum safety standards. Kitheka

(2016) also observed that the presence of unsafe school environment adversely affected teaching and learning in Yatta Sub-County. Further, lack of financial resources was established as one of the obstacles that hindered implementation of safety guidelines. Ironically, over 70.0 % of the principals had not formed safety committees, an action with no financial implications.

Cognate to the current study findings, Alunga and Maiyo (2019) found that most public boarding secondary schools in Trans-Nzoia County were yet to comply with the ministry of education safety standards while majority of the teachers, students and staffs were not aware of the safety measures. Similarly, Wanderi (2018) found that the school physical infrastructure facilities were not safe since many schools in public secondary schools in Nairobi and Nyeri counties**,** had not adjusted the doors and windows of classrooms as recommended in the safety standards manual. The findings further showed that the level of the school safety standards had an influence on teaching and learning processes in schools.

The current study findings and similar finding from the literature review point to the fact that supervision of schools for adherence to safety standards should be prioritized. The findings showed that while financial implication cannot assumed, compliance to most of the basic safety standards just needed a bit of creativity among pupils, teachers and the schools administrators.

Overall, teachers' rated the level of safety standards in public primary schools in Tigania West Sub County at 2.7 with a standard deviation of 1.1 showing that most of the schools were yet to conform to the expected standards. Nonetheless, further analysis showed that CSOs supervisory role performance accounted for 46.2% of variance in the level of school safety standards ($R^2 = 0.462$). The CSOs supervisory role performance was found to have

a statistically significant influence on maintenance of schools' safety standards ($\beta = 0.591$, $t(89) = 5.144$, $p < .05$). This implied that for the schools to adhere to the set safety standards, CSOs supervisory services were critical.

5.3 Summary of the Findings

This section presents the summary of the study findings in accordance to the objectives of the study.

The study found that that CSOs instructional supervision helped teachers to remain steadfast in preparation of professional documents such as schemes of work. However, teachers indicated that CSOs did not equip them with appropriate teaching techniques. CSOs supervisory role performance accounted for 53.2% of teachers' level of curriculum implementation and had a statistically significant influence on teachers' curriculum implementation

Regarding teachers' management, most of the teachers recognized the effort of the CSOs in ensuring they participated in several seminars and workshops as a part of professional development. However, most of the teachers' indicated that they never received advice on appropriate ICT integration in teaching and learning and that they were dealing with large unmanageable classes without adequate teaching staff. Further, CSOs failed in assessment and identification of specific teachers' training needs that were vital in curriculum implementation. CSOs were also found to be ineffective in guidance and counselling teachers on psychosocial issues. CSOs supervisory role performance was found to account for 31.1 % of variance in the level of teachers' management. However, CSOs supervisory role performance had no statistically significant influence on teachers' management.

Concerning the CSOs supervisory of the schools' safety standards, most of the schools were found to lack a reliable source of adequate clean drinking water, well-established hand washing system for all, and had no safety standards committees. Additionally, most of the schools lacked adequate toilets/washrooms, fire extinguishers, facilities for special needs learners, and generally lack of maintenance and repairs. The CSOs supervisory role performance was found to have a statistically significant influence on maintenance of schools' safety standards.

5.4 Conclusion

From the study findings and discussions the following conclusions were made:

The study found that that CSOs were very instrumental in teachers' implementation of the new CBC. CSOs did a crucial role in advising the TSC on teachers' management. However, CSOs did very little in solving teachers' psychosocial issues. Most of public primary schools in Tigania West Sub County were yet to comply with the schools safety standards despite constant advice from the CSOs. Most of the head teachers cited financial constraints as the biggest impediment.

5.5 Recommendations of the Study

This section makes study recommendations in the light of the findings and conclusions made.

1. The study found that the few CSOs school visits were ineffective in empowering teachers in various skills and the knowledge that are essential for curriculum implementation. The study recommends that the government through the ministry of education devote more funds and manpower to the office of CSOs.

2. The study found that although CSOs did their best to motivate teachers, the major decisions on teacher management was done at TSC headquarters level. The study, therefore recommends that the TSC and Ministry of Education should give more weight to the CSOs reports and recommendations from the field.

3. The study found that most of the teachers and head teachers were not well informed on the schools' safety standards as spelt out in the Safety Standards Manual for Schools in Kenya. The study recommends the TSC through the CSOs to organize formal sessions to sensitize the school community about the safety standards and how they can be achieved through minimum affordable efforts.

5.6 Suggestions for Further Research

This study suggests the following the following areas for further research:

1. A similar study can be replicated nationally in order to establish the extent to which CSOs supervisory influence curriculum implementation with a view of improvement.

2. A national wide study can be carried out to establish extent to which the major teacher management issues recorded by CSOs such as 'delocalization' affect teachers' work performance.

3. A study to can be carried out to explore the possibility of creating a consulting government funded agency to advice schools on the provision and management of school safety standards

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Dear Respondent,

I am a Post-Graduate Student in the Africa Nazarene University, pursuing a master's degree in Education. I am currently carrying out a research on: **INFLUENCE OF CURRICULUM SUPPORT OFFICERS' SUPERVISORY ROLE ON MANAGEMENT OF TEACHING AND LEARNING IN PUBLIC PRIMARY SCHOOLS IN TIGANIA WEST SUB COUNTY KENYA,** as part of the course requirement. For this reason, therefore, your school has been sampled for the study and you have been selected as a respondent. Kindly answer the questions as candidly as possible. There is no right or wrong answer. Do not write your name on the questionnaire. The results of this study will be used for academic purposes only. Thanks

Yours Faithfully,

PADDY KANYUA GIKUNDA

CELL PHONE: 0720784309

EMAIL ADDRESS: mwendakanyua@gmail.com

APPENDIX II: INTERVIEW RECORDING CONSENT FORM

I appreciate your participation in this research study, however, in order to protect your interests as one of the participants, kindly read through the interview recording consent form and confirm your consent by signing accordingly.

The researcher aims at gathering data through Principals' interview schedules. All data will be confidential and transcripts, observational notes and electronic files will be stored securely. You have the right to consent to digital audio recordings for the desired purpose of the study. You also have the right not to answer all the questions if you so wish. The audio-recorded information will be transcribed and analyzed to discover major themes that will have been discussed. You will be presented with a "smoothed narrative" version of the transcription - where false starts, repetitions, and paralinguistic utterances are removed to improve readability. You will be asked to check the transcription to clarify and add information, so as to construct the meanings and interpretations that become "data" for later interpretation by the researcher. You may delete anything you do not wish to be quoted within the study.

Participation is voluntary, and you may withdraw from this study at any time without fear of penalty or reprisal. If you choose to withdraw, the audio tape recordings, transcripts and interview data will be destroyed.

The results of the study will be disseminated in the researcher's Master of Education Thesis. Later, the study may be published as an article in a scholarly journal or presented at a conference. Your confidentiality and anonymity will be protected through the use of pseudonyms. If you have any questions about your participation or your rights as a participant within this study, you may contact the researcher at **Email: mwendakanyua@gmail.com** or Cell phone: **0720784309**. Thanks

I, _____, understand the guidelines above, agree to participate in the study and have received a copy of the consent form for my records.

Date: _____

Participant's signature: _____

Researcher's signature: _____

APPENDIX III: TEACHERS' QUESTIONNAIRE

Please fill the questionnaire by ticking (✓) your appropriate response or by giving short answers to the open ended questions

SECTION A: Demographic information

1. Indicate your Gender Female [ ] Male [ ]

2. What is your age bracket?

Below 30yrs [ ] 30-40 yrs [ ] 41-50 yrs [ ] Over 50yrs [ ]

3. Teaching Experience

Below 6 years [ ] 6-10 years [ ] 11-20 years [ ] Over 20 years [ ]

SECTION B: Role Played by CSO in enhancing Teaching and Learning

4. The CSO school visits culminates in entire staff briefing of the assessment findings as well as individual teacher assessment feedback. The following are statements regarding the issues that are of concern to CSO (emphasize and act upon) when visiting your school for supervision. Please tick appropriately the level of agreement using the scale as below,

SA=Strongly Agree (5) A= Agree (4) U = Undecided (3) D= Disagree (2) SD = Strongly Disagree (1)

Statement	**SA**	**A**	**N**	**D**	**SD**
Implementation of Curriculum					
Updates us on new curriculum changes, pedagogy and content					
Advises on appropriate teaching methods and techniques					
Advices on appropriate text books					
Conducts lesson demonstration on difficult concepts					
Emphasizes on the need to have well prepared professional teaching documents before teaching commences					
Assists teachers to develop and use appropriate teaching aids and other reference materials					
Offer advice on examination and assessment procedures					
Participates in the organization and management of co-curricular activities					
Teachers Management					
CSO identifies the training needs of teachers and heads of institution and advice the Teachers Service Commission accordingly					

CSO organizes and conducts capacity building of teachers on curriculum delivery and implementation through seminars and workshops					
CSO collects data on staff establishment, school enrollment, staff work load					
CSO performs teachers' appraisal in curricular and co-curricular activities					
CSO offers guidance and counselling to teachers on psycho socials issues that may interfere with effective teaching					
Maintenance of School Safety Standards					
CSO emphasizes that School Safety is an integral and indispensable component of the teaching and learning process.					
CSO emphasizes on adequacy of latrines in the school					
CSO is keen on ensuring safety on school grounds and emphasizes on properly reinforced fence					
CSO is concerned of the adequate ventilation in cases					
CSO requires the school to have adequate clean drinking water					
CSO emphasizes on good sanitary conditions and waste disposal					
CSO insists on facilities which are sensitive to learners with disabilities					
CSO encourages the formulation of Disaster Risk Reduction strategies in order to minimise destruction of life, property and disruption of normal operations.					

SECTION C: Curriculum Support Officer (CSO) Influence on Curriculum Implementation

5. The following are statements regarding your teaching and learning practices as a result of instructional supervision and support by the Curriculum Support Officer. Please tick appropriately the level of agreement using the scale as below,

SA=Strongly Agree (5) A= Agree (4) U = Undecided (3) D= Disagree (2) SD = Strongly Disagree (1)

Statement	**SA**	**A**	**U**	**D**	**SD**
CSO instruction supervision has helped me to remain on course regarding my teaching preparation					
I have enhanced my skills and knowledge in preparation of professional documents through the advice of CSO					
I always prepare schemes of work as expected before teaching commences					
I always teach using a lesson plan					
Our CSO has enabled me to improve on time management					

I use text books and other teaching resources as recommended by CSO					
Our CSO has guided me on the use of appropriate teaching techniques					
Our CSO has been updating us on curriculum changes, pedagogy, content coverage,					
I practice peer teaching as recommended by the CSO					
I use appropriate teaching aids as leant from CSO					
I monitor my teaching effectiveness and learners acquisition through several assessment tests					
Our CSO has assisted me to improvise and use teaching aids using locally available materials.					

6. List down other ways in which the role played by CSO has enhanced curriculum implementation in your school

_____
_____
_____
_____
_____
_____

SECTION C: CSO Supervisory Role and Teachers' Management

7. The following are statements regarding teachers' management in your school. Read each statement carefully and indicate the extent to which each of the statements applies to your school using the given scale.

SA=Strongly Agree (5) A= Agree (4) N = Not sure (3) D= Disagree (2) SD = Strongly Disagree (1)

Statement	**SA**	**A**	**N**	**D**	**SD**
I have received training on curriculum delivery through seminar/workshop/in-service programme					
I have received advice on appropriate ICT integration in teaching and learning					
CSO conveys class assessment feedback in a congenial manner					
My school has adequate teaching staff					
I have a manageable work load					
The process of overall teacher's appraisal is conducted well in my school					
CSO assessment and identification of our training needs has been pivotal in curriculum implementation					

CSO empathetic approach to the challenges we encounter in a public school such as handling large classes with meager resources, motivates teachers to remain steadfast.					
CSO guidance and counselling on academic and psycho socials issues has enhanced teaching and learning among teachers					

8. Write any other information regarding how CSO has enhanced the teachers' welfare and professional development.

_____
_____
_____
_____
_____
_____

SECTION D: CSO Supervisory Role and Maintenance of the School Safety Standards

11. The following are statements concerning maintenance of school safety standards. Please tick the level of agreement that best describes what is happening in your school.

SA=Strongly Agree (5) A= Agree (4) N = Not sure (3) D= Disagree (2) SD = Strongly Disagree (1)

Statement	**SA**	**A**	**N**	**D**	**SD**
Our school has adequate clean drinking water for all					
Our school has fairly distributed water points					
Soap and tap water or water cans fitted with taps have been set outside the toilets for washing hands after use of these facilities.					
Our classrooms are conducive for learning (ventilation and ample space)					
Our school has adequate washrooms/toilets for boys					
Our school has adequate washrooms/toilets for girls					
Girls' sanitation areas are separate and offer complete privacy					
Pupils' sanitary facilities and equipment are in the best state of repair, serviceable and inspected regularly.					
Our school has adequate washrooms for teachers and support staff					
Our play ground is safe in terms of sharp objects and dangerous holes					
Our school is well fenced					

Buckets for disposal of non-infectious waste are found in strategic places outside the buildings, especially in common walkways, to reduce littering of the school compound.					
Our school has strategically placed fire extinguisher(s)					
Our school has scheduled practice drill sessions for fire					
Our school infrastructure caters for people with disabilities					
Classroom doorways are adequate for emergency purposes,					
Classroom doors open outwards					
Windows are without grills and easy to open.					
We have a school safety committee					

12. Write any other information on your school safety measures

_____
_____
_____
_____
_____

Thank you for your cooperation

APPENDIX IV: HEAD TEACHERS' INTERVIEW SCHEDULE

The following questions guided the head teachers' interview:

1. As the TSC agent at school level, you are entrusted in overseeing curriculum implementation. How has the Curriculum Support Officer been assisting you to accomplish the task?

2. In the wake of the new Competence Based Curriculum (CBC), teachers are bound to face difficulties maintaining the learner centred approach, how has the CSO assisted teachers to overcome these challenges?

3. CSO collects information on the school staff establishment, school enrollment and other changes in human resource management for onward transmission to Sub County director of Education and TSC. How has the information been acted upon to ensure your school is adequately staffed?

4. To keep abreast with the changing curricula, pedagogy, teaching resources, and teaching strategies, teachers and head teachers need constant capacity building. How has the CSO ensured teachers are equipped with the appropriate knowledge to enhance teaching and learning?

5. How has the CSO advice and support influenced teachers in handling learners in an inclusive setting?

6. The Ministry of Education maintains that School Safety is an integral and indispensable component of the teaching and learning process, to what extent has your school been able to maintain the safety standards as set in the 'Schools and Safety Standards Policy'?

APPENDIX V: CURRICULUM SUPPORT OFFICERS' INTERVIEW SCHEDULE

The following questions guided the CSOs' interview:

1. How do you assist teachers in curriculum implementation?

2. As you conduct your instructional supervision, which areas present more difficulties to teachers and how do you resolve the issues?

3. How would you describe the teachers' adoption of the teaching techniques and approaches, preparation and use of novel teaching aids, and pedagogies after your presentation and demonstrations?

4. How do the head teachers assist in ensuring all the teachers are benefiting from your school visits?

5. Reports of school enrollment and the school teacher establishment and your advice are very crucial in a school development, how has the government acted such reports?

6. Generally, how would you describe the safety standards in the schools in your zone?

7. How do head teachers and teachers respond on your suggestions to improve or conform to the government schools safety standards policy?

APPENDIX VI: TIGANIA WEST SUB COUNTY PUBLIC PRIMARY SCHOOLS

S/NO	SCHOOL	S/NO	SCHOOL	S/N0	SCHOOL
1.	Ithatene	29.	Chaikuru	57.	Mwithanga
2.	K. K. Lumbi	30.	Kaliati	58.	Kamaruki
3.	K. K. Nkengechia	31.	Kimachia	59.	Laciathuriu
4.	K. K. Tharaine	32.	Amwari	60.	kk Rwanjwee
5.	Kalimba	33.	Mwithu	61.	limbine
6.	Kamanoro	34.	Kanthiari	62.	limolo
7.	Kamarima	35.	St Rita	63.	Mck Mwerondu
8.	Karii	36.	Kunene	64.	Manthi
9.	Kiare	37.	Kunene special sch.	65.	Maitha
10.	Kibiru	38.	Kanjai	66.	Manyiri
11.	Kimuthii	39.	Kamitongu	67.	Mucuune
12.	Kitheo	40.	Machaku	68.	Mwanika
13.	Lubunu	41.	Rongo rwa nyanki	69.	Murichia
14.	Gimpiine	42.	Nairiri	70.	Mwili
15.	Uringu	43.	Luuria	71.	Mwerondu
16.	Kamaroo	44.	Antubeiga	72.	Mweronkanga
17.	Ntoombo	45.	Kanjalu boarding	73.	Mweronkoro
18.	Kimachia	46	Mumui	74.	Mkiluthu
19.	Kithiiri	47	Laaria	75.	Ntiba
20.	Kamuthanga	48.	Kithiru	76.	Thinyaine
21.	Makandi	49.	Amatu	77.	Twale
22.	Baraimu	50.	Muramba	78.	Urru
23.	Mukindu	51.	Lairangi	79.	Kanjalu
24.	Kimerei	52.	Mutionjuri	80.	Ithamare
25.	Kaamu	53.	Ack rei	81.	Kirukire
26.	Kibuline	54.	Kianjai	82.	Mituntu
27.	Kieru	55.	Ntalami	83.	Kianjai boarding
28.	Thanantu	56.	Thau	84.	Kiandiu

APPENDIX VII: INTRODUCTION LETTER FROM AFRICA NAZARENE UNIVERSITY

AFRICA NAZARENE
UNIVERSITY

17th August 2021

RE: TO WHOM IT MAY CONCERN

Gikunda Paddy Kanyua (13E2MBA009) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal entitled: -

""Influence of curriculum support officers' supervisory role on management of teaching and learning in public primary schools in Tigania West Sub County, Meru County, Kenya.".

Any assistance accorded to her to facilitate data collection and finish her thesis is highly welcomed.

Rodney L. Reed

Prof. Rodney Reed

DVC Academic & Student Affairs

APPENDIX VIII: RESEARCH PERMIT FROM NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 283848

Date of Issue: 04/October/2021

RESEARCH LICENSE



This is to Certify that Ms. Kanyua Paddy of Africa Nazarene University, has been licensed to conduct research in Meru on the topic: INFLUENCE OF CURRICULUM SUPPORT OFFICERS' SUPERVISORY ROLE ON MANAGEMENT OF TEACHING AND LEARNING IN PUBLIC PRIMARY SCHOOLS IN TIGANIA WEST SUB COUNTY, MERU COUNTY, KENYA for the period ending : 04/October/2022.

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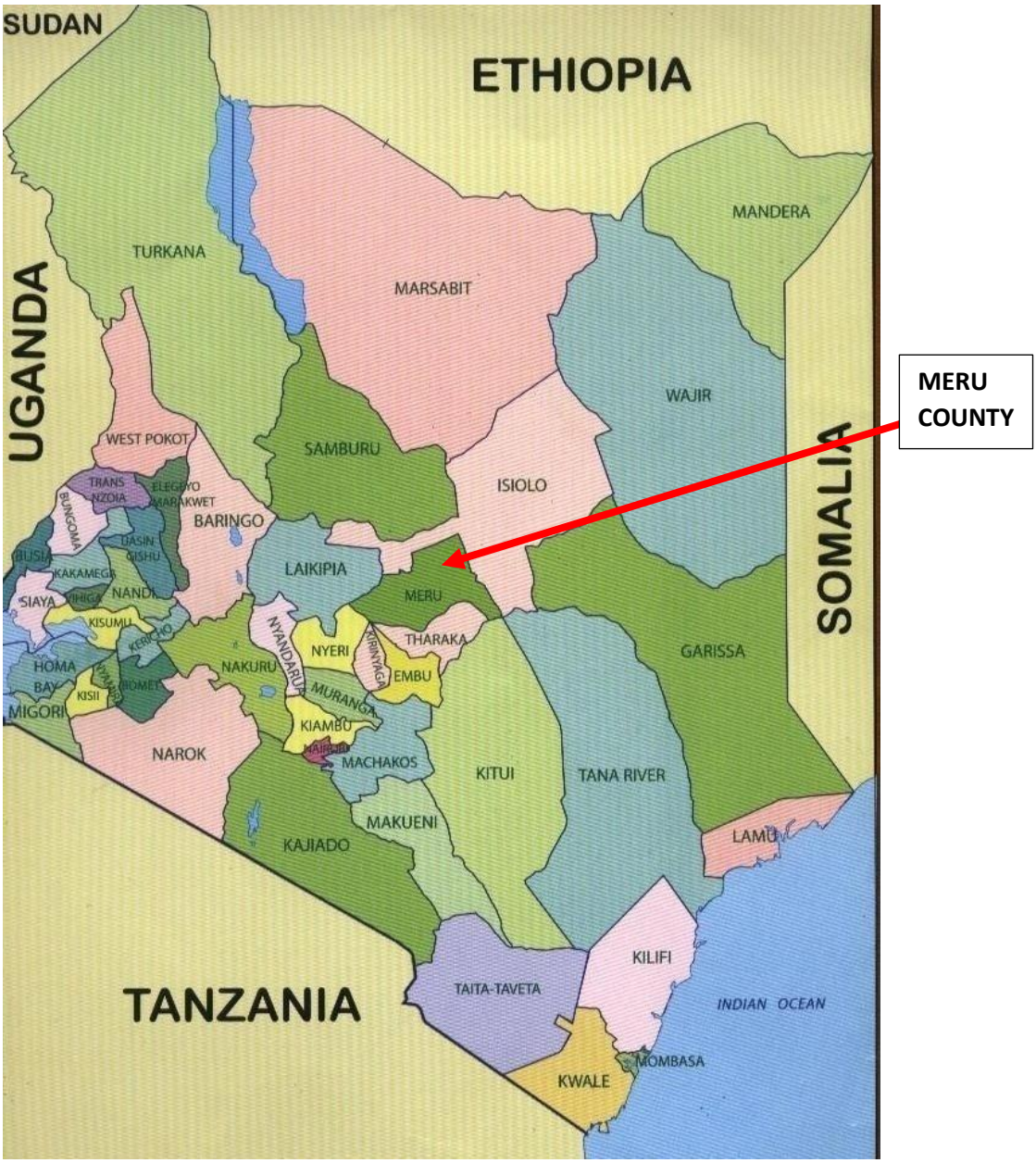
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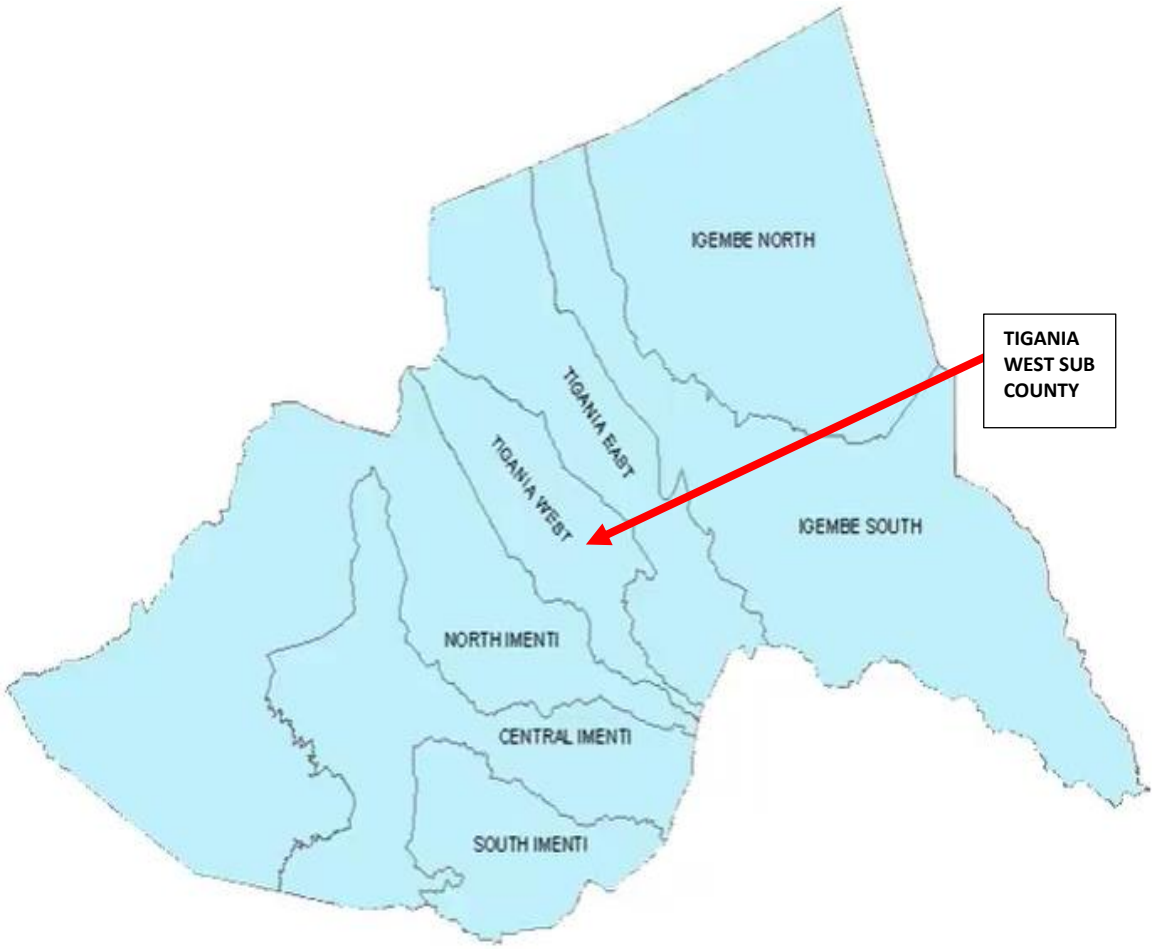
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APPENDIX IX: MAP OF KENYA SHOWING MERU COUNTY



Source: *https://en.wikipedia.org/wiki/Counties_of_Kenya*

APPENDIX X: MAP OF MERU COUNTY SHOWING TIGANIA WEST SUB COUNTY



Source:https://www.facebook.com/federalrepublicofkenya/videos/meru-county-012/1604542422901542/