ISSUES AFFECTING CURRICULUM SUPPORT CENTRES IN ENHANCING TEACHER PROFESSIONAL DEVELOPMENT IN NYERI COUNTY, KENYA

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DECLARATION

This research project is my original work and has not been presented for examination or award of any degree/diploma in any other university/institution. This research project has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works – including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my wife Triza and my daughter Wanjiku for their love, patience, understanding and encouragement.
ACKNOWLEDGEMENT

It took the effort of various personalities to complete this project. I wish first to thank Almighty God for providence which has enabled me to accomplish this research project.

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<td>National Commission for Science Technology and Innovation</td>
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<td>SDE</td>
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ABSTRACT

Education is a very important tool of development in any given society. It is also widely recognized that teacher education is an essential part in professional development of a teacher. This study sought to investigate the issues facing curriculum support Centre’s (CSCs) in enhancing teacher professional development in Nyeri County. Specifically, the study had five objectives. The first objective was to determine how insufficient resources affect the role of CSCs in providing professional teacher development in primary schools in Nyeri County. The second objective was to investigate the extent to which CSCs officers visit schools and the frequency of in-service courses for teachers. The third objective was to establish the relationship between experience and professional qualification of CSC officer and their service delivery. The fourth objective was to establish the challenges that CSC officers face in their effort to enhance professionalism among the teachers, with the fifth objective being to find suggestions from the CSC officers and teachers on possible solutions for improving the performance of CSCs. Simple random sampling was used to sample teachers who participated in the study, with a total of 75 teachers selected. On the other hand, the entire population (five) of CSC officers in five sub-counties of Nyeri County participated in the study. Descriptive and correlational research design was adopted in this study, with data analysis comprising descriptive analysis and correlation analysis. Specifically, pie charts, and bar charts were used in descriptive analysis while correlational analysis involved the use of cross-tabulation and Kendall’s tau-b. In addition, significance tests were carried out in order to establish if the association between the variables was significant. The analysis results indicated that all the CSCs in Nyeri County had inadequate resources or in some cases poorly maintained resources. Also, the study found that majority of the teachers interviewed believed that professional qualification and experience of CSC officers was important in service delivery. The cross-tabulation between number of visits and number of in-service courses for teachers indicated that there was a positive correlation between the two variables, implying that CSC officers are likely to conduct more in service courses for teachers when they visit schools regularly. Also, correlation between the rating of CSCs in terms of dissemination of educational information by teachers and the perception of applicability of this information was computed. The results of correlation analysis suggested that a strong positive relationship existed between the two categorical variables. In this respect, a higher rating of CSCs by teachers was associated by a feeling that the educational information from CSCs was applicable in classroom and vice versa. However, most of the respondents rated CSCs as fair. The utilization of CSCs by teachers was found to be low. The study recommends adequate resourcing of the CSCs and facilitation of school visits by the tutors. In addition, the in-service training should be relevant in order to cater for the needs of the teachers. The CSC tutors should also be given opportunities for enhancing their skills. Also, there is a need to act on the challenges cited in the study in order to improve the in-service training in Nyeri County.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study
The Kenya government through the Ministry of Education Science and Technology emphasize the importance of the system of continuing education for teachers. In order to avoid circumstances such as those described by World Bank, teacher education is perceived as a process that should be conducted throughout the career. It is generally acknowledged that significant number of schools in developing countries face difficulties in offering education because of inefficient and ineffective use of available resources by the teachers (World Bank, 1990).

Khan (1991) indicates that centre for teacher and resources have been put in place worldwide. These centres in spite of their different names (learning resources centers, advisory centres, and pedagogical centers) have the unique feature of provision of teaching-related support to teachers. Appropriate support to teachers needs to be offered due to unlimited potential for teacher development. In addition, the competency by the teachers is regularly under scrutiny in the class. According to Adams (1975), recognition of the challenging task faced by the teachers and subsequent support in their duties is the major objective of teacher advisory centers.

An enabling environment should be developed by the stakeholders in the education sector, especially officials in the Ministry of Education, school heads, and school inspectors in order to ensure effective and efficient fulfillment of responsibilities by the teachers. The responsibilities of the teachers in this case comprise the improvement of reading skills among pupils and boosting independent learning and
good information skills. In order to realize national educational objectives, pupils should be facilitated to improve logic and creativity in their subject approaches.

1.1.1 International Perspective on Teacher Professional Development

Due to globalization, countries are bound to undertake economic, political, and technological transformations. Education also is undergoing a rapid transformation due to impact of globalization (Bautista and Ortega-Ruiz, 2015). Globally, substantial educational reforms are being undertaken especially with respect to transformation of the forms and nature of expected student learning outcomes. This is a necessity especially when skills in the 21st century are put into consideration. Burnaford, Brown, Doherty, and McLaughlin (2007) indicate that it is crucial to develop learners who are capable of making responsible decisions, with focus on 21st century skills and competencies being vital to achieving this. As a result of the reforms in the education sector, the approaches to teaching should also be transformed in order to ensure that teachers are adequately equipped with knowledge and skills in order to effectively cater for the needs of the 21st century learners. In-service training has been found to be one of the approaches to ensure continuous professional development among the teachers.

Desimone and Garet (2015) indicates that professional teacher development in US has shifted from one-time workshops to a system that takes into account five features namely, focus on content, coherence, active learning, collective participation, and sustained duration. In general, professional teacher development is an area that is actively being reviewed globally. Despite the varying approaches, the main objective is to strengthen skills and competencies among the teachers. There is a general consensus that the main education programs cannot fully guarantee teacher
competencies, especially procedural skills in classrooms (Bautista and Ortega-Ruiz, 2015).

1.1.2 Regional Perspectives on Teacher Professional Development

Based on various studies, it is evident that pre-service training for teachers is not adequate in enhancing teacher professional development. Hardman, Ackers, Abrishamian, and O’Sullivan (2011) indicate that education system in Eastern and Southern Africa is to a large extent institution-focused, based on lectures, with little emphasis on supervised practical teaching thereby creating a gap between theory and practice. Hardman et al. acknowledge the importance of in-service training in bridging the gap between theory and practice. On the other hand, Mulkeen (2010) notes that in-service training in a number of regions in Africa is of poor quality with little applicability in classroom. The author also indicates that in places where there is existence of in-service training, it is infrequent with little follow-up in classroom and it is usually concentrated in urban areas. Such weaknesses have led to the calls for reforms of both pre-service and in-service training for teachers to a system that guarantees sustainability in long-term and continuous teacher professional development.

Hardman, Abdi-Kadir, Ndambuku, and Smith (2009) indicate that the Eastern and Southern African regions have embraced reforms in teacher professional development. There is advocacy on the adoption of school-based in-service training supported by distance learning materials as well as school clusters in the Eastern and Southern African region. In a study focusing on Kenya, Uganda, and Tanzania, Hardman et al. (2011) acknowledge the importance of in-service training for enhancing primary school education in the respective countries.
1.1.3 Kenyan Perspective on Teacher Professional Development

Attempts to reform in-service teacher training can be traced back to 1970s. A Teacher Updating Committee was formed in 1978 with the main purpose of examination of the potential for development of primary school teacher up-dating program. This committee was established by Ministry of Education through the permanent secretary. The committee critically assessed the CSC program and came up with the following recommendations;

i) The CSC advisory, teacher updating, and research roles at the local levels must be clearly stressed to all the CSC staff.

ii) The increase in the number of CSCs in order to enhance service to teachers, with the centers being established in places that are central as well as easily accessible.

iii) Increase in the number of staff for efficient service delivery.

iv) Establishment of CSCs in buildings which are appropriately designed and equipped.

According to UNESCO (1996), the characteristics of teachers are affected by five quality dimensions namely; knowledge on curriculum subject and that related to subject, knowledge on pedagogic and application skills, ability to individually reflect critically, empathic personality characteristics, and management skills for tasks in and out of classroom. All these characteristics can be enhanced through in-service training.

Just like any other country, Kenya has continuously embarked on huge investment in education because of the belief that education and training are crucial in
development of human resource which is crucial for all scopes of the Kenyan development. After independence in 1963, it was conceivable that the system of education inherited did not conform to the socio-economic and political needs of the country. Due to this, the first commission in the independent era was set up in 1964, with the main objective being the review of the entire system of education in the country. This commission was headed by Prof Ominde and ever since national education policy has been guided by some of the findings from this commission.

There has been remarkable progress in Kenyan primary education. This is evident particularly in the rise in the number of pupils and teachers in the primary schools as well as the number of primary schools in the country. There has been an increase in enrolment from 892,000 in 1963 to approximately 8 million currently (2017). Likewise, there has been an increase in the number of teachers since independence. The number of teachers during the era of independence was about 23,000 as compared to about 185,000 currently (2017). The number primary schools now stand at over 17,000 in the country. Quantitative growth in education opportunities poses qualitative problems as well as economic ones.

Olembo, Wanga and Karagu (1992) assert that in view of continuous renovation and improvement of teaching knowledge and continuous change occurring within education system, it does not seem possible to equip teacher trainees during the short years of pre-service training with all knowledge and skills required for entire professional career. In fact, a single course of pre-service education however long it lasts and however excellent it may be, can no longer suffice in the face of many changes taking place in education.
To address the issue of quality education the Ministry of Education adopted the concept of the CSCs in 1970s to ensure that teachers are updated on their profession in the most cost effective and economical means without taking them away from their jobs. Shiundu and Omulando (1992) states that the main purpose of establishing CSCs was to help the teachers and pupils in striving towards educational goals by providing and benefiting from materials and ideas that are of educational significance. CSCs were therefore established in Kenya to provide facilities for book loan, to organize in-service courses and informal curriculum meetings, consultancy services and production services for teachers.

Furthermore, in order to tackle the challenge of lack of access of educational materials by schools, there was incorporation of CSCs by MOE in the inspectorate section in early 1970s. Otieno (2008) argues that it was believed that use of CSCs by teachers would enhance their instructional quality and that their pupils would benefit indirectly through teacher enhanced instructions or through loan of classroom materials.

Another key role played by CSCs is in-service training of teachers. The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Republic of Kenya, 1988), specifically explained this when it reported that CSCs role includes; availing information to teachers, conduction of demo lessons using teachers and development of teaching aids from materials available locally.

Oluoch (1992) states that in-service training programs should be organized to help serving teachers to acquaint themselves with new curriculum in Kenya. How and to
what extent the Curriculum Support centres do this is what will be investigated by the study. Moreover, as a curriculum developing and evaluation agency the CSCs sprang up from the assumption that on completion of college, a teacher is not fully endowed with skills needed in the teaching profession. Shiundu and Omulando (1992) state that teacher in servicing is very necessary as this will help fill the gaps which were not filled during times of teacher training.

The 1976 Report of the National Committee on Educational objectives and policies (Gachathi Report) stressed the need for continuing education which is life-long to all Kenyans. This was also emphasized by the Master Plan for Education and Training (1970) as well as by the Totally Integrated Quality Education and Training Report (Koech Report, 1999). This report underscored the necessity for those already trained to be offered the opportunity of continuing with training and learning.

1.2 Statement of the Problem

Odhiambo (1980) and Ayot (1981) hold that the ideal and intended function of the Curriculum Support Centre is to improve teachers’ quality and help teachers fit comfortably in their profession. According to a report by the presidential working party of 1988 CSCs role was to provide information for teachers conduct, demonstrations lesson, develop teaching aids from local materials. Previous research such as Otieno (2008) shows that CSCs have not adequately addressed teachers’ needs. As a consequence, teachers in Kenya have not been receiving adequate in-service training. Bundi (2008) states that due to inadequate in-service training, many teachers in the country have stagnated in their professional growth at only the pre-service training they received for their first degree or diploma. This makes it difficult for teachers to improve their job performance, which is reflected in poor academic
performance by pupils and low morale among teachers in the country. Indeed, very few teachers attend professional development programs organized by the TACs. This study aims at critically interrogating the issues that affect CSC tutors while enhancing teacher professional development so as to promote their professional growth consequently improving the performance of pupil.

1.3 Purpose of the Study

The researcher aimed at investigating issues through which CSCs undergo in enhancing professional teacher development. The study aims at identifying the issues affecting the program and recommended solutions of making it more robust.

1.4 Research Objectives

The specific objectives were:

i) To determine how availability of resources affects the role of CSCs in providing professional teacher development of primary school teachers in Nyeri County.

ii) To investigate the extent to which the CSCs conduct in service courses for teachers and visit schools to provide professional teacher support.

iii) To establish the teacher related challenges that CSC tutors face in their effort to facilitate effective teacher professional development.

iv) To investigate the relationship between professional qualification and experience of CSC tutors and their service delivery.

v) To establish possible solutions from the teachers and CSC officers for effective performance of CSCs.
1.5 Research Questions

i) Do the professional qualification and experience of CSC tutors have any effect on their role of teacher professional support among primary school teacher?

ii) To what extent do CSCs conduct in service courses for teachers and visit schools to provide professional teacher support?

iii) How do availability of resources affects the role of CSCs in providing professional teacher development of primary school teachers in Nyeri county?

iv) What are the teacher related challenges that CSC officers face in their effort to facilitate effective teacher professional development?

v) What are the possible solutions from the teachers and CSC officers for effective performance of CSCs?

1.6 Assumption of the Study

The researcher assumed that:

i) The CSCs were functional as stipulated by the Teachers Service Commission

ii) All respondents will be cooperative and provide reliable responses.

iii) The researcher does not know how often CSC officers conduct in-service courses for teachers or visit schools to provide teachers with professional support.

iv) All CSC tutors are familiar with their roles as provided for by K.I.C.D handbook and have been exposed to these activities at their line of duty.
1.7 Delimitations of Study

i) The study was limited to teachers in public schools who are supposed to be the direct beneficiaries of Curriculum Support.

ii) The teachers included in the study were those in session in their respective institutions during the time of the study.

iii) There are several other factors affecting teachers’ professional growth but this study only focused on the role of CSCs.

iv) The study confined itself to Curriculum Support Centre although there are other bodies charged with the role of teacher professional development.

1.8 Limitations of the Study

This study will be limited in a number of ways. Firstly, the study findings were subject to the responses from the participants as the study used primary data in addressing the objectives. Secondly, the findings cannot be generalized to the whole country because the study focused only on Nyeri County. The issues identified could differ with the counties. Thirdly, previous literature focusing on the study location was lacking. This may limit the foundations on which to build the study on. In addition, the study was only targeted the teachers and CSC officers in order to deeply focus on the issues on the ground.

1.9 Theoretical Framework

The study based its theoretical framework on Schulman (1986) concept that for successful delivery of content by teachers, they ought to confront simultaneously content and pedagogy issues.
That the teacher, through teachers innovative approaches facilitate learning best, comprehensively internalize content, break and disseminate it to learners. He argues that those teachers who dare to teach must also continuously dare to learn.

1.10 Conceptual Framework

The researcher conceptualizes that effective CSCs will enable professional development activities by teachers thereby leading to measureable results. Based on Shulman (1986), it is plausible that well-functioning CSCs will align teacher content knowledge with pedagogical content knowledge. This in turn will be reflected by the measurable indicators of CSCs effectiveness as described in the conceptual framework below.

The indicators of effectiveness comprises enhancement of content mastery by teachers, practice of teaching approaches that are modern, development of conducive and friendly learning environment by teachers, effective planning and management of teaching learning environment, and accurate curriculum interpretation by the teachers. Content mastery is regarded as crucial in teaching and learning because it imparts confidence on teachers thereby leading to selection of relevant teaching/learning strategies. Well-functioning CSCs also will lead to improvement in academic outcomes, teachers become role models for the learners, portrayal of good behavior by both teachers and learners, enhancement of positive attitudes and values, and acquisition of life skills and emotional intelligence. The CSC gets feedback and there is continuous improvement. Diagrammatically, this can be illustrated as follows:
**Effective CSCs: Indicators of effectiveness**
- Teacher continuously learning
- Enhancement of subject content mastery
- Practice of problem solving approaches that are centered to the learner by the teachers.
- Creation of favorable learning environment
- Interpretation of syllabus accurately

**Professionally developed Teacher: Outcomes**
- Improved academic results by the students
- Teachers become role models to the learners
- Good behaviour by the students, enhancement of values and attitudes.
- Acquisition of emotional related intelligence and life crucial skills.

**Participation of teachers in activities related to professional development.**

**Facilitation of professional development of teachers by CSCs.**

*Figure 1.1: Conceptual Framework*
1.11 Significance of the Study

The findings of the study will present theoretical and practical implications for the future of teacher education in Kenya. In theoretical considerations, the study is expected to contribute to the advancement of teacher knowledge about professional development in Kenya. It should also highlight the relationship between teacher education and student performance. The study has practical implication in that it may enable the enhancement of strategies for enactment of teacher education in Kenya. The study also forms a basis on which others can develop their studies.

1.12 Operational Definition of Terms

Curriculum- Lessons and academic content taught in school

Professional Teacher Development- Continuous updating of professional knowledge and enhancement of own competence in the entire teaching period.

Pedagogy- A discipline that focuses on the theory and the practice of teaching and how these affect learning.

In-Service Education- This is a learning approach for the serving teachers that is undertaken in order to improve the professional knowledge, skills, and competence in teaching.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature. It contains the following themes; origin of CSCs, CSCs resources and equipment, functions of CSCs, objectives of CSCs, professional teacher development in selected world countries, relationship between CSCs and other organizational agencies.

2.2 Origins of CSCs

Shiundu and Omulando (1992) define CSC as a form of a resource centre developed to benefit a definite number of local schools and teachers. Lodiaga (2001), on the other hand states that, CSCs organizes resources for learning and teacher in-service courses. Kahn (1990), indicates that teacher centres have been developed worldwide. The centres in spite of their different names – Educational Centres, Learning Resource Centres (LRCs), Advisory Centres and Teachers Centres share a unique feature of provision of classroom related support to teachers.

The idea of teachers centres springs from complex identifiable origins in British Educational scenes of 1960s. The successful Launch Sputnik II by USSR in 1950s made Britain and other western countries to begin to question the relevance of science teaching in their schools. There was therefore a need to modernize the curriculum especially in science and mathematics hence founding of CSCs to improve quality of teaching.
CSCs were meant to in-service teachers and develop local learning and teaching resources. The government policy was modified, requiring education authorities in the late 1960s to submit a comprehensive school organizational plan. These plans required endless consultations with teachers who would work in the new system. Teachers’ Centres were therefore inevitable as they would provide neutral settings where discussions could go on away from administrative and school atmosphere. The administration, teachers and all those involved in local educational matters would meet and discuss educational matters.

Shiundu and Umulando (1992) assert that the young teachers who arrived yearly in the schools needed professional support. Colleges were believed not to prepare teachers adequately during pre-service training and the existing in-service education was not satisfactory. Teachers therefore wanted facilities which they could use in the acquisition of relevant skills.

The public was becoming concerned about attainment in reading and spellings among pupils. There was a need to modernize the curriculum especially in science and mathematics and to understand the reports of the on-going projects. All these tasks would require neutral centres for local teachers and educationists to meet regularly to discuss issues related to the teaching profession.

Odhiambo (1980) and Ayot (1981) points out the functions of CSCs as; in-service education centre, feedback and dissemination centre, local curriculum development centre, research in primary methods, educational counseling centre and receiving centres for teachers. Apart from the above mentioned intended functions, the
government expects CSCs to serve the community and to help integrate other government functions especially in the local areas.

Kenya development plan 1974-1979) part 1 and 2, it’s reported that the general aim of CSC is to provide direct support in the field of major changes in the education process. They are supposed to provide in-service training for teachers and contribute to the curriculum research unit (C.R.U). The plan envisaged 7 centers of such TAC in each sub county consisting of a mobile unit, a resource centre and facilities for in-service training for teachers. Most sub counties have CSCs although quite a number do not have because they were recently created.

However, research by Okumu (1986) and Maranga (1979) reveal that the facilities present at the CSCs are inadequate and their conditions are below the standards required to meet the stated objective.

2.3 Professional Teacher Development in Selected World Countries

Some CSCs officers were employed to use other TACs to serve their zone. According to World Bank (2008), professional development of teachers is regarded as critical worldwide. In countries such as Poland, Slovakia, Portugal, and Spain, courses for professional development are important for consideration for promotion because teachers earn credit from such courses. In Greece, professional development on continuous basis is requirement for teachers that have been newly appointed. In Italy, some schools put on hold classes in order to conduct rigorous programs for teacher development.
The Kenya government through the Ministry of Education Science and Technology emphasize the importance of the system of continuing education for teachers. In order to avoid circumstances such as those described by World Bank, teacher education is perceived as a process that should be conducted throughout the career. It is generally acknowledged that significant number of schools in developing countries face difficulties in offering education because of inefficient and ineffective use of available resources by the teachers (World Bank, 1990).

Khan (1991) indicates that centers for teacher and resources have been put in place worldwide. These centres in spite of their different names (learning resources centers, advisory centres, pedagogical centers) have the unique feature of provision of teaching-related support to teachers. Appropriate support to teachers needs to be offered due to unlimited potential for teacher development. In addition, the competency by the teachers is regularly under scrutiny in the class. According to Adams (1975), recognition of the challenging task faced by the teachers and subsequent support in their duties is the major objective of teacher advisory centers.

An enabling environment should be developed by the stakeholders in the education sector, especially officials in the Ministry of Education, school heads, and school inspectors in order to ensure effective and efficient fulfillment of responsibilities by the teachers. The responsibilities of the teachers in this case comprise the improvement of reading skills among pupils and boosting independent learning and good information skills. In order to realize national educational objectives, pupils should be facilitated to improve logic and creativity in their subject approaches.
Stakeholder collaboration especially between teachers and Curriculum Support Officers is crucial for the availability of effective resource collection in a center. This collaboration is crucial especially with regard to the provision of resources that are in line with the needs of the pupils and the teachers. For example, cooperation between the stakeholders is important in order ensure that teachers are supplied with relevant teaching materials.

2.4 Resources and Equipment in CSCs

A Teacher Updating Committee was formed in 1978 with the main purpose of examination of the potential for development of primary school teacher updating program (Odini, 1998). This committee was established by Ministry of Education through the permanent secretary. According to Odini, the committee critically assessed the CSC program and came up with recommendations on defining roles for the CSC staff, staffing, increasing the number of CSCs and establishing appropriate building for housing the CSCs. In addition this committee recommended that CSCs should be equipped with relevant curriculum materials, relevant tools for the development of teaching/learning resources, portable generator for use in areas with no access to electricity, audio-visual implements, home science equipment, reprographic implements, means of transport and sufficient funds for running their operations. There has been implementation of a number of committee recommendations. For instance, the roles of the CSC tutors have been clearly spelt out, and the number of CSCs and staff has since been increased.

Conversely, as a result of financial constraints, implementation of other DFID recommendations dating back to 1992 has failed to take place. The support of
professional teacher development has been done in phases. The objective of the first phase of the support was to raise the learning and teaching standards in the main subject areas of science, mathematics and English. This was to be realized by setting up in-service training based on CSC (Bett, 2016). This support also entailed distribution of boxes for books, resource materials and consumable packages to a total of 239 CSCs in various zones and 42 CSCs in various sub-counties. Construction of 61 CSCs was also undertaken by DFID. There has been uniformity in the distribution of this support, with the areas that have relatively lower socio-economic indicators benefitting more especially in terms of educational materials supplies.

2.5 Functions of CSCs

The main reasons behind the establishment of the Curriculum Support Centres are;

- Provision of convenient and suitably equipped teacher updating centers.
- Preparation and production of materials for support to be used on course updates and follow-ups.
- Undertaking of research on methods of primary teaching and the use of teaching resources that are locally available and communication of the research findings to the teachers and national curriculum experts at KIE.
- Assuming an active position in the development of the curriculum for the primary schools. This is mainly through the maintenance of a close and adequate working relationship with the teachers and local panels for subjects in order to have relevant and reliable feedback in the event of assessment and research on particular programs.
• Provision of counseling services on educational matters to teachers and community at large.

• Act as centers for receiving and distribution of resource materials from organizations such as KICD.

• Closely working with teacher training colleges in order to expose students to primary school environment and the manner in which to use CSCs after completion of their studies.

2.6 Objectives of CSCs

Development Plan (1974) states that the aim of CSCs was provision of direct support in the field of major changes in education process. The CSCs were to provide training for teachers and contribute to curriculum development at KICD. The objectives of the CSCs have been outlined by Lijembe Report (1978) as indicated in chapter one. Odhiambo (1982) outlines the objectives as follows:

• Provide in-service courses to teachers according to their identified needs.

• To advice teachers individually or in groups on matters pertaining to the professional problems.

• To conduct research where local teachers were involved.

• To classify reference materials for teachers use.

• To organize discussions, visits, lectures and demonstrations for teachers.

• To advice teachers on the new curriculum changes and other relevant materials.

• To advice educational agencies on teachers and school problems.

• To visit schools and identify pupils and teachers success and problems.
The objectives stated above were redefined by the Ministry of Education Policy Document on CSC (1995) and stated as follows:

- Identify the training needs of the head teachers in the zone.
- In conjunction with ZQASO in-service seminars, induction courses and professional meetings to satisfy the needs of the teachers.
- Collect, organize and manage resources and equipment and facilities.
- Produce a variety of teaching aids, kits and handouts for different subjects.
- Liaise closely with zonal and Sub County QASOs on specific problems of teachers that require follow-up.
- Visit schools, observe teaching techniques, give demonstration lessons and advice teachers on methods and resources needed for schools.
- Assist in setting up and organization of subject panels and evaluation procedures.
- Provide professional guidance and counselling to teachers and disseminate information on examinations, curriculum textbook selection and training.
- Sensitize head teachers, teachers and the community on the work of CSC.

Mathews (1975) summarizes the objectives of the CSC as making equipment and learning resources for teachers, sharing ideas among teachers, learning mathematics and science by laboratory method and using the mini-school to get models for re-organizing the classroom physically and pedagogically and content wise.

Moreover, Shiundu and Umulando (1992) states that the main purpose of establishing CSCs was to help the teachers and pupils striving towards educational goal by providing and benefiting from materials that are of educational significance.
They further state that the tutors at the centres visit schools to help teachers and also get ideas from the teachers concerning resources for teaching. Indeed the centres are peripheral points for disseminating curricular innovations.

However, empirical evidence suggests that some of the objectives of the CSCs are not being met. Muita, Mugambi, and Thinguri (2014) studied about the efficacy of CSC tutors in enhancing the performance of KCPE performance in Nairobi north. The research design adopted by Muita et al. (2014) was exploratory, with primary data being collected from a sample of school heads and teachers. The findings from this study indicated that the improvement in pedagogical skills as a result of the in-service courses and materials offered was only average.

Kosgey (2011) study focused on the effectiveness of CSCs in curriculum implementation in secondary schools in Chepalungu district. The author adopted a descriptive survey design in this study with the sample size being 7 schools. Specifically, 48 teachers and 5 CSC tutors participated in the study. The results from this study found that majority (70.8%) of the teachers interviewed felt that the CSC tutors were not effective. In addition, the author found that the visit by the teachers to the CSCs were low, with 97.9% of the teachers sampled indicating that they had never visited the CSCs. On the other hand the author found that CSC tutors cited lack of expertise and skills, and lack of enough resources and facilities as the major hindrance to effective service delivery by them.

While some empirical studies have shown minimal impact of the CSCs, it has been acknowledged that in-service training for teachers can improve the quality of education in primary schools. Hardman et al. (2011) studied about the impact of the
in-service training intervention in Kenya. Specifically, the authors focused on the School-based Teacher Development (SbTD) program that focused on in-service education and training for the primary school teachers. Based on the baseline data for 1998 and the evaluation data for the SbTD program in 2005, the authors indicates that this program had led to changes in pedagogical practices in primary schools in Kenya. One of these changes as indicated in this study was an increase in number of teachers using paired or group work in lessons, from 3% in 1999 to 34% in 2005. In addition, there was a change in organization arrangements in classroom, and increased availability of textbooks.

2.7 Relationship of CSCs and Other Organizations and Agencies

The Ministry of Education Policy document on CSCs advances that the CSCs as a national service, are administered by the Directorate of Quality Assurance and Standards. In the field the CSCs are manned by CSC Tutors who report to the SDE through the SDQASO. The CSC tutors work in collaboration with the ZQASO and head teachers of primary schools where the centres are located. KICD, an agency responsible for curriculum research and development works with the CSCs in collaboration with the DQASO. The figure below gives a pictorial representation of the relationship.
2.8 Summary of Literature and Research Gaps

From the reviewed literature it is evident that the CSCs were introduced to enhance the quality of education in the country, with the focus being bridging the gap between theory and practice. In addition, baseline and program evaluation studies have shown an improvement in education outcomes after in-service education and training intervention. Most of the empirical literature reviewed adopted a descriptive approach in assessing the views of the teachers and CSCs tutors and hence the association between various factors could not be established. Furthermore, some studies have only focused on in-service training and education without taking into consideration the specific channels in which it is delivered to the teachers. Also, few studies have attempted to investigate the issues affecting CSCs in Nyeri County. With this regard, this study attempted to fill the existing research gap by adopting descriptive and correlational analysis in order to critically investigate the issues affecting CSCs and the association between these issues. By adopting this approach, the study aimed at providing evidence based findings and recommendations.
CHAPTER THREE
METHODOLOGY

3.1 Introduction
This chapter discusses the procedures that were used in the study. Specifically, research design, population of the study, sample size and sampling methods, instruments used in research and data analysis have been provided.

3.2 Research Design
The study adopted a descriptive and correlational research designs. A survey is a study based on self-report and involving the collection of information that can be quantified from a sample through conduction of interviews or administering a questionnaire (Mugenda and Mugenda, 2003). Descriptive survey design is adopted in preliminary and exploratory studies in order to enable researchers to collect, summarize, present and interpret information for the purposes of clarification (Orodho, 2002). Descriptive design was adopted because of the need to study things the way they are in the field without manipulating the variables. On the other hand, correlational research design was useful in investigating associations between the variables of interest.

3.3 Study Location
Singleton (1993) indicates that the appropriate study setting should be accessed with ease and also should be enabling in terms of development of rapport with the respondents. Nyeri County was selected because no evidence of such as study in the area was found. Therefore was crucial to assess the issues affecting the CSCs in this region in order to have evidence based solutions. Also, there was need to fill the existing research gap in the perspective of this study location. Nyeri County is
divided into 4 major sub counties for both educational and administrative purposes although there are plans to increase the sub counties for effective service delivery. These are Kieni, Mathira, Nyeri Municipality and Tetu.

3.4 **Target Population**

The study’s target population comprised 4000 teachers from all the 571 public schools in Nyeri County and 5 CSC officers in the five sub-counties of Nyeri County.

3.5 **Sampling Techniques**

Simple random sampling technique was used to sample 15 primary schools out of the 571 public schools in Nyeri County. Five teachers from each of the sampled schools were randomly selected giving a total of 75 teachers who participated in the study. In addition; all the tutors (5 in total) participated in the study. Also, the Sub-County Director of Education (SDE) was interviewed. In simple random sampling, each element has equal chance of selection thereby minimizing the bias. Generally, simple random sampling is easy to use and the samples selected are representative of the population being studied because the elements have equal chance of selection.

3.6 **Research Instruments**

Three research instruments were used to collect information in this study. The research instruments comprised questionnaire for the teachers, questionnaire for the CSC tutors and interview schedule for the SDE. The questionnaires included both open and closed ended items. Close ended were used because they are easy to fill, relatively objective and easy to tabulate (Orodho 2009). The open ended items were used to allow various respondents to express themselves freely without restriction.
3.6.1 CSC officers Questionnaires

The questionnaire was used to collect required data such as age, gender, professional qualification, work experience, how often they conduct in service courses for teachers, how availability of resources affect their work, challenges, possible solutions and their recommendation. Questionnaire was appropriate for the CSC tutors because they are perceived to be busy performing administrative duties of the district, meaning they have a tight schedule and hence they could fill them at their own convenience. In addition, the questionnaire was important in identifying the issues affecting CSCs from the CSC officers.

3.6.2 Teachers Questionnaire

The questionnaire was used to collect required data such as age, gender, professional qualification, work experience, their attitude towards CSCs, how often CSCs conduct in service courses for them, challenges, possible solutions and their recommendation. The questionnaires comprised both closed and open ended items. The closed items ensured consistency in responses by respondents while the open ended allowed for the freedom of response/expression.

3.6.3 Interview Schedule

Interviews were used to get information about CSC activities in the county. It solicited information about CSC staffing condition in the county, training and qualification of CSCs, in-service courses for CSCs and their role in professional teacher development in the county. It was convenient due to the busy schedule of the SDEs.
3.7 Piloting of Research Instruments

The main objective of the pilot study was to assess the validity and reliability of the research instruments. In addition, the pilot study enabled the researcher to familiarize with the questionnaire administration.

3.7.1 Reliability of Research Instruments

According to Mugenda and Mugenda (1999), reliability is a measure of degree of consistency yielded by research instruments after repeated trials. Reliability is important as it ensures the findings from a study are accurate and consistent. Reliability was tested by use of Cronbach’s alpha. A score of more than 0.7 is the acceptable range for concluding that the research instruments are reliable. The research instruments were reliable because the Cronbach’s alpha was 0.8 hence exceeding the cut-off point.

3.7.2 Validity

Validity can be described as the extent to which a research instrument measures what it purports to measure if administered efficiently (Oladimeji, 2015). Karras (1997) indicates that the strength of association between research findings and a criterion measure is used to measure validity. However, as a result of lack of standardized external criterion, construct validity is appropriate. Construct validity involved comparison of the research findings with the findings from related studies.

3.8 Data Collection Strategies

The questionnaires and interviews were administered by the researcher. Before the data collection exercise, a research authorization was sought from the ministry of education. The County Director of Education for Nyeri County was contacted before
the start of the study. The sampled schools were visited and questionnaires administered to the respondents. Strict confidentiality in responses was assured to the respondents before administering the questionnaires. SDEs and CSCs officers were visited at their offices from where face to face interviews were held.

3.9 Data Analytical Plan

Data analysis procedures were descriptive and correlational. Descriptive analysis comprised use of pie charts and histograms to represent the characteristics of the data. Following the order of listing, the first objective was actualized by use of descriptive analysis. This involved description of the availability and condition of various resources and how this affected the role of the CSC tutors. The second objective was achieved by use of bar graphs and cross-tabulation. The third objective was achieved by description of the findings in percentages. The fourth objective was achieved by use of cross-tabulation and correlation analysis while the fifth objective was achieved by use of percentages to describe the findings.

3.10 Ethical Considerations

The permit for data collection was granted by NACOSTI. Also, a letter of introduction was obtained from Kenyatta University. Copies of letter of introduction and NACOSTI permit were submitted to all the schools and CSCs before data collection. In addition all the procedures required by the schools and CSCs were strictly followed. An informed consent was sought from the respondents before data collection, with strict confidentiality being assured to respondents. In addition, the respondents were informed on the right of voluntary participation.
CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the study based on objectives. The purpose of the research was to assess the issues facing Curriculum Support Centers (CSCs) in enhancing teacher professional development in Nyeri County. Questionnaires were issued to 75 primary school teachers who were randomly sampled in 15 schools and five CSC officers in five TACs.

The findings of the research were based on five objectives restated below;

i) To determine how availability of resources affects the role of CSCs in providing professional teacher development in primary school teachers in Nyeri county,

ii) To investigate the extent to which the CSCs conduct in service courses for teachers and visit schools to provide professional teacher support.

iii) To establish the teacher related challenges that CSC officers face in their effort to facilitate effective teacher professional development.

iv) To find out the relationship between professional qualification and experience of CSC tutors and their service delivery.

v) To establish possible solutions from the teachers and CSC tutors for effective performance of CSCs.

Out of 75 teachers who participated in the study 67% were males while 33% were females. Among the CSC tutors, 60% were males while 40% were females.
4.2 Availability of resources in CSCs for providing professional support to teachers

All the five CSC tutors interviewed indicated that the availability of resources was important for the effective delivery of professional support to teachers. According to the CSC tutors interviewed, services could be improved by making the resources available at CSCs. In order to assess the resource availability at Teacher Advisory, observation schedules for recording the resources available at the CSCs in the five areas were issued to the five respondents. In addition, the information about the condition of the available resources was captured in the observation schedules. Table 4.1 below summarizes the resources available at the CSCs in the five areas.

Table 4.1: Resources at the Teacher Advisory

<table>
<thead>
<tr>
<th></th>
<th>KIENI EAST</th>
<th>KIENI WEST</th>
<th>MATHIRA</th>
<th>NYERI</th>
<th>TETU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training materials</td>
<td>Inadequate</td>
<td>Available</td>
<td>Not available</td>
<td>Available</td>
<td>Available</td>
</tr>
<tr>
<td>Reference materials</td>
<td>Available</td>
<td>Available</td>
<td>Not available</td>
<td>Available</td>
<td>Available</td>
</tr>
<tr>
<td>Computer</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Typewriters</td>
<td>Not available</td>
<td>Available</td>
<td>Not available</td>
<td>Available</td>
<td>Not available</td>
</tr>
<tr>
<td>Motor vehicle</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Transport – motorbike</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Projector</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Available (inadequate)</td>
</tr>
<tr>
<td>Library</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
<td>Available (inadequate &amp; poor state)</td>
<td>Available (inadequate)</td>
</tr>
</tbody>
</table>
Table 4.1 above shows the resources availability and their condition in the five regions of Nyeri County. These resources and equipment are as outlined by the ministry of education through the Primary Teacher Updating Committee. From the research findings, it is evident that most resources were not available at the CSCs in all the five regions. In addition, some resources were available but are either inadequate or in poor state. In Kieni East, most resources were unavailable. Specifically, computers, typewriters, transport vehicle, transport motor-bike, projector and library were found to be unavailable. The training materials were unavailable in this region. The lack of resources has undermined service provision in this region.

Similarly, the resources were unavailable in Mathira. Specifically there were no training materials, reference materials, computer, transport vehicle, transport motor-bike, projector and library. Nyeri CSC is relatively well equipped. However, the CSC had no computer, transport vehicle, transport motor-bike and projector. This CSC was found to have training materials, reference materials, and typewriters. The library was found to be available but it was poorly stocked and in a poor state. The Tetu CSC lacked computer, typewriter, transport motor-bike, and transport vehicle. However, this CSC had projector and Library. In addition, this CSC had training materials and reference materials.

CSC tutors indicated that lack of computers limited their ability to prepare training materials forwarded to them through e-mail. Lack of projectors and computers also limited the ability by CSC tutors to hold large audience presentations. On the other hand, the lack of transport means in all the CSCs limited the ability of the members
to visit schools. These issues have also been cited by Kosgey (2011), Muitaet al. (2014), Chepsiror (2012), and Kisirkoi (2014).

4.3 The extent to which CSC officers visit schools to provide professional support to teachers

The researcher tried to find out from the sampled primary school teachers the extent to which CSC officers visit their schools to provide professional support. The pie chart below summarizes the findings.

![Pie Chart](image)

**Figure 4.1: Frequency of visits to schools by CSC officers**

According to the findings, 65 respondents (87%) indicated that CSC tutors had visited their schools 1-2 times the previous year, while 10 respondents (13%) indicated that CSC tutors had visited their schools 3-4 times in the previous year. This implies that the number of visits to schools by the CSC officers is low in the five regions. The findings corroborate the findings by Kisirkoi (2014), Onyango, 2007, Kosgey, 2011, and Karanja, 2008.
4.3.1 The extent to which CSC officers conduct in service course for teachers

This objective was achieved by interviewing the sampled primary school teachers. The bar chart below represents the responses from the sampled teachers.

Figure 4.2: Frequency of in service courses for teachers

Figure 4.2 above shows the frequency of in service courses for teachers. According to the results, 58 (77%) respondents indicated that the CSC tutors had conducted in service courses 1-2 times in the previous year while 15 (20%) indicated that the CSC tutors had not conducted in service courses for the teachers at all in the previous year. Only 2 respondents (3%) indicated that CSC tutors had conducted in service training 3-4 times in the previous year. This clearly shows that in service training has been low in Nyeri County. This is worrying given that research has shown that when other factors are held constant, there is a positive correlation between development of staff and academic achievement by the pupils in KCPE examinations (Nyala, 1997). Learning improves interpersonal skills, team work, performance and skills in management.
The table above shows the cross tabulation and correlation between the number of times CSC tutors visit schools to provide professional support and the number of times they conduct in service training for teachers. Cross tabulation is important as it helps in checking whether there is association between categorical variables. The above cross tabulation is significant at 1% level of significance as indicated by the probability value of 0.000 from chi-square test. Kendall’s tau-b was used to establish the correlation between the two categorical variables. This is because the usual Pearson product moment correlation coefficient cannot be used to assess the correlation between categorical data as it assumes normal distribution. The Kendall’s tau-b correlation coefficient in the above table was 0.3076, significant at 5% level of significance. This implies that an increase in the number of visits by CSC tutors to schools is associated with an increase in the frequency of in service courses for teachers. This can be translated to mean that when the CSC tutors visit schools more frequently, the number of training increases because they will become more aware of issues affecting the teachers than when they don’t visit.

### Table 4.2: Cross tabulation and correlation between CSC tutor visits and frequency of in service training for teachers

<table>
<thead>
<tr>
<th>No of visits by CSCs</th>
<th>Frequency of in service courses for teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1 times</td>
<td>1-2 times</td>
</tr>
<tr>
<td>1-2 times</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>3-4 times</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>58</td>
</tr>
</tbody>
</table>

Pearson $\chi^2 = 15.3183$  
Probability = 0.000

Kendall’s tau-b = 0.3076  
ASE = 0.045
4.3.2 Visits by Teachers to Curriculum Support Centers

The study sought to establish the number of times primary school teachers visit CSCs. The findings have been summarized by the chart below.

![Bar chart showing visits to CSCs](chart.png)

**Figure 4.3: Percentage of teacher visits to CSCs**

From the bar chart above, 30 teachers indicated that they visit the advisory 1-2 times in a year. This represented 40% of the sampled teachers. On the other hand, 20 teachers (26.7%) indicated that they visit the CSCs 3-4 times in a year. Similarly, 20 teachers (26.7%) indicated that they had never visited the CSCs. Only 5 teachers (representing 6.7% of the sample size) indicated that they visit CSCs more than 5 times in a year. This implies that the TACs have been underutilized in Nyeri County. These findings are in concurrence with Kisirkoi (2011) who found that CSCs were underutilized in Nairobi County. According to the findings by Kisirkoi (2011), 97% of secondary school teachers had never visited CSCs.
4.4 Importance of professional qualification and experience of CSC tutors in service delivery

It was also important to get the responses on how the teachers viewed the importance of professional qualification and experience of the CSC tutors. The findings have been summarized in the subsection 4.4.1 and 4.4.2 below.

4.4.1 Importance of professional qualification for CSC tutors

This objective was achieved by asking the sampled teachers on how important they thought professional qualification of CSC tutors was in delivery of service. The pie chart below summarizes the findings on the importance of professional qualification.

Figure 4.4: Importance of professional qualification

The above pie chart suggests that majority of teachers (50 out of 75) translating to 66.6% view that professional qualification of CSC tutors is very important for efficient delivery of service. In addition, 20 teachers (26.7%) believe that professional qualification of CSC tutors is important. The least number of teachers interviewed (5 or 6.7%) view professional qualification of tutors to be of moderate importance in service delivery. In this respect, it can be concluded that the professional qualification is crucial for efficient service delivery by the CSC tutors.
According to Orora (1988), many teachers perceive staff development programs as an instrument for enhancing their effectiveness in instructional duties. This study found that 3 out of five CSC tutors interviewed had Master’s degree while 1 had bachelor’s degree, with the last one having a diploma. Therefore, it is evident that CSC tutors are qualified to carry out their roles.

4.4.2 Importance of experience for CSC officers

The study also sought to establish from teachers how important the experience of CSC tutors was for efficient service delivery. Figure 4.5 below summarizes the findings.

![Pie chart showing the importance of experience of CSC tutors]

**Figure 4.5: Importance of Experience of CSC tutors**

From the pie chart above, 44 teachers (58.7%) teachers interviewed indicated that they regard the experience of CSC tutors to be very important for efficient delivery of the service. On the other hand, 28 teachers (37.3%) respondents indicated that they regard the experience of CSC tutors to be important for efficient delivery of service. Only 3 respondents (representing 4% of the sample) indicated that CSC officers experience was moderately important in influencing service delivery. Based on these findings, it can be concluded that experience is crucial for better service
delivery by the CSC officers. The study found that all the CSC officers interviewed had experience of more than 8 years.

4.5 Rating of Curriculum Support in terms of dissemination of educational information and applicability of the educational information.

This study also sought to establish how teachers rated CSCs in relation to dissemination of educational information. In addition, it was important to establish if the information disseminated is applicable in classroom. The two-way table (cross tabulation) below summarizes the findings.

Table 4.3: Cross tabulation between rating of Curriculum Support Centers and applicability of educational information from in-service courses

<table>
<thead>
<tr>
<th>Rating of CSCs</th>
<th>Applicability of educational information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Poor</td>
<td>25</td>
</tr>
<tr>
<td>Fair</td>
<td>1</td>
</tr>
<tr>
<td>Good</td>
<td>0</td>
</tr>
</tbody>
</table>

Pearson chi2 (4) = 145.3125 \[ P \text{ value} = 0.000 \]

Kendall’s tau-b = 0.9807 \[ ASE = 0.019 \]

Table 4.3 shows cross tabulation between rating of CSCs by teachers and applicability of educational information from in-service courses provided by CSCs. The results from the above table indicates that most of the teachers sampled (39 out 75) rated the CSCs as fair, with the applicability of the information disseminated by the CSCs deemed to be partly applicable. On the other hand, 25 teachers rated CSCs as poor, with the educational information not applicable. Only 10 teachers rated CSCs as good and with applicable educational information. The association between the two categorical variables (rating of CSCs and applicability of educational information) was significant at 1% level of significance as shown by the probability
(p-value) of 0.000 from chi-square test. The strength of this relationship is shown by the Kendall’s tau-b. The correlation coefficient as shown by Kendall’s tau-b was 0.9807, implying that there is strong positive relationship between the rating of CSCs by teachers and the perception of applicability of the educational information. This relationship was significant at 5% level of significance as indicated by the ASE value of 0.019. The positive correlation implies that a higher rating of CSCs by the teachers is associated with an improvement in the perception that the educational information from CSCs is applicable in classroom and vice versa (Omar, 2014; Bozkurt et al., 2012; Kisirkoi, 2014; Chepsiror, 2012).

4.6 Challenges faced by CSC tutors in their effort to facilitate effective teacher professional development

The CSC officers interviewed raised a number of issues that they thought limited their ability to carry out their duties effectively. Most challenges that were raised are common challenges that are found in wide range of organizations. In this regard, the study narrowed down to the challenges that were specific to the CSC tutors. The table below summarizes the main issues raised by the CSC tutors interviewed.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate facilitation to visit schools</td>
<td>5</td>
</tr>
<tr>
<td>Insufficient stationery, reference materials, office and library facilities</td>
<td>5</td>
</tr>
<tr>
<td>A lot of administrative duties and workshops</td>
<td>3</td>
</tr>
<tr>
<td>Unclear reporting system</td>
<td>2</td>
</tr>
<tr>
<td>Unclear terms of service</td>
<td>1</td>
</tr>
<tr>
<td>Lack of recognition by Ministry of Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 4.4 above shows the challenges identified by the CSC officers. According to the findings, all the CSC officers indicated that inadequate facilitation to visit schools limited their ability to effectively play their roles. The lack of transport van or motorbike in all the five CSCs in Nyeri County implies that this is a major problem. Also, all the CSC tutors interviewed indicated that insufficient stationery, reference materials, office and library facilities had negative impact on the performance of their duties. Three CSC tutors indicated that a lot of administrative work and many seminars meant that the time left for teacher development related roles was insufficient. In addition, three CSC tutors indicated that lack of recognition in Ministry of Education (MOE) management structure regardless of the fact that they work in cohort with MOE was negatively affecting their work. In addition, they indicated that MOE administrative work was interfering with their role of enhancing teacher professionalism. Two CSC tutors indicated that reporting system affected their service delivery while one indicated that unclear terms of service affected tutors in their teacher support roles.

4.7 Possible Solutions from the teachers and CSC tutors for effective performance of CSCs

The study also sought to find out from both the teachers and CSC tutors the solutions that they thought could help in increasing the effectiveness of CSCs in serving the teachers.
4.7.1 Solutions suggested by CSC officers

The table below summarizes the solutions suggested by CSC officers.

Table 4.5: Possible solutions for improving efficiency of CSCs

<table>
<thead>
<tr>
<th>Possible Solutions</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCs should be provided with adequate resources.</td>
<td>5</td>
</tr>
<tr>
<td>CSCs activities should be facilitated financially in order to effectively</td>
<td>5</td>
</tr>
<tr>
<td>perform their duties</td>
<td></td>
</tr>
<tr>
<td>CSC officers should be assigned manageable number of schools</td>
<td>5</td>
</tr>
<tr>
<td>CSC officers should be provided with clear job description</td>
<td>1</td>
</tr>
<tr>
<td>CSC officers should be recognized by the MOE and included in their structure,</td>
<td>3</td>
</tr>
<tr>
<td>regardless of the fact that they are employees of TSC.</td>
<td></td>
</tr>
<tr>
<td>CSC tutors should be given less administrative duties in order to focus</td>
<td>4</td>
</tr>
<tr>
<td>on teacher professional development activities</td>
<td></td>
</tr>
<tr>
<td>Teachers should have positive attitude towards CSC tutors and their activities</td>
<td>3</td>
</tr>
</tbody>
</table>

From table 4.6, it is clear that provision of CSC tutors with enough resources, adequate funding of CSCS activities, and assigning CSC tutors with manageable number of schools were the solutions that CSC tutors believed could have significant impact in addressing the challenges facing CSCs. This is because all the five CSC tutors identified the three solutions as possible remedies to problems facing the CSCs. Four CSC tutors indicated that if the administrative work could be lessened, they could concentrate more on teacher professional development activities. Three CSC tutors indicated that recognition by MOE and inclusion in its organizational structure was essential for proper functioning of CSCs. Also, three
CSC tutors indicated that for CSCs to function efficiently, teachers should have positive attitude towards them. Lastly, one CSC tutor indicated that CSC tutors should be provided with clear job description. According to him, this could avoid confusion when they are assigned duties by MOE as they are employees of TSC which by itself is an independent commission.

### 4.7.2 Solutions suggested by teachers

The study also sought the responses on the possible solutions for enhancing the performance of the CSCs from the teachers. The table below shows the solutions suggested by the teachers.

**Table 4.6: Solutions suggested by teachers**

<table>
<thead>
<tr>
<th>Possible Solutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers should have positive attitude towards in service courses offered by CSCs</td>
<td>49 (65%)</td>
</tr>
<tr>
<td>There should be regular professional consultation with CSC tutors</td>
<td>54 (73%)</td>
</tr>
<tr>
<td>CSC tutors should conduct regular visit to poorly performing schools</td>
<td>71 (94%)</td>
</tr>
<tr>
<td>CSC tutors should be committed and easily available in their offices when needed</td>
<td>42 (56%)</td>
</tr>
<tr>
<td>Teachers should be open minded and ready to embrace changes especially in education system</td>
<td>34 (45%)</td>
</tr>
</tbody>
</table>
Table 4.7 shows the solutions for improving the performance of CSCs as suggested by the teachers. The findings above suggest that the highest number of teachers interviewed (71) think that regular visit to poorly performing schools could enhance the performance of the CSCs. However, this can only be possible by facilitation in terms of transport, education materials and relevant equipment. In addition, a significant number of teachers interviewed (54) believe that consultation with CSC tutors on regular basis is important for better service delivery. Regular consultation between CSC tutors and teachers is important because by doing so the CSC tutors will be able to address various cases appropriately. Having positive attitude towards in service courses was pointed out by 49 (65%) teachers ‘interviewed as an important solution for enhancing the performance of the teachers. In addition, 42 teachers (56%) interviewed indicated that CSC tutors should be committed and easily available in their offices when needed. According to 45% of the teachers interviewed, teachers should be open minded and ready to embrace changes in education sector.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter comprises summary, conclusion and recommendations for policy. Specifically, the summary of the study has been provided in section 5.2 while section 5.3 comprises the conclusions. Lastly, recommendations based on the findings of the study have been provided in section 5.4.

5.2 Summary
This study sought to establish the issues that affect curriculum support centres in their effort to enhance teacher professional development in Nyeri County. The study area was sub-divided into five regions, with each region having one CSC. These regions were; Nyeri Municipality, Kieni East, Mathira, Tetu and Kieni West. Primary data was collected by use of two different semi-structured questionnaire for CSC tutors and primary school teachers. The sample size was five CSC tutors and 75 public primary school teachers in the five regions. The study had five objectives, with all objectives focusing on issues related to teacher professional development.

The first objective was to determine how insufficient resources affect the role of CSCs in providing professional teacher development in primary schools in Nyeri County. The second objective was to investigate the extent to which CSC tutors visit schools and the frequency of in-service courses for teachers. The third objective was to establish the relationship between experience and professional qualification of CSC tutors and their service delivery. The fourth objective was to establish the challenges that CSC tutors face in their effort to enhance professionalism among the
teachers, with the fifth objective being to find suggestions from the CSC tutors and teachers on possible solutions for improving the performance of CSCs.

In order to realize these objectives, descriptive approach and correlational approach was adopted. Specifically, pie charts and bar charts were used in descriptive analysis while correlational analysis involved the use of cross-tabulation and Kendall’s tau-b. In addition, significance tests were carried out in order to establish if the association between the variables was significant. The analysis results indicated that all the CSCs in Nyeri County had inadequate resources or in some cases poorly maintained resources. This has negative impact on the performance of CSCs in improving professional support to teachers. Also, the study found that majority of the teachers interviewed believed that the professional qualification and experience of CSC officers was important in service delivery. In this respect, the study found that all the CSC officers interviewed had experience of over 8 years and hence were better placed to handle the issues relating to teachers. In addition the CSC tutors interviewed were well educated, with three having master’s degree, one had bachelor’s degree while the last one had a diploma.

The study also found that the number of visit to schools by the CSC tutors had been low, with 87% of the teachers interviewed indicating that CSC tutors visit their schools 1-2 times in a year. In addition, the number of in-service courses for teachers had been low, with 77% of the teachers interviewed indicating that the CSC tutors conduct in-service courses 1-2 times in a year. The cross-tabulation between the two categorical variables indicated that there was a positive correlation between the number of visit to schools and the number of in service courses conducted in a
year, implying that CSC tutors are likely to conduct more in service courses for teachers when they visit schools regularly. Also, correlation between the rating of CSCs in terms of dissemination of educational information by teachers and the perception of applicability of this information was computed. The results of correlation analysis suggested that a strong positive relationship existed between the two categorical variables. In this respect, a higher rating of CSCs by teachers was associated by a feeling that the educational information from CSCs was applicable in classroom and vice versa.

It was also found that the number of visits to CSCs by the teachers has been low in Nyeri County. Only 26.7% of the teachers interviewed indicated that they visit the CSCs 3-4 times in a year. The CSC tutors interviewed cited various challenges that affect the performance of CSCs. According to the tutors interviewed, inadequate resources, lack of facilitation to visit schools, a lot of administrative duties and workshops, and lack of recognition by MOEST are the major challenges that they face in their effort to enhance teacher professionalism. In this regard, a number of suggestions for improving performance of CSCs were taken from both the teachers and CSC tutors. All the TAC tutors interviewed suggested an increase in resources in CSCs and financial facilitation to visit schools. In addition, recognition by MOEST, clear job description, allocation of manageable number of schools and positive attitude by the teachers towards their services were also suggested by some CSC tutors.

The teachers interviewed suggested a positive attitude towards in service courses by the teachers, regular professional consultation with CSC tutors, regular visit to
schools by the CSC tutors, availability of CSC tutors when needed, and open
mindedness by the teachers in order to embrace change.

5.3 Conclusions
Based on the findings of the study, it can be concluded that CSC officers operate
with limited resources in Nyeri County. Most of the items deemed important for the
effective operation of CSCs were found to be either unavailable or in a poor state.
Transport means seem to be a major problem in Nyeri County and yet CSC officers
are expected to visit primary schools regularly. All the CSCs in the county did not
have a transport van or motorbike. This can partly explain why the visitation of the
schools by the CSCs was found to be low in the county.

There is also underutilization of CSCs by the teachers in Nyeri County as was
evident by the low visitation of CSCs by the teachers. As is evident in the research
findings, professional qualification of CSC tutors is important for effective service
delivery. Similarly, the experience of the CSC tutors is also critical for effective
service delivery.

5.4 Policy Recommendations
Based on the findings of the study, a number of recommendations can be made. To
begin with, CSCs should have adequate resources that are well maintained. In this
respect, the government, either through MOEST should put in place measures that
ensure CSCs have adequate resources. In addition, the equipment that is deemed to
be outdated should be replaced. For instance, typewriters should be replaced with
computers. In addition, facilities such as libraries and offices should be expanded in
order to cater for the growing population of teachers.
In order to increase the number of visits to schools, CSC tutors should be facilitated to visit schools. The study found that all the five CSCs did not have any private means of transport. With this respect, these CSCs should be provided with appropriate means of transport. The study found a strong positive correlation between the visit to schools by CSC tutors and the in-service courses for the teachers. With this respect, it is expected that an increase in visits to schools by CSCs would increase the in-service training for the teachers.

In addition, all the challenges cited by CSC officers should be investigated and acted upon. The major challenges cited by CSC officers touch on lack of resources, a lot of administrative duties, unclear reporting system, and lack of recognition by MOE. Also, CSC tutors should be given opportunities for enhancing their skills and expertise. The research findings indicated that most teachers viewed professional qualification of the CSC tutors to be very important for effective service delivery. Therefore, the CSC tutors should be supported in improving their skills and knowledge in order to effectively serve the teachers.

### 5.5 Suggestions for Further Research

This study concentrated only on issues affecting the Curriculum Support Centres. Therefore to shed more light on the issues of teacher professional development, it is recommended that studies on the issues affecting in-service education and training be carried out. Also, issues affecting in-service education and training in secondary schools should be interrogated as most of studies have focused on primary schools. Further research should also be conducted on the impact of CSCs on education outcomes in primary schools.
REFERENCES


APPENDICES

Appendix I: Questionnaires Covering Letter

Date………..

Dear Respondent,

I am a post graduate student at Kenyatta University pursuing a Masters Degree in Curriculum Studies. As part of my degree requirement I am conducting a study issues affecting curriculum support centres in enhancing teacher professional development in Nyeri County.

I would most sincerely appreciate if you spare your time to fill - in the attached questionnaires by giving your honest opinions on the given questions. There are no correct or wrong answers.

Your response will be kept strictly confidential and will not be shown to other persons but only for the purpose of this research. I will not be asking for your name and therefore you should not be worried that anyone will know that you have provided the information.

I look forward to Your Responses

Yours Faithfully,

Mwangi Njuguna Samuel
E55/CE/22876/2010
Kenyatta University
Appendix II: Questionnaire for CSC Officers

This is part of an educational research. The information gathered will be treated with confidentiality. All responses will be respected as honest and to be based on the best of your knowledge. Please do not write your name anywhere in this questionnaire kindly answer the questionnaire as freely as possible. Answer the questions by putting a tick (✓) in the appropriate space.

PART A: GENERAL INFORMATION

COUNTY______________                            DISTRICT_______________

Male               [ ]                        Female             [ ]

Put a tick against your appropriate age

20-25 years         [ ]
26-30 years         [ ]
31-40 years         [ ]
Over 40 years       [ ]

PART B

1. How many years of experience do you have as a CSC officer

   0-5 years          [ ]
   6-10 years        [ ]
   11-15 years       [ ]
   16-30 years       [ ]
   Over 30 years     [ ]
2. What is your highest level of education?
   O level/form 4 [ ]
   A level [ ]
   Diploma (SI) [ ]
   University graduate [ ]

3. Did you attain your job status through a training course or through promotion on merit?

4. Have you attended any in service course?
   Yes [ ]
   No [ ]

5. How many times do you attend in services courses in a year?

6. Were the in service course you attended relevant to your current profession as a CSC tutor?
   Yes [ ]
   No [ ]

   Explain your answer .................................................................

7. What managerial skills have you trained as a CSC tutor that enable you to perform your roles?
   Personnel management [ ]
   Financial management [ ]
   Resource management [ ]
   Supervision skills [ ]
   Evaluation skills [ ]
Care and maintenance of resources [ ]
Skills in operating equipment [ ]
Conflict management skills [ ]
Record keeping skills [ ]
Design and construction of teaching resources [ ]
Advisory skills [ ]
Others specify ...........................................................................................................

8. How often do you visit schools in one year to provide in service training for teachers

Once in a term [ ]
Twice a term [ ]
Once in a year [ ]
When need arises [ ]
None at all [ ]

If the answer for the above question is (iv) or (v), briefly explain the reasons for the visit..........................................................................................................................
......................................................................................................................................

9. How often do teachers visit CSC in one year

Once in a term [ ]
Twice a term [ ]
Once in a year [ ]
When need arises [ ]
None at all [ ]
If the answer for the above question is (iv) or (v), briefly explain why: 

10. Do you think availability of resources have any effect in providing professional teacher development of primary school teachers in Nyeri county?
   YES [ ]    NO [ ]
   Briefly explain your answer: 

11. Among the following technological equipment which ones are you familiar with?
   Camera [ ]
   Overhead projectors [ ]
   Slide projector [ ]
   Tape recorder [ ]
   Any other specify [ ]

12. Which of the following facilities are available in the centre?
   Lecture room [ ]
   Workshop [ ]
   Office [ ]
   Library [ ]
   Store [ ]
   Van [ ]
   Any other (specify): 

57
13. Do you face any teacher related challenges in your line of duty?

Yes   [  ]

No    [  ]

Briefly explain your answer?........................................................................................................

14. What challenges do you experience in accessing schools in the zone? ................
........................................................................................................................................................

15. In your opinion, what strategies can be used to improve the performance of the
CSC tutors?........................................................................................................................................
........................................................................................................................................................

16. What do you think should be done to address the challenges faced by CSCs in
professional development of teachers? ............................................................................................
........................................................................................................................................................

This is the end of the questionnaire

Thank you very much for your time and contribution.
Appendix III: Questionnaire for Primary School Teachers

This is part of an education research. The purpose of the questionnaire is to obtain information of TACs in the district. The information gathered will be treated with confidentiality. Do not write your name or the name of the school anywhere in the questionnaire. Kindly answer the questionnaire as freely as possible, answer the questions by putting a tick in the appropriate space.

PART A: GENERAL INFORMATION

Division ......................................................... Zone .................................

Male [ ] Female [ ]

1. What is your professional grade? .................................................................

2. How many years have you taught as a teacher? ............................................

3. For how long have you been in your current station? .................................

4. Have you ever visited a CSC in your zone for services rendered there?
   Yes [ ] No [ ]

Briefly explain why .................................................................................................
PART B:

Fill the blank spaces provided

1. How can you rate the services offered at the CSCs

   Good [    ]
   Poor [    ]
   Fair [    ]
   Don’t exist [    ]
   Wanting [    ]

   Explain your answer ........................................................................................................

2. Do the Curriculum Support Centres have any impact in your work as a teacher?

   .................................................................................................................................

3. How would you rate the Curriculum Support Centres in terms of dissemination of educational information?

   Good [    ]
   Fair [    ]
   Poor [    ]

   Explain your answer ........................................................................................................

4. Was the information you got from the in-service courses applicable to your classroom situation

   Yes [    ]
   Partly [    ]
   No [    ]

   Give reasons for your response ........................................................................................
5. Have you attended any seminar organized by CSCs?

Yes [ ]
No [ ]

If yes, what was it about? (Briefly explain) ..........................................................

6. How often do CSC tutor in the zone visit your school in a year?

Never [ ]
1-2 times [ ]
3-4 times [ ]
Above 5 times [ ]

7. How does the CSC tutor communicate with your school about the activities going on or the materials available of the centres?

Through hand delivered circulars [ ]
Telephone calls [ ]
Through post office mail [ ]
Brochures [ ]
By word of mouth [ ]
Through head teachers [ ]

8. Which changes do you think if effected, would make the CSCs serve you better?

..........................................................................................................................

9. In your opinion what qualification should a CSC tutor have?

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

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10. Which area of training would you recommend for a CSC tutor so as to be more effective in his/her duties? 

This is the end of the questionnaire

Thank you very much for your time and contribution.
Appendix IV: Interview Schedule for CSC Officer

Kindly respond to the question as freely as possible.

1. What is the highest level of education have you achieved?

2. How long have you been a CSC tutor?

3. Quite a number of teachers have achieved master’s degree or more? Do you think this have any effect on your work?

4. How often do you conduct in service training for teachers in your area?

5. How often do you visit schools for the purpose of in servicing teachers?

6. What resources are found in CSCs that help you in your work as a CSC tutor?
   Attached is a copy of resources that are supposed to be in a CSC.

7. Do you think availability of these resources have any effect on your role of in servicing teachers?

8. Which is the major challenge(s) that you face in your effort to facilitate professional teacher development?

9. What other minor challenge(s) do you face in your effort to facilitate professional teacher development?

10. What solutions would you propose that would help improve the effectiveness of CSCs in their effort to enhance professional teacher development
Appendix V: Interview Schedule for SDE

Kindly respond to the question as freely as possible

1. How are CSC tutors appointed?

2. In your view are CSCs relevant to teachers?

3. Is there any special professional training needed for one to be a CSC tutor?

4. Is there a budgetary allocation for the office of a CSC tutor?

5. How do head teachers give you feedback of schools under them?

6. How are CSC tutors informed about the current changes in the curriculum?

7. How are CSC tutors armed with information regarding professional development of a teacher?

8. What specific area (s) of training do you think would enhance the effectiveness of CSC tutors in discharging their roles?
## Appendix VI: Observations Schedule for a CSCs

<table>
<thead>
<tr>
<th>S/No. item facility</th>
<th>Available</th>
<th>Not available</th>
<th>Inadequate</th>
<th>Well maintained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Office facilities</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Storage facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typewriters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Motor vehicles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Motor bikes</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Projectors</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Library</td>
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## Appendix VII: Work Plan

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<tr>
<th>Activity</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Feb</td>
</tr>
<tr>
<td>Proposal Writing</td>
<td></td>
</tr>
<tr>
<td>Consultation With Supervisors</td>
<td></td>
</tr>
<tr>
<td>Pilot Study</td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td></td>
</tr>
<tr>
<td>Data Analysis</td>
<td></td>
</tr>
<tr>
<td>Report Writing</td>
<td></td>
</tr>
<tr>
<td>Submission of first Draft for Examination</td>
<td></td>
</tr>
<tr>
<td>Correction and Submission of Final Draft</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix VIII: Budget

<table>
<thead>
<tr>
<th>S.N</th>
<th>Item Description</th>
<th>Quantity</th>
<th>Unit Cost in Ksh.</th>
<th>Total cost in Ksh.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Stationery</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Duplicating Papers:-rims</td>
<td>4</td>
<td>500</td>
<td>2000</td>
</tr>
<tr>
<td>2</td>
<td>Pens</td>
<td>5</td>
<td>25</td>
<td>125</td>
</tr>
<tr>
<td>3</td>
<td>Ruler</td>
<td>1</td>
<td>30</td>
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<td>4</td>
<td>File</td>
<td>3</td>
<td>50</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td><strong>Sub total</strong></td>
<td></td>
<td></td>
<td><strong>2305</strong></td>
</tr>
<tr>
<td>5</td>
<td>Typing/Printing/Binding</td>
<td>1</td>
<td>6000</td>
<td>6000</td>
</tr>
<tr>
<td>6</td>
<td>Internet Services/Communication</td>
<td>1</td>
<td>5000</td>
<td>5000</td>
</tr>
<tr>
<td>7</td>
<td>Data Collection</td>
<td>1</td>
<td>25,000</td>
<td>25,000</td>
</tr>
<tr>
<td>8</td>
<td>Data Analysis</td>
<td>1</td>
<td>20,000</td>
<td>20,000</td>
</tr>
<tr>
<td>9</td>
<td>Transport</td>
<td>1</td>
<td>10,000</td>
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<tr>
<td>10</td>
<td>Other Costs/Miscellaneous</td>
<td>1</td>
<td>5,000</td>
<td>5,000</td>
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<td><strong>73,305</strong></td>
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Appendix IX: Letter of Approval from University

KENYATTA UNIVERSITY
GRADUATE SCHOOL

FROM: Dean, Graduate School

TO: Mwangi Samuel Njuguna
C/o Educational Management Policy & Curriculum Studies Dept.

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 11th February 2015 entitled “Issues Affecting Teacher Advisory Centres (TACS) in Enhancing Teacher Professional Development in Nyeri County, Kenya”.

You may now proceed with your Data collection, subject to clearance with the Principal Secretary, Higher Education, Science & Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

JOHN M. ODONGI
FOR: DEAN, GRADUATE SCHOOL

CC: Chairman, Educational Management Policy & Curriculum Studies Department

Supervisors:
1. Prof. Grace Bunyi
   C/o Educational Management Policy & Curriculum Studies Department
   Kenyatta University

2. Prof. Jackgreen Oketch
   C/o Educational Management Policy & Curriculum Studies Department
   Kenyatta University
Appendix X: Research Authorization Letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318243, 318249
Email: secretary@nacost.go.ke
Website: www.nacost.go.ke
When replying please quote

Ref: No. 

24th March, 2015

NACOSTI/P/15/5079/5326

Samuel Njuguna Mwangi
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Issues affecting teacher advisory centres (TACS) in enhancing teachers professional development in Nyeri County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nyeri County for a period ending 30th May, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Nyeri County before embarking on the research project.

On completion of the research, you are required to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. S. K. LANJAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyeri County,

The County Director of Education
Nyeri County.
Appendix XI: Research Permit

THIS IS TO CERTIFY THAT:
MR. SAMUEL NJUGUNA MWANGI
of KENYATTA UNIVERSITY, 20-10100 Nyeri, has been permitted to conduct research in Nyeri County on the topic: ISSUES AFFECTING TEACHER ADVISORY CENTRES (TACS) IN ENHANCING TEACHERS PROFESSIOINAL DEVELOPMENT IN NYERI COUNTY, KENY

for the period ending: 30th May, 2019

Permit No: NACOSTI/P/15/5079/5326
Date Of Issue: 24th March, 2015
Fee Received: Ksh 1000

Applicant’s Signature

Director General
National Commission for Science, Technology & Innovation

CONDITIONS:
1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

RESEARCH CLEARANCE PERMIT

Serial No. A 1617

CONDITIONS: see back page