CURRICULUM SUPPORT OFFICERS' ACTIVITIES AND THEIR INFLUENCE ON ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN MAKUENI COUNTY, KENYA

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DECLARATION

I declare that this research project is my original work and has not been presented in any other university for consideration. This research project has been complemented by referenced sources duly acknowledged. Where texts, data (spoken words), graphics, pictures, or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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Approval by the Supervisor

This research project has been submitted for appraisal with my approval as the University Supervisor

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DEDICATION

This project is dedicated to my spouse, Jennifer Mwende, son, Tony Kimweli and daughters, Esther Mukonyo, Purity Katinda and Cynthia Ndunge for the assistance during my studies.

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ABBREVIATIONS AND ACRONYMS

APEL	Assessment of Prior Experiential Learning
BEFA	Basic Education for All
CSOs	Curriculum Support Officers
ECD	Early Childhood Development
ESQAC	Educational Standards and Quality Assurance Commission
FDSE	Free Day Secondary Education
KCSE	Kenya Certificate of Secondary Education
KNBS	Kenya National Bureau of Statistics
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
OECD	Organization for Economic Co-operation and Development
QASOs	Quality Assurance and Standards Officers
SPSS	Statistical Package for Social Sciences
TAC	Teachers' Advisory Centre
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational Education Training

ABSTRACT

Curriculum Support Officers have an obligation of ensuring that students perform well in their studies in secondary schools. However, in Makueni County, students register low KCSE performance compared to pupils in primary school and few transiting to universities with quality grades. Thus, this research aimed at assessing the influence of curriculum support officers on academic achievement in public secondary schools in Makueni County, Kenya. In particular, the study assessed the influence of curriculum support officers' capacity building of teachers, classroom supervision of teachers, curriculum implementation activities and collaboration activities with stakeholders on students' academic achievement in Makueni County. The theory of educational productivity guided the study. In this study, the researcher used descriptive survey research design. This study targeted 393 principals, 3420 teachers and 45 Curriculum Support Officers which totaled 3858 participants from which a sample size of 363 respondents was calculated using the Yamane's Formula. This realized a sample of 45 principals and 272 teachers who were selected using stratified simple random sampling whereas 45 CSOs were selected using purposive sampling. A questionnaire was for collecting data from teachers and an interview guide from principals as did CSOs. A pilot study for the research instrument was conducted among 36(10% of the study sample) respondents. Quantitative data were analyzed using descriptive statistics. Inferential analysis was also done using Pearson's Product Moment Correlation Analysis while presentation was done in tables. Qualitative data were analyzed thematically as per the objectives and presentation done in narrative forms. This research established that academic achievement of students in KCSE is still low and to mitigate this, CSOs have bene tasked to undertake capacity building of teachers, supervise teachers' classroom activities, monitor curriculum activities and collaborate with stakeholders. The study recommends that CSOs may devise new approaches of training of teachers which may enable them acquire skills which can help deliver quality instructional services. In addition, the Ministry of Education increase the number of CSOs to enhance the process of timely supervision of teaching. The study may be significant to The Kenya Institute of Curriculum Development (KICD) in that they may partner with the stakeholders in secondary education to ensure that secondary school curriculum content is relevant and adequate.

CHAPTER ONE

1.1 Introduction

The chapter forms the basis of the research by providing foundational information that contextualizes the study. This leads to the exposition of the existent problem that the study seeks to address. The problem forms the main reason for this research upon which the study objectives as well as questions are derived. The chapter also highlights the benefits accruing from the investigation besides the various limitations the researcher encountered and also indicates how the limitations were mitigated. Further, the study assumptions are also highlighted. The theory underpinning the study as well as the conceptual framework are presented. The definition of terms is also presented.

1.1 Background to the Study

Students' experiences in secondary schools are very critical in their personality development and hence it should concern all. Students in secondary schools share a common need in terms of experiences in secondary schools that helps shape their growth as well as development despite the differences in terms of culture, economies and languages (UNESCO 2010). As such according to Erden (2010), different stakeholders including education officers in the sector play a big role in enhancing sharing of views and on the provision of quality secondary school services. For example, in India, proper structures and strategies are designed and made available for effectiveness in growth and development as well as for quality delivery of education services (Marzano & Pickering, 2012). It is during the early stages of development that a student's personality is determined.

In line with this, student who receive support in their psychological development in early stages of life achieve a high self-esteem and also perform better in their academics as long as the education officers are effective in supporting their teachers in delivering quality education services. According to Morrison, Bachman and Connor (2013), in the United States of America, the emotional as well as social and physical development of students has a direct effect on their overall development and determine the type of adult they become. For this reason, understanding the need to invest in every student is so important, so as to maximize their future well-being.

Morrison, Bachman, and Connor (2013) assert that governments world over emphasizes on academic achievement in secondary schools. Many scholars have defined academic achievement as the outcome obtained by a secondary school student. Morrison et al (2013) says that academic achievement can be measured through internal and external examinations scores. Reusen (2015) asserts that academic achievement is the performance in the internal as well as external examinations. For instance, in Yemen, where students who score above 75% in their examinations are considered as excellent performers (Agran, 2012) which is also the case with other countries such as the Netherlands, Germany and United Kingdom (Agran, 2012).

However, a lot of students continue to register poor grades in both the internal and external examinations. It is therefore, important for Curriculum Support Officers to acquire the rightful skills and knowledge for them to be able to support teachers who in turn train parents on the psychological skills that will

enable them stimulate the psychological aspects of the students. According to Taylor and Francis (2010), teachers play the role of agents when it comes to secondary school curriculum in Kuala Lumpur. Taylor and Francis (2010) further argue that teachers also play a huge role in the success of students in their examinations -both internal and external. Further, Taylor and Francis (2010), assert that supervising teachers in their role of classroom management strategies and the interactions with the students is a determinant of the quantity and quality of learning and will eventually lead to improvement in academic performance. As such, it is important to train teachers through workshops for their professional development and enhancement of their knowledge when it comes to innovation programs.

To improve the secondary school education and to include teaching as a profession, curriculum development should be included in the teacher education program (UNESCO 2012). This is because a teacher may be effective in his/her work if she/he is able to communicate effectively by understanding the social and cultural aspects of learners and also to facilitate learning (UNESCO, 2012).

In the Sub- Saharan African countries curriculum support officers are key in enhancing the academic outcomes among students. In Nigeria, for example, Curriculum Support Officers are involved in training of teachers as well as supervising them and also participate in the development of curriculum. They also coordinate the proper collaboration of different stakeholders in secondary schools which helps improve the student's academic performance (Enueme, 2010).

Curriculum Support Officers also do the work of inspection of secondary schools while making teachers feel relaxed that they are to benefit from the inspection (Enueme, 2010). Akyyeampong (2011) posits that for positive results to be achieved through quality development and inclusivity of secondary schools, the inspection process should be based on proper understanding by the officers and the officers' reports should be respected. According to Akyyeampong (2011), the reports work to benefit parents and members of the society in knowing about the students' performance and the achievement acquired from the schools as they are stakeholders who have a right to understanding the standards of education provided by the schools and hence be satisfied.

The above author further notes that the Curriculum Support Officers help in identifying schools where the academic achievement by students is not up to standards and hence add more support. In Botswana, the academic achievement in secondary schools has been characterized by poor grades in both the internal and external examinations. This has made the country focus on the role of curriculum support officers. However, it has not yet been established how the various activities conducted by the Curriculum Support Officers influence enrollment, attendance, state of work environment and parents' knowledge of secondary school (Adayemi, 2012).

In Kenya, in an attempt to acquire the above-mentioned benefits of secondary schools, the government has committed to attain Basic Education For All (BEFA) through the secondary schools. However, the sector has continually registered poor performance with low student enrollment and high levels of drop

outs which is caused by school factors (Abenga, 2010). This makes us wonder if Curriculum Support Officer's activities are effective in aligning students' performance. According to Njoroge (2011), for holistic student development, Curriculum Support Officers must play their role. It is therefore important to provide skills to Curriculum Support Officers that are needed in providing the necessary support to students in the educational, social and physical aspects.

The Curriculum Support Officers in Kenya who were formerly referred to as TAC (Teachers Advisory Centre) tutors play the role of training teachers and schools heads and collaborating with the TSC Sub-County Director of Education together with school administrators. They are responsible for providing the support services needed by teachers as well as continuously providing advice on the best teaching techniques. They also advice on the appropriate textbooks and the rightful lesson demonstration strategies. They also highlight the challenges that they identify during classroom assessments (Teachers' Service Commission 2015).

According to TSC (2015), CSOs also co-work with Sub-county Directors of Education to organize and conduct seminars, retreats, workshops and capacity building programs that update teachers on curriculum delivery and implementation of changes in the curriculum, pedagogy, content coverage and any other emerging issues in teaching service. They also develop work programs for the center for curriculum support which is achieved by visiting the schools to observe the techniques used in teaching and advice on the best methods and techniques for teaching.

CSOs are also responsible for the task of organizing and setting up examination and subject panels, guidance and counseling for teachers and curriculum evaluation. They also aid in the selection of textbooks; teachers training; collection, dissemination and submission of data on schools' enrollments; and establishment and changes of staff to Sub-county Director of Education (TSC 2015). Further, TSC (2015) further opines that CSOs participate in organizing and managing co-curricular activities work with Quality Assurance and Standards Officers (QASOs) which improves the teaching and learning and also help in preparing schools progress reports which they submit to education offices. The ultimate role of CSOs is to promote the education standards in schools.

Curriculum Support Officers are also trained to equip them with skills, knowledge as well as techniques where they in turn train teachers in in-service trainings for handling of special needs students. They also acquire techniques aimed at mobilizing parents to instill knowledge that would be helpful for them in helping their children in optimal growth and development in the early years (Obuchere, 2011). For effectiveness in offering their services, CSOs need a conducive environment with enough resources and also support from other stakeholders and service providers in secondary schools.

In Makueni County, learning outcomes among students in public secondary school is low in comparison to primary schools who perform extremely well in national examinations. A report by the Ministry of Education (2012) showed that secondary schools in Makueni are faced with such challenges as poor KCSE

performance with less students joining universities and high number of dropout cases, that is, 21% of students do not finish school. Another report by the Ministry of Education (2019) showed that public secondary schools in Makueni County have been recording a declining mean score from 2014 to 2018 as presented in Table 1.1:

Table 1.1: KCSE County Mean of Public Secondary Schools in Makueni County from 2014-2018

Year of Examination	KCSE County Mean
2014	5.16
2015	5.07
2016	3.67
2017	3.44
2018	3.40

Source: Ministry of Education (2019)

Table 1.1 shows that there has been decline in the performance among public secondary schools in Makueni County. It is therefore needful to investigate what role Curriculum Support Officers play on the academic achievement of secondary school students.

1.2 Statement of the Problem

Curriculum support officers have an obligation of ensuring that students perform well in their studies in secondary schools. However, public secondary schools in Makueni are still performing dismally as their performance is still below average. This has led to a rise in complaints by parents and stakeholders to education authorities on the low academic achievement. As indicated in Table 1.1 shows that in the last five years, secondary schools in Makueni County have been registering a decline in their academic performance (MoE, 2019). On the contrary, very few studies have been conducted to examine the reasons for the

decline and how Curriculum Support Officers influence the academic achievement of secondary school students.

1.3 Purpose of the Study

This research purposed to establish the influence that curriculum support officers have on the academic achievement of students in public secondary schools in Makueni County, Kenya. The aim of this research was to propose solutions to these challenges that public secondary schools in Makueni County face in delivering quality education especially with the advent of 100% transition and Free Day Secondary Education (FDSE).

1.3.1 Objectives of the Study

This research sought:

i. To examine the influence of capacity building of teachers by Curriculum Support Officers on students' academic achievement in Makueni County.
ii. To establish the influence of classroom teacher supervision by Curriculum Support Officers on students' academic achievement in Makueni County.
iii. To assess extent to curriculum implementation activities by Curriculum Support Officers influence students' academic achievement in Makueni County.
iv. To investigate the influence of collaboration activities with stakeholders adopted by Curriculum Support Officers on students' academic achievement in Makueni County.

1.3.2 Research Questions

The following research questions guided the study:

i. What is the influence of capacity building of teachers by curriculum support officers on students' academic achievement in Makueni County?
ii. To what extent does classroom teacher supervision by curriculum support officers influence students' academic achievement in Makueni County?
iii. How does curriculum implementation by curriculum support officers influence students' academic achievement in Makueni County?
iv. To what extent does collaboration with stakeholders adopted by Curriculum Support Officers influence students' academic achievement in Makueni County?

1.4 Significance of the Study

The study would be beneficial to the following:

First, if adopted, the study would be useful in ensuring that secondary school teachers have adequate preparation in terms of enough content and pedagogical skills that would help in ensuring that quality and efficient teaching and learning services are provided in secondary schools and hence lead to better achievements which would be in line with recommendations that would be provided. Secondly, if implemented, the study would be useful in updating of the secondary school curriculum. It may shed light on the missing concepts in the traditional curriculum and hence make suggestions on the ways to improve the curriculum for better and improved academic achievement. The policymakers would therefore use the study to review the policies in curriculum development

for better results in education service delivery. Thirdly, if applied, the study findings would be helpful to future scholars since it would add to the existing literature on curriculum support officers influence on academic achievements in Makueni County. The study would serve to fill the gap that has been there and therefore help future researchers in their literature review and also in theoretical framework. The study would also provide suggestions for further research which can be adopted by future researchers.

1.5 Limitations of the Study

The following are foreseen study limitations:

Firstly, the study sample might not have reflected the whole population. To curb this limitation, this research sampled many participants to have credible findings. Secondly, some of the respondents were unwilling to provide the required information because they might fear being victimized. In order to address the limitation, the respondents were assured that the study aims at providing solution to their problem and hence improve students' academic outcomes. Finally, the study is limited in that it might not be applicable in other countries due to differences in dynamics which affect the academic achievement other than the influence by Curriculum Support Officers. To mitigate this limitation, the study offered suggestions for further studies on students' academic achievement, but with focus on different dynamics.

1.6 Delimitations of the Study

Only public secondary schools in Makueni County was considered in this study since the students' academic achievement is low and due to the fact that many

students register low grades in both internal and national examinations unlike their counterparts in primary schools. The study focused on assessing the influence of curriculum support officers' capacity building of teachers, classroom teacher supervision, curriculum implementation and collaboration services with stakeholders on students' academic achievement. Intent to use both quantitative and qualitative data adopted a mixed methodology. Thus, a descriptive research design was best suited to achieve this as it allows for use of quantitative as well as qualitative methods with equal weight. In this study, data were collected from schools' stakeholders who included principals, teachers and CSOs. A questionnaire was employed to gather quantitative data from teachers while qualitative information was obtained from principals and CSOs through interviews.

1.7 Assumptions of the Study

The basic assumptions of the study included:

i. That curriculum support officers offer services geared towards improving students' academic achievement.
ii. That there would be cooperation from the respondents who willingly provided the valid information.
iii. That there was competency in responding to the questions.

1.8 Theory of Educational Productivity

The theory of educational productivity guided this study. The theory was developed by Walberg (2012) and states that educational outcomes of students and their cognitive attitudes and behaviors are influenced by the psychological

characteristics as well as the immediate psychological environment of the students. The key variables that influence the educational outcomes of students are: motivation, students' ability, quantity of instruction, age, parental involvement, climate in the classroom, peer group, mass media exposure and environment at home (Walberg 2012). The main components of this theory include the attitude of the students towards grasping the content given, the quality and quantity of instructions and the environmental factors that affect students' academic achievement.

Walberg (2012) avers that both social and psychological attributes in a classroom setting result to better results for learners. These attributes entail awareness of one's capabilities, the general attitude towards learning, a learners behaviour and the general will to excel. These attributes play a great role when evaluating a curriculum which in return provide vital information to optimize learning. In this study, in order to achieve productivity in education, there is need to improve the efficiency of education and achievement goals.

Walberg (2012) asserts that to increase educational productivity and efficiency, educational process as well as achievement goals must be considered. Ignoring students' perception and experience in favor of traditional goals measured by test scores will decrease motivation and ultimately lower educational achievement. Many educational experiments and psychological theories of education fail to produce desired educational outcomes because they do not clearly identify, define and measure educational variables of productivity. This theory is relevant to this study as the roles of Curriculum Support Officers are

interpreted to affect learners in many ways. This is owing to the fact that offering support to the teachers has a direct impact on their effectiveness in facilitating learning. Well supported teachers are aware of the students' needs and thus are able to offer quality education as opposed to sticking to traditional modes of teaching which may not be yielding the intended results. Through this the students have a better understanding of their self-concept, their perceptions on the social environment, co-curricular activities participation, their creativity and interest in subject matter which plays a major role in boosting their performance. This theory also explains that for curriculum support officers to achieve their goals and objectives of improved students' academic performance, they ought to work together with other players in the education sector.

1.9 The Conceptual Framework

The conceptual framework was based on the activities of curriculum support officers which are reflected through capacity building of teachers, supervision of teachers, curriculum implementation and collaboration activities with stakeholders as the independent variables whereas students' academic achievement constituted the dependent variable. Intervening variables for this study were teachers' attitudes and leadership styles as displayed in Figure 1:

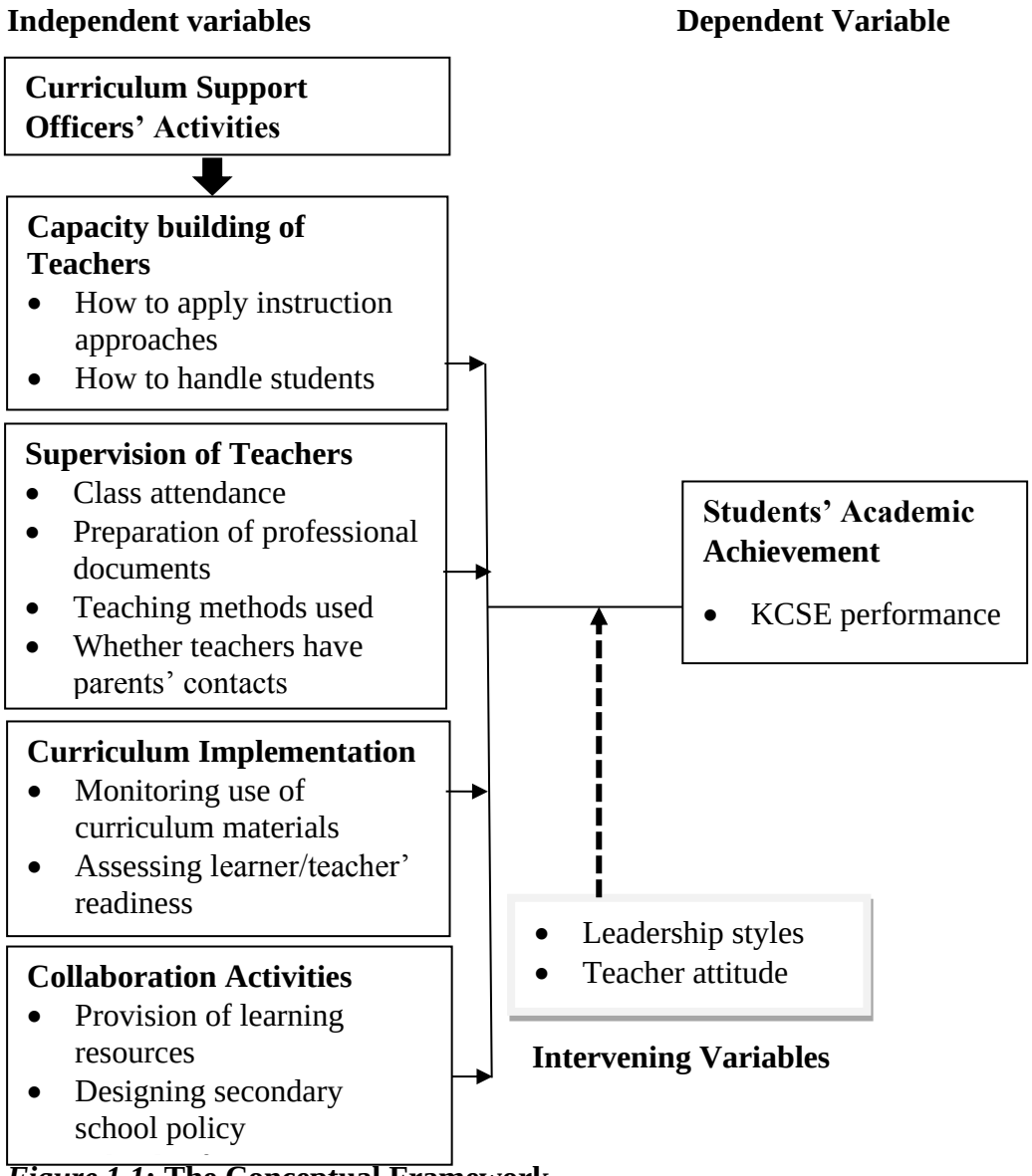

***Figure 1.1*: The Conceptual Framework**

1.10 Operational Definitions of Terms

Academic achievement refers to secondary school students' outcome. This will be measured using students' KCSE performance.

Capacity building of teachers refers to activities undertaken by Curriculum Support Officers to improve the skills of secondary school teachers with current instructional approaches and how to handle students.

Classroom teacher supervision refers to the various undertakings by CSOs to ascertain the level of implementation of the school curriculum by the teachers so as to realize improved academic achievement.

Collaboration refers to activities undertaken by CSOs while bringing all stakeholders in secondary schools together who share in the vision of enhancing students' academic achievement.

Curriculum implementation refers to activities undertaken by the CSOs to put the objectives and concepts of curriculum into practice in public secondary schools. These include; assessing students' and teachers' readiness, ensuring use of relevant curriculum support materials and evaluation of the curriculum content.

Curriculum support officers refers to officers from the TSC who have been mandated to provide an oversight of the secondary schools' operation more so on issues which determine students' academic outcomes. Their responsibilities include; train and supervise teachers, participate in secondary school curriculum implementation, coordinate and collaborate with stakeholders.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of related literature to the study objectives. First, the chapter provides the concept of academic achievements then literature on curriculum support officers capacity building activity, curriculum support officers supervision activity, curriculum implementation activity and collaboration with stakeholders. The chapter also provides a summary of literature review.

2.2 The Concept of Academic Achievement in Secondary Schools

Strengthened by the many references in conferences, official documents and statements, academic achievement of secondary school students has been highly regarded. However, according to Smilansky and Shefatya (2010), this contrasts to the poor understanding of academic achievement and poor implementation in secondary schools all over the world. In fact, detailed academic achievement experience is limited to only a few countries at the institutional and national levels. Rubin, Kenneth and Coplan (2010) assert that academic achievement is one of the useful building blocks of higher education qualifications. It is this basic foundation that makes academic achievement significant.

Configuration of education plan, teaching and appraisal, and quality affirmation is affected by how academic achievement is viewed. Smith, Dalgleish and Herzmark (2011) express that academic achievement outlines a huge part of twenty-first century approaches to manage high level training and the re-

examination of such imperative questions concerning what, who, how, where and when educating is done and overviewed. Educational achievement is at the leading position in changing early childhood programs when it comes to the design of curriculum and its development and implementation. Academic achievement is a way to changing the programme from the traditional method of teacher centeredness to a modern method of learner centeredness. According to Smith et al (2011), the modern method of learner-centeredness focuses on the relationship as well as the fundamental links between the teaching design and the delivery as well as the measurement of learning.

Academic achievement tools are for the designing of secondary school curriculum and prior experiential learning (APEL). According to Bandura (2007), it is very important to identify and measure learning and to come up with measurable and observable outcomes. Academic achievement approach has been adopted in secondary schools in countries in Europe. In this way academic achievement tools have evolved from the vocational educational and training to all other subjects including the higher education.

Academic achievement is concerned with the expected results of learning that is what a learner should know and understand as well as demonstrate at the end of learning. Bandura (2007) further posits that academic achievements are a set of skills, knowledge, attitude, abilities and understanding that a learner should have attained at the end of experience in higher education. It is a tool that is being used to make learning more meaningful and also effective. Many students in secondary schools consider education as a burden rather than something that is

to benefit them by enhancing their lives for various reasons that are understood (Smith et al, 2011). In order to make education more meaningful to the students, it is important to make students acquire a sense of educational projects that are designed to make their lives better and richer rather than as a task for attaining the demands of others. Academic achievement helps the education community understand the point of education if the educational experience is based on how the knowledge is going to help secondary schools.

2.3 Curriculum Support Officers' Capacity Building of Teachers and Academic Achievement in Secondary Schools

Capacity building of teachers are activities that are designed to help teachers build and develop a range of skills, attitudes and knowledge that is to help them perform the work required of them. According to Taylor and Francis (2012), capacity building for teachers is a program that has been tailor-made for teachers to acquire skills, attitude and knowledge that suit the requirements of a particular organization despite their level of functioning.

In line with these assertions, Jasman and McIlveen (2011) states that capacity building for teachers and development are related in that development is the process that enables change from the present level of knowledge to a secondary level of competence and knowledge. As such teachers play a crucial role in determining the kind of citizens that students become. In secondary schools, teachers play the duty of actualizing ideas in the secondary school curriculum (Cohen & Hill, 2012). Changing the curriculum is not enough to achieving high academic achievement.

On the contrary, there is need to have implementers of the changes. In this case teachers come in as the principal implementers of the changes transferring the theoretical aspects not real information in the classroom. However, any time that there is change in curriculum, the issues of checking out whether teachers have a problem is not considered. Besides implementing school curriculum, secondary school teachers also play other roles such as guidance and discipline of students, respect for diversity and cultures, establishing proper relationship with families of students and also creating a community of caring students while also teaching for enhanced learning and development (McDonnell, 2010; Lundin, 2012).

In carrying out these roles, environmental and also personal factors come into play. A teacher may bring their past experiences into the classroom and their beliefs of how learning should be conducted. Hence, to effectively develop quality implementation of curriculum, training and capacity building of teachers is important. Edwards, McNamara and Carter (2010) conducted a study to assess the effectiveness of the dynamics of teachers on students' achievement in New Orleans. The study was conducted amongst 211 respondents. The study established that a well prepared and capable teacher constitutes a major dynamic for students' success.

For this reason, capacity building is an important aspect in shaping teachers to make them creative and to relate with their students in translating and shaping circular goals and theories in the curriculum into effective practices both in the classroom and in the whole school and also to create an effective learning

environment. Wana (2010) in his study established that curriculum support officers have the task of training teachers in order to improve their skills and knowledge as well as attitude in effective profession. However, according to Wana (2010) this has not been effectively achieved in the education sector. In Finland, teachers are respected and have much autonomy to improve their own skills and shape efficient skills (Loughtany, 2010). Teachers are taught various subject areas during pre-service training to acquaint them with requisite skills needed for understanding various subjects which in return impacts students' performance positively.

To cement the knowledge acquired from teacher's colleges, curriculum support officers are charged with the responsibility of imparting pedagogical skills and knowledge content to newly employed teachers as well as conduct induction training (Loughtany, 2010). This can be explained by the fact that newly trained secondary school teachers lack experience and thus their own knowledge about various subjects is weak which necessitates capacity building of content knowledge in different core subjects. In other words, proficiency training and capacity building by Curriculum Support Officers are efforts geared towards enabling secondary school teachers to face challenges and meet demands of their profession and learning needs of their students.

An investigation conducted by Lewin (2011) in Venezuela established that effective teaching of a subject is not only dependent on the knowledge of the particular subject but also another set of knowledge on how the subject can be effectively taught to different kinds of students.

Therefore, teachers ought to undertake a number of complex tasks every minute in their profession which makes many teachers in their first year of teaching feel stressful. More so, Lewin (2011) asserts that the number of teachers who fail to enter into their profession of teaching after training and those who leave their profession after one year of practice is high.

In Austria, capacity building of teachers in secondary school teachers is organized and implemented by curriculum support officers and such training is regarded as vital in the capacity building as training is used to enhance skills as well as competences of secondary school education teachers (Lewin, 2011). In other words, students who have been through the hands of teachers who are well trained and a conducive environment are usually motivated for better results. To support this, Godwin (2013) conducted a study in Haiti and established that secondary school teachers who have the know-how and understand the aspect of student development better are able to offer requisite guidance to the students at every stage of development.

According to Godwin (2013) education officers also ensure that schools have adequate number of teachers and teachers who are qualified further helping the schools achieve the objectives of education. However, in the study by Godwin (2013) there was no clarification as to whether the available teachers are well paid and whether they are promoted as per the requirements or whether they are retained in the schools for long. In Austria, capacity building of teachers is the first step in preparing secondary school teachers and in their selection (Buckley, Schneider & Shang 2014).

Buckley et al (2014) report that capacity building of teachers in many countries comes about due to the desire to get a large number of teachers who are able to expand the access to education and also reduce the number of students in a class. In Africa, capacity building for secondary school teachers is important in education as it functions to affect all other aspects of education in secondary schools and hence ensures that education achievement is not poor (Ocho, 2011).

In Nigeria, for example, Ochuba (2010) conducted a study and found that teachers in primary and secondary schools lack the professional knowledge in these areas of teaching although they are highly educated. Although the teachers have certificates and diplomas in specific subjects of teaching, they usually lack professional skills of teaching in secondary schools and the development of teachers is not well taken care of. A study conducted in Zambia by Thomas and Thomas (2011) revealed that teachers in the country also lacked the hands-on job experience that comes about with on-job training although they are well trained in their subject areas.

This is the same scenario in Kenya and specifically Makueni County where the quality of teachers teaching profession is a great determinant of the academic achievements. This was supported by Gumo (2010) who conducted a study in Kableni District and established that capacity building of teachers in secondary schools impacts on learning outcomes in secondary schools in the district. Gumo (2010) also asserts that capacity building of secondary school teachers should help them gain enough knowledge in specific subjects and pedagogy. In teachers training colleges, Gumo (2010) retorted that teacher trainees remain in college

for a period of two years so as to receive regular instruction. The teachers who are trained for a teaching profession are those who have passed well in their secondary education. The task force also ensures that the teachers teaching curriculum should be the same for all teachers so that educational quality is not lowered and for proper monitoring of education by the Education Standards and Quality Assurance Commission (ESQAC).

Colleges should also ensure that they do not train teachers who have failed in secondary school as this would compromise the education services offered to students (Gumo, 2010). Training teachers who acquired good grades in secondary education is an assurance of quality education to secondary school students. However, much still needs to be done as the studies are not exhaustive (Gumo, 2010). Although different researchers have given the importance of capacity building for teachers, the role CSOs undertake in influencing student's achievement is not clear, hence the need for this study.

2.4 Curriculum Support Officers' Classroom Supervision of Teachers and Academic Achievement in Secondary Schools

Teacher supervision is critically important in the implementation of the curriculum and helps achieve goals and objectives of the curriculum. In the United States of America, in order to enhance the learning by students, many stakeholders are involved including curriculum support officers who play their roles properly. However, this is faced with the challenge of lack of proper alignments and coherence (Rucinski & Diersling, 2014). Rucinski and Diersling (2014) also established that supervision of teachers alone cannot be a guarantee

for good grades in secondary schools. Putting efforts on just one component cannot lead to reforms that will help achieve academic excellence. According to Rucinski and Diersling (2014), the purpose and direction of reforms in the supervision of secondary school teachers should be focused on transforming the education system in secondary schools. Rucinski and Diersling (2014) further suggested that such methods that ought to be adopted include collaborative, differentiated systems, portfolios and national standards approaches.

In Moscow, Fullan (2011) also advocated for learning systems that will help improve the achievements in both internal and external examinations in secondary schools. According to Fullan (2011), preparation of teachers and hiring are the most critical stages in ensuring effectiveness of teachers. In such countries as Czech Republic, India and New Zealand, secondary school Supervision is categorized as summative or formative (Stronge, 2010). Summative oversight comprises of a preconference, perception by a checklist without narrations.

Milanowski, Kimball and White (2011) argue that the instrument utilized for summative oversight reports are those discernible qualities and strategies that the division considers essential for employment continuity and situation on an improvement plan. According to Milanowski et al (2010), supervision of secondary school teachers takes place many times in a year when teachers are supervised when performing their duty of teaching and the results are compiled in a summary form which is used in end year teacher and headteachers conference.

The authors further assert that formative supervision on the other hand is used for professional development and not for employment status review as is with summative supervision tools. In formative supervision, teachers, headteachers and education officers meet up together to plan for the direction to take in the continuous development of teachers in the profession.

Formative supervision only works for secondary school teachers who have been experienced in their profession and who have been permanently employed (Braun, 2010). In other words, before becoming a secondary school teacher-of-record, one should demonstrate subject-area knowledge, pedagogical knowledge and professional teaching ability. These studies point to the fact that, in ensuring that secondary school teachers enter their profession with the required qualifications, regardless of the route they have taken in their classroom preparation, measures have been put to develop proper assessments for secondary school teachers entering their profession for the first time.

In a study conducted in Venezuela, by Burnett, Cushing and Bivona (2012), amongst 13 secondary school teachers, it was noted that when the criteria for hiring teachers is in line with the criteria that is used in evaluating their performance then teaching effectiveness is promoted. Burnett et al (2012) asserted that every secondary school teacher must be provided with quality professional development. The professional development programs ought to be in line with the standards of the state districts and the specific school goals as well as be based on the needs of students and teachers in secondary schools. Additionally, new secondary school teachers ought to be provided with support

and should be involved in induction and mentoring programs. More so, new secondary school teachers should not be tasked with highly demanding assignments as is the case with experienced teachers (Burnett et al, 2012). The new teachers should also be provided with opportunities to observe their experienced counterparts. The authors further note that education systems that do not provide the right preparation and training to prospective secondary schools' teachers to obtain the required skills, dispositions and knowledge from the very first day of their professional practice independently are likely to have assessment and evaluation systems that fail.

Most sub-Saharan countries have embraced the practice of secondary school teacher's evaluation in their institutions. However, the evaluation systems are more political based rather than focusing on practices that are for teaching and learning improvement (Halawah, 2012). Halawah (2012) conducted a study in Nigeria that observed that poor evaluation strategies in education institutions is the main root cause of educational problems in the country. This is because the evaluation programs are based on binary rating scales that do not distinguish between exemplary teaching and poor teaching and fail to provide meaningful information.

Moreover, the problem is heightened by the fact that the evaluation systems lead to a multitude of data that is not effectively applied or its value determined. According to Halawah (2012), authorities in the education sector are in full knowledge of how evaluations are conducted and the frequency for which they should be performed.

More so in these secondary schools the evaluation program is based on a checklist of teachers' behaviour and is only based on the observations by a single supervisor. A similar study was conducted by Huber (2012) in South Africa among secondary school teacher training colleges in Kwa Zulu Natal Province. The study established that teacher's evaluation starts with classroom walk through that are performed by headteachers from which they gather initial information which enables them to initiate dialogue with secondary school teachers. However, the study by Huber (2012) found that lack of adequate time for thorough evaluations and enough instruments for evaluation as well as teachers' reluctance to change leads to frustrations among headteachers.

In Kenya, Musau (2014) observed that only little information on teachers' evaluation is available in teachers' training colleges whereas the information in secondary school education is excessive which complicates the process of teacher evaluation. The information at secondary schools' level is made available by multiple evaluations conducted which include surveys by learner's, course quizzes, composite examinations, tests, teachers' self-studies and growth plans evaluations on courses evaluations by administrators and graduate surveys. However, there's lack of focus in educations and also lack of consistency in evaluation which had made the process of evaluation to be ineffective.

Musau (2014) further found that the problem of ineffective teacher evaluation process is made worse by the incentive, free staffing process, lack of accountability, distrust of teachers' union by teachers and use of credentials that are not important and uncertain in providing for quality teachers.

Supervision is imperative to assemble information from students, guardians, society and the school's environment generally. This can be utilized to address mistakes, adjust practices where need be and inspire while encouraging the stakeholders. The resulting changes coming about through the programs make schools programs stronger. As indicated by Kipkurui (2012), teachers' supervision is a continuous process that makes monitoring of activities in secondary schools for curriculum implementation effectiveness. This prompts the comprehensive improvement of students, spurs, enhances and encourage growth from personal point of all involved.

Kipkurui (2012) further found that supervision is significant on the grounds that it assists with guaranteeing that students' requirements are met, allows for proficient implementation of secondary school's curriculum, checks whether the goals of the education program have been accomplished, advances support of fundamental norms, identification of issues and also to identify the strengths and the accomplishments. During oversight, the supervisor should consider the different factors to guarantee that the school's environment is helpful for the absolute development of students.

Notwithstanding, while a scarcity of oversight information may negatively affect the academic achievement of students, there exists abundance of information regarding the evaluation process in the secondary schools (Kipkurui, 2012). DQASO and CSOs play similar roles of supervision but are in different departments. This calls for further interrogation, hence the need for this study.

2.5 Curriculum Support Officers' Curriculum Implementation Activities and Academic Achievement in Secondary Schools

A curriculum implementation is a planned, intentional, progressive, and orderly interaction of oversight to make positive enhancements in the system of education. Global changes in the education sector affect the school educational programs. Carl (2011) affirms that curriculum implementers play a key role in ensuring that the changes are standardized. He further notes that curriculum implementers make inquiries on these tests to guarantee that students are acquiring and have gained ideas and techniques.

An investigation by Fullan (2010) in the Netherlands found that, either while in school or after a degree has been finished, most experts who are already working advance education in order to polish their skills. Fullan (2010) also found that these certification programs ought to be properly designed which is the role of curriculum developers. Not with standing, Fullan (2010) states that secondary school education is a dilemma for the designers of the curriculum. On the one hand, there is the need to guide the personnel in secondary school centres, especially when they have low certification and little training. Thus, the role of Curriculum Support Officers in secondary school education curriculum implementation cannot be under emphasized.

Research undertaken in Australia by Handler (2010) revealed that, in developing the curriculum, Curriculum Support Officers should note that a curriculum ought to ensure that staff cover important learning areas, adopt a common pedagogical approach and reach for a certain level of quality across age groups and regions

of a country. Handler (2010) noted that Curriculum Support Officers help in understanding the role of play, storytelling as well as group work as concepts which stimulate critical consciousness and learning. As a team with other secondary school partners, CSOs are engaged with deciding the execution courses of events for secondary school educational program and how partners work to help the execution of the created curriculum for secondary schools. Johnson (2012) further noted that education officials are similarly entrusted with planning of appropriate and pertinent educational program materials and assets.

Johnson (2012) likewise reported that CSOs facilitate the formation of educational plan improvement advisory committees which should comprise principally of teachers representing the different schools and grade levels, heads and may be individuals from the public who become the main thrust for educational program change and the whole process of actualizing the educational plan. Not with standing, Johnson (2012) asserted that it is important that a viable, highly knowledgeable and regarded chairperson lead such an advisory group and that the team incorporates all individuals who step by step become specialists during the advancement periods of the cycle just as at the execution stages.

In Colombia, it was demonstrated that the starting point of educational planning for any secondary school is the execution process which is the research from recent trends and issues in the education sector (Glickman, Gordon& Ross-Gordon, 2013). As per Glickman et al., (2013), this permits a secondary school educational plan team to ascertain the main trends and issues that will uphold the requirements of appraisal.

The results are demonstrative of the way that CSOs assume a basic part in educational program improvement by planning a coordinated arrangement of what is taught in secondary schools all year round. A research done in Paris by UNESCO (2010) has similar findings. UNESCO (2010) found that education officials ought to inspect what is at present being offered in the secondary school educational plan. They ought to analyze nationwide standards in the sector. Likewise, team members ought to be given recent outcomes and be updated with the instructional materials and appraisals being used all through the program (UNESCO, 2010). Furthermore, the advisory group should get updates on recently accessible instructional materials, especially those that may ultimately be embraced to help actualize the secondary school educational plan.

In Africa, Ramparsed (2013) takes note of that secondary school educational program execution ought to be seen as a cycle by which the necessities of students are met which prompts the improvement of their learning. An investigation carried out in Zimbabwe by Moyo, Wadesango and Kurebwa (2012) found that CSOs and other secondary school educational plan designers should accumulate as much data as could be found.

Moyo et al (2012) noted that such data ought to incorporate the ideal results for higher student's academic accomplishment, the job of appraisal, the current status of student accomplishment and rightful secondary education content. Likewise, CSOs ought to think about the worries and attitudes of teachers, officials, guardians and students. Moyo et al (2012) further shows that such information ought to incorporate appraisal samples, secondary school teachers'

lessons, scores on state government sanctioned tests, course books presently utilized, student perception and input from guardians. As such, with such understandings that emerge from the issues and trends, CSOs and secondary school educational program execution advisory group is insightful to do a necessities evaluation to best determine the perceptions, concerns and wants of every one of the partners.

With regards to these assertions, Chirozva (2013) did an examination in secondary schools in Tanzania which certified that the objective of an effective educational program and consequently effective secondary school curriculum execution ought to address the issues and current the way of life, the general public, and the assumptions for the population being served. Hence, educational plan execution and the instructive change measure persistently under goes survey, update, and consistent change (Chirozva, 2013). In Kenya, Njoroge (2011) reports that, without question, the main people in the secondary school educational program improvement and execution measures are the teachers and education officials. The study also noted that the insight, experience and skills of the educators are integral to any educational program implementation exercise.

In Makueni County, the CSOs engaged with educational program association have numerous roles and obligations (Gathumbi, 2014). CSOs direct secondary teachers to make lesson plans and schedules inside the structure of the given educational plan since the secondary school teacher's obligations are to execute the secondary school educational plan to address student issues (Gathumbi,

2014). The degree of contribution of CSOs as a focal point of secondary school educational program execution prompts successful accomplishment of secondary school educational change. These findings highlight the way that CSOs are important components in the achievement of secondary school educational program improvement including the means of implementation and assessment. CSOs contribute by cooperatively and adequately working with secondary school educational curriculum development teams and experts to orchestrate and make articulate reading materials necessary for learning. Nonetheless, much actually should be done since Gathumbi (2014) as did other investigations have not verbalized explicit exercises which CSOs embrace in secondary school curriculum advancement and how such exercises impact students' academic achievements. This subsequently creates the requirement for this investigation.

2.6 Curriculum Support Officers' Collaboration with Stakeholders and Academic Achievement in Secondary Schools

Stakeholders in secondary schools are aggregate entities like organizations, initiatives, advisory groups, news sources and social foundations. Berlin together O'Neal (2010) place that these partners have a share in the secondary school projects and students. This means that CSOs, have individual, professional, civic, monetary interest or are concerned with the daily scholarly exercises at secondary school level. With regards to these statements, Berger (2011) did an examination in New Jersey which established that partners' commitment is viewed as indispensable to the achievement and improvement of a school.

Berger (2011) concluded that inclusion of the more extensive local area of the secondary schools can improve correspondence and public agreement and considers the joining of the points of view, encounters and ability of various local area individuals to improve proposed modification, procedures or cycles geared towards the better achievement in secondary schools. This points out the fact that cooperation among the partners in secondary school training is basic in deciding education outcomes.

In the USA, a common theme in school-family related studies exposits that guardians, CSOs and schools should collaborate (Coleman and Churchill, 2012). As indicated by Epstein (2002), correspondence advances a view that all the players have a responsibility to ensure that the students get the best quality of education. However, in Colombia, the case is different with most of the responsibilities being left to the instructors while other stakeholders in the education sector take a back seat. The instructors are unfamiliar with the concept of collaboration (Henderson & Berla, 2014).

A significant finding of these researches is that the measure of education officials' association decreases with each evaluation level and studies concerning school organizations have showed obstructions to education officials' inclusion. This interferes with the language acquisition abilities, conduct alteration, teaching provision and learning assets and appropriate nutrition and access to medical services by students (Henderson & Berla, 2014). Altogether, this has adversely affected the quality and education performance of secondary school training programs.

To ascertain these statements, Davies (2010) undertook an investigation in the Netherlands which established that coordinated effort between CSOs is critical to nurture secondary school programs. Davies (2010) asserted that joint effort with partners, for example, guardians is vital as they accord the students permission to be in class, ensure that their school fees is paid and oversee their studies at home as well as provide for essential necessities like appropriate food, housing, dressing, legitimate wellbeing besides safety. Davies (2010) further asserted that a parent leads as the most significant educator to a student since they give early learning encounters that advance fundamental abilities, capacities and mentalities that are the foundation of their future achievement in school.

This shows that cooperation of CSOs with guardians is key in establishing a favorable learning climate for the students which innately impacts the academic accomplishment and therefore, performance. As such, parental involvement is a significant component of excellent secondary school learning. Haynes and Comer (2013) affirm that families are basic to students' future achievement and along these lines education officials who continually involve families concerning education guarantee quality secondary school education programs in Kuala Lumpur. These studies show that where CSOs fail to acquire collaboration from various partners, for example, guardians and the bigger society in students' learning become a way for poor students' academic accomplishment.

Nevertheless, the degree to which such collaboration improves students' academic accomplishment should be investigated. To substantiate these affirmations, Hoffman (2011) reported that, in India, the relationship between

secondary school work and different associations as well as the relationship with the staff relations impacts on delivery of services. As indicated by Hoffman (2011), to improve the manageability of secondary school polices, partners should consider all aspects of the policy process. Along these lines, an investigation carried out in the United States by Stacy and Annie (2010) looking at endeavors to upgrade joint effort in localities and schools unequivocally shows that deliberately building trust works.

In many nations in Sub-Saharan Africa, the role of CSOs in affecting students' academic achievement can't be over-stressed (France, 2013). For instance, Asiyai (2014) investigated lower grade schools in Nigeria, Delta Estate and established that, in modern society, parents, students, teachers other training partners have acquired relevance through partnering which happened as a result of increased empowerment and giving an ear to their views. The positive results led to a spread of the aspect of collaboration among stakeholders in the education sector in other regions. Asiyai (2014) also opined that the media has a key role in propagating ideas which influence the opinions of the general public as well as other education stakeholders. Notwithstanding, CSOs for the most part neglect the role of media, who would help them to report to the public on their needs and their accomplishments.

Moreover, the citizens, in their entitlement to information, and their interest in the results of school education ought to likewise be considered as partners (Asiyai, 2014). This suggests that, in a school initiative setting where school independence is an axiom, education officials and school pioneers need to

include all stakeholders in the various administration activities. In spite of these perceptions, much actually should be done since, in line with these fields of participation, CSOs actually face various types of difficulties ranging from staff disposition to restricted comprehension of the idea of coordinated effort. To verify these perspectives, Bridgemohan (2011) did an investigation in 112 secondary schools in KwaZulu Natal Province located in South Africa, which underscored that collaborations between parents, teaching staff and students yields best results in terms of boosting students' academic performance.

Bridgemohan (2011) found that changes in the structure of families and relationships in the last decades and the expansion of secondary schools in line with the increased demand for opportunities either for fulfillment life or for increased quality of life have led to an increase citizen participation in school related activities. Specifically, it was noted that families have had a huge impact on education as far as school's management and services provision is concerned. Camacho (2013) noted that most student have shown the need for cooperation between schools and families and the improvement in academic accomplishments that comes with it.

In Kenya and specifically in Makueni County, it is evident that learning is communal in nature and thus provision of quality education is only achievable through cooperation among CSOs, parents and teachers (UNESCO, 2012). In another study by Nzomo (2015), it was noted that cooperation between parents and professionals is critical in family centered practices which is the key philosophy to service delivery in secondary schools.

Nzomo (2015) also found that where CSOs put effort in collaborating with other interested individuals in education, academic achievement begins to manifest in the learning outcomes by students. According to Nzomo (2015), this is not only achieved through the practitioner's expertise but also through quality and continuity of the relationships between the providers of education services and the family that is the recipient. However, just like other empirical studies, Nzomo (2015) failed to interrogate the extent to which different dimensions of collaboration among curriculum support officers with education stakeholders influence students' academic achievement.

2.7 Summary of Literature Review and Research Gaps

It has been revealed that Curriculum Support Officers play a key task in academic outcomes of students. The CSOs provide services such as supervision of teachers in collaboration with other stakeholders, capacity building for teachers and curriculum implementation all of which enhance the academic achievement by students. However, a number of research and knowledge gaps have been identified. For example, the study by Gumo (2010) as well as other studies have not highlighted how different aspects of capacity building of teachers by CSOs lead to improved academic achievement in secondary schools.

The literature reviewed has indicated that during classroom supervision CSOs are supposed to consider the various factors so that the secondary schools' environment is conducive for the student's total development. The studies also revealed that there's little on supervision which has had effect on students' academic productivity.

However, from the study by Gathumbi (2014) and other studies there has not been clear indications on the activities that CSO specifically undertake in curriculum implementation activities and how this influence academic achievement. The study by Nzomo (2015) and other studies also failed to highlight the way collaborations activities among different stakeholders in the education sector affect secondary schools' academic achievements. As such it is not clear in which activities the CSOs should collaborate with other stakeholders in order to have improved academic achievement of students.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was adopted in carrying out the study. It describes the research design, variables of the study, the location of the study, target population and the sampling techniques. The chapter also explains the instrument of data collection that was adopted in the study testing of reliability and validity data collection procedure and data analysis techniques. Finally, the chapter describes the logistical as well as ethical considerations of the study.

3.2 Research Design

In this study, the researcher chose to use descriptive survey research design as it enables for use of quantitative together with qualitative analysis methods. A descriptive research design, according to Creswell (2014), is applicable where data is collected as it is presently, that is, a descriptive research design does not determine the cause and effect but rather describes what it is. This design was applicable to this study since it did not intend to find the cause and effect. This design was, therefore, be used to understand the services that curriculum support officers offer and how they influence the academic achievement of students in secondary schools. Both quantitative and qualitative data were collected and analyzed.

3.3 Study Variables

Two types of variables that were used in this study are the independent and dependent variables.

3.3.1 Independent Variable

In this study, independent variable was the influence of Curriculum Support Officers which are conceptualized as capacity building, classroom supervision of teachers, secondary school curriculum implementation activities and collaboration activities with stakeholders.

3.3.2 Dependent Variables

The dependent variable was academic achievemnt of students and was measured by students KCSE performance.

3.4 Location of Study

This investigation was undertaken in Makueni County. The size of Makueni County is 1798 km^2 and has a population of 942,581 persons. This means that the population density for the county is 524 people per square kilometer (KNBS, 2019). Makueni County has a number of economic activities with the main ones being sand harvesting, small-scale agriculture and trade. Hence, education is considered a major investment in the region to an extent that locals feel that education is the region's cash crop. However, the county has experienced poor academic performance by secondary school students especially in KCSE.

Performance has been falling drastically since the year 2014 whose mean score was 5.16, 2015 had 5.07, 2016 had 3.67, 2017 had 3.44 and 3.40 in 2018 (MoE, 2019). This points to a clear decline in KCSE performance compared to KCPE performance. In spite of this, not much has been done to investigate how CSOs influences academic outcomes among secondary school students, which is the reason for this study and which focuses on Makueni County as the study site.

3.5 Target Population

This research targeted 393 principals, 3420 teachers from and 45 Curriculum Support Officers which totaled 3858 respondents as in Table 3.1;

Table 3.1: Target Population of the Study

Categories	Target Population
Principals	393
Teachers	3420
Curriculum Support Officers	45
Total	**3858**

Source: Makueni County Education Report (2022)

3.6 Sampling Techniques and Sample Size

Yamane's Formula was adopted to determine the study sample size as illustrated below:

$$N_0 = \frac{N}{1 + N(e^2)}$$

Where, N_0 is the desired sample size

N=is the study's Target Population

e = Confidence level of 5% (decimal equivalent is 0.05)

Thus, sample size is:

$$N_0 = \frac{3858}{1 + 3858(0.05)^2}$$

N_0 = 362 respondents

In order to sample out the sample size for the study, stratified random sampling was adopted. The population was stratified into 9 strata based on the nine sub counties in the county which include Nzaui, Mbooni East, Makindu, Makueni, Mukaa, Mbooni West, Kibwezi, Kilungu, and Kathonzweni. In order to sample out the respondents from each stratum, simple random sampling was used. Therefore, simple random sampling was used to sample out 5 principals and 30

teachers from each sub county. Simple random sampling ensured that there was no bias in the sample. For Curriculum Support Officers, purposive sampling was applied to sample out 5 of them. The teachers were categorized according to Mixed Day and Boarding, Day and Boarding. Hence, the researcher obtained a sample size of 45 CSOs, 45 principals and 272 teachers.

Table 3.2: Sampling Frame

Categories	**Target Population**	**Sample Size**	**Sampling Method**
Principals	393	45	Purposive sampling
Teachers	3420	272	Simple random
Curriculum Support Officers	45	45	Purposive sampling
Total	**3858**	**362**	

Source: Researcher (2022)

3.7 Research Instruments

In this study, a questionnaire was employed to gather information from teachers and an interview guide for principals as well as CSOs.

3.7.1 Questionnaire for Teachers

A questionnaire is a research device which consist of a number of questions or statements from which a researcher gathers the required information from respondents and analyzes the responses provided (Creswell, 2014). The questionnaire was closed ended constituting of two sections; the first section seeking to obtain information regarding the background information of the respondents and the second part containing 5-point Likert scale statements seeking to gather information on the study objectives.

3.7.2 Interview Guide for Principals and Curriculum Support Officers

Interview guides can either be structured or unstructured or be directional or non-directional. In this study, structured interview guides that had open-ended questions were used from which qualitative data were obtained from the principals and also Curriculum Support Officers. This is because, according to Creswell (2014), structured interviews are useful in helping the researcher to ask questions that are probing and that are supplementary.

3.8 Pilot Study

A pilot study for the research instrument was conducted among 36(10% of the study sample) respondents who were obtained from a number of Mixed Day and Boarding, Day and Boarding schools picked from the nine Sub counties of Makueni County. This is according to the assertion by Kothari (2005), who pointed that pilot testing should constitute a 10.0% of sample size of the main research. The pilot study was used to check the relevance of the research instrument and the appropriateness and clarity of the questions in the questionnaire.

The pilot study was also used to test the validity and reliability of the questionnaire. A pilot study also helped anticipate the challenges and problems such as interpretation problems that respondents may encounter while responding to the questionnaire. The interview guides were also tested to ensure that proper wording is used in the guide and they provided the appropriate information. Participants in the piloting were not involved in the final research.

3.8.1 Validity

Validity was measured by using supervisors from the department who are experts in educational management and who helped in validating the questionnaire. The supervisors commented and made suggestions on the questions in the instruments and guided on the questions that were deficient and were wrongly structured. This was used to revise the instruments. The lecturers also examined the instruments for ambiguity and any unclear items which were then stated differently for clear understanding by the respondents. Revision was also done on the instruments to eliminate undesirable questions.

3.8.2 Reliability

Reliability of the instruments was tested to aid in assessing the consistency of the responses that were made through the plot study. The study adopted the test re-test technique which helped in establishing the reliability. This technique involved administering the research instrument to participants twice at intervals of two weeks. The Cronbach Alpha Method was then used to determine reliability coefficient, $r = 0.725$, between the two halves. Items with Cronbach Alpha close to 1 was considered to have a high internal consistency.

3.9 Data Collection Procedures

To start off the process of collecting data, the researcher first obtained a letter of introduction form the Kenyatta University graduate school and also permission from the National Commission for Science, Technology and Innovation (NACOSTI). Upon acquisition of the permit, permission to collect data was sought from the County Commissioner as well as the County Director of Education, Makueni.

After these were obtained, the researcher proceeded to book appointments with the respondents so as to administer the questionnaires and the interviews. The researcher made use of five research assistants who first of all were trained for five days and then sent out to collect the data. The researcher then consolidated the fully filled questionnaires and then kept them in safe place for data analysis.

3.10 Data Analysis Procedures

Data analysis procedure involved categorization of data into qualitative and quantitative data. The researcher first analyzed quantitative data and then qualitative data. Quantitative data obtained were analyzed using descriptive statistics such as frequencies and percentages. Inferential analysis was undertaken using Pearson's Product Moment Correlation Analysis which was used to check if there exist relationship between Curriculum support officers' activities and academic performance. On the other hand, qualitative data were thematically analyzed to give meaning to quantitative data. Quantitative data were presented using tables whereas qualitative data were presented in narrative forms.

3.11 Logistical and Ethical Considerations

Before embarking on the actual data collection, the researcher ensured that ethical considerations were outlined which helped outline what is required of the respondents and how the researcher obtained consent from them and ensure confidentiality.

3.11.1 Confidentiality and Privacy

To ensure confidentiality and privacy, the researcher ensured that all personal and private information regarding the respondents is kept confidential.

The researcher assured the respondents that any information they provide would not be revealed to any third party. Assurance was also accorded to the respondents that any information they provide would be solely used for academic purpose only.

3.11.2 Anonymity

To ensure anonymity, the respondents were assured that their identities would not be revealed to anyone. Moreover, no information for identification would be revealed to anyone through any means of communication.

3.11.3 Informed Consent

The researcher obtained informed consent from the respondents before engaging them in the data collection process. This was achieved by first explaining the purpose as did the nature of the research to the respondents. The researcher also explained the procedure for data collection so that the respondents provide the data willingly.

3.11.4 Storage of Data Collected

For proper storage of the data collected, the raw data were filed which also helped in easy references. After data analysis was complete, the printouts from the computer were stored in CDs as well as flash discs.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter outlines the study findings and it is organized as per the four questions. In the first segment, the demographic data of participants is presented, since it is pertinent in interpreting the data that they provided. This research sought to achieve the stated objectives:

i. To examine the influence of capacity building of teachers by Curriculum Support Officers on students' academic achievement;
ii. To establish the influence of classroom teacher supervision by Curriculum Support Officers on students' academic achievement;
iii. To determine the influence of curriculum implementation activities by Curriculum Support Officers on students' academic achievement;
iv. To find out the influence of collaboration activities with stake holders adopted by Curriculum Support Officers on students' academic achievement.

4.2 Response Rate

In this study, 272 questionnaires were distributed among teachers, but 269 were successfully filled and returned. At the same time, 41 principals and 39 Curriculum Support Officers were interviewed. These gave response rates illustrated in Table 4.1;

Table 4.1: Response Rate

Respondents	Sampled Respondents	Those who Participated	Response Rate (%)
Principals	45	41	91.1
Teachers	272	269	98.9
Curriculum Support Officers	45	39	86.7
Total	**362**	**349**	**96.4**

From Table 4.1, principals registered a response rate of 91.1%, teachers registered 98.9% whereas the Curriculum Support Officers registered a response rate of 86.7%. This yielded an average response rate of 96.4% which, according to Creswell (2014), is appropriate besides being of acceptable levels for generalization of the results to the target population.

4.3 Demographic Information of Participants

The research tools gathered demographic data of participants namely gender, age as well as education level.

4.3.1 Gender of the Respondents

The study sought to establish how sample population was distributed by gender.

Table 4.2: Distribution of the Respondents by Gender

Gender	PRs		TRs		CSOs	
	N	%	N	%	N	%
Male	26	63.4	159	59.1	24	61.5
Female	15	36.6	110	40.9	15	38.5
Total	**41**	**100.0**	**269**	**100.0**	**39**	**100.0**

Key: PRs-Principals; TRs-Teachers; CSOs-Curriculum Support Officers; N-Frequency

Table 4.2 shows that most (63.4%) of the principals were male with female principals constituting 36.6%. However, teachers were fairly distributed with male teachers constituting 59.1% of the study sample whereas female

counterparts constituted 40.9%. Majority (61.5%) of Curriculum Support Officers were male whereas female CSOs constituted 38.5% of the sample. These findings indicate that gender parity was attained at all levels during the time of the research. This information affirms the fact that activities undertaken by the Curriculum Support Officers and how such activities influence academic achievement in schools concerns male as well as female stakeholders.

4.3.2 Level of Education of Principals, Teachers and Curriculum Support Officers

The questionnaires also collected data on education levels of principals, teachers and Curriculum Support Officers. This could affect their capability to provide information deemed to be reliable regarding the variables being investigated. The outcomes are shown in Table 4.3;

Table 4.3: Level of Education of Principals, Teachers and Curriculum Support Officers

Levels of Education	PRs		TRs		CSOs	
	N	%	N	%	N	%
Diploma	0	0.0	40	14.9	0	0.0
Bachelors'	23	56.1	188	69.9	23	58.9
Postgraduate	18	43.9	41	15.2	16	41.1
Total	**41**	**100.0**	**269**	**100.0**	**39**	**100.0**

Key: PRs-Principals; TRs-Teachers; CSOs-Curriculum Support Officers; N-Frequency

Table 4.3 indicates that slightly more than half (56.1%) of the principals had Bachelors' Degrees whereas 43.9% had postgraduate qualifications. Most (69.9%) of the teachers had attained Bachelors' Degrees, 14.9% had Diplomas whereas 15.2% postgraduate qualifications.

It was found that (58.9%) of the Curriculum Support Officers had Bachelors' Degrees whereas 41.1% had postgraduate qualifications. This reveals that as pointed by Agho (2009) that the leader should have higher qualification and be more informed than their followers. In the context of this study, this information reveals that educational level is an important characteristic that reinforces the expectations that the respondents would be competent to answer the research questions on the extent to which activities undertaken by Curriculum Support Officers influence academic achievement in public secondary schools.

4.4 Levels of Achievement in Public Secondary Schools

The study sought to assess the levels of academic achievement in public secondary schools. This was measured by analyzing students' results in Kenya Certificate of Secondary Education (KCSE) for the last five years (2016-2020). Results are presented in Table 4.4;

Table 4.4: KCSE Performance in Public Secondary Schools in Makueni County (Mean scores)

KCSE Results in Mean Scores	Years of Examination				
	2016 %	2017 %	2018 %	2019 %	2020 %
1-3 points	40.2	43.5	44.2	47.3	48.9
3-5 points	36.9	35.1	34.9	33.5	32.5
5-7 points	15.4	15.1	14.8	13.7	13.4
7-9 points	5.3	4.4	4.3	3.8	3.6
9-12 points	2.2	1.9	1.8	1.7	1.6

Table 4.4 shows that, in 2016, 40.2% of the secondary schools had mean points ranging between 1-3 in KCSE, 36.9% scored between 3-5 points, 15.4% scored between 5-7 points, 5.3% scored between 7-9 points whereas only a paltry 2.2%

of the secondary schools scored between 9-12 points in KCSE. In the subsequent years, the performance has been on a declining trend. For example, from Table 4.4, 43.5% of secondary schools scored between 1-3 points in 2017, 35.1% scored between 3-5 points, 15.1% scored 5-7 points and 4.4% scored 7-9 points whereas 1.9% scored 9-12 points in KCSE.

In 2018, 44.2% of secondary schools registered 1-3 points in KCSE, 34.9% scored 3-5 points, 14.8% scored between 5-7 points, and 4.3% scored 7-9 points whereas 1.8% scored 9-12 points. Table 4.4 further shows that, in 2019, 47.3% of secondary schools scored between 1-3 mean points in KCSE, 33.5% scored 3-5 mean points, 13.7% scored 5-7 mean points, 3.8% scored 7-9 mean points while 1.7% scored between 9-12 mean points in KCSE. In a similar trend, 48.9% of the secondary schools scored between 1-3 mean points, 32.5% scored 3-5 mean points, 13.4% scored 5-7 mean points, 3.6% registered 7-9 mean points whereas 1.6% registered 9-12 mean points in KCSE in 2020. The researcher also interviewed the principals and Curriculum Support Officers (CSOs) who also admitted that academic achievement of students in KCSE has been on downward trend in public secondary schools. Principal, P1, noted;

> *In my school, academic outcomes in national examinations has been on the decline despite the efforts we have put in place.*

On their part, the teacher-counsellors also indicated that, in public secondary schools, students have continuously registered low grades in internal and national examinations. Curriculum Support Officer, CSO1, observed;

> *In public secondary schools, the management has put a lot of effort to ensure that students effectively participate in academic activities and perform better in their internal and national examinations. However, this has not been the case since many students still register performance which is below average (below C+ and above).*

From the above findings, both the principals, teachers and CSOs acknowledge that students' academic achievement in internal as well as national examinations (KCSE) has been on a downward trend. This agrees with the findings of a report by MoE (2019) that performance of students in Makueni County in KCSE has been on a downward trend with a progressive decrease in the number of students who score grade C+. This indicates that students' academic performance has been progressively decreasing in public secondary schools, though regarded as a crucial tool for expounding the results of learning for students as do teachers in any school.

In summary, these findings attest that achievement in academic activities entails what a student is expected to know, understand and/or be able to demonstrate at the end of a period of learning. It entails the outcomes of learning defined in terms of knowledge, skills, abilities, attitudes as well as understanding that an individual student attains as a result of his or her successful engagement in a particular set of secondary school education experiences.

4.5 Curriculum Support Officers' Capacity Building of Teachers and Achievement in Secondary Schools

The study sought to establish how often teachers have undergone capacity building and the extent to which CSOs' capacity building activities for teachers

have influenced academic achievement in public secondary schools. Data were collected from teachers and results are indicated in Table 4.5;

Table 4.5: Curriculum Support Officers Capacity Building Activities for Teachers

Training	Very Often	Rarely	Never
	%	%	%
Training on instruction approaches	40.9	50.2	8.9
Training on how to handle students	30.9	51.7	17.4

Table 4.5 shows that 110(40.9%) of teachers indicate they have been trained on instruction approaches very often, slightly more than half, 135(50.2%), said rarely whereas 24(8.9%) said they have never been trained on instruction approaches. Similarly, 83(30.9%) of the teachers stated that they have very often been trained on how to handle students, slightly more than half, 139(51.7%0 indicated rarely while 47(17.4%) indicated that they have never been trained on how to handle students.

During the interviews, however, the principals and CSOs differed with many teachers who stated they are rarely trained. Curriculum Support Officers and principals concurred;

> *The main focus of capacity building is to equip teachers with new pedagogical skills and approaches to match the emerging trends in curriculum implementation. Teachers are equipped with new skills on lesson planning and delivery besides strategies of handling challenges which bedevil students in the course of their daily academic activities and undertakings.*

Despite these contradictions, these findings affirm the vitality of capacity building to teachers. This lends credence to the assertions of Lewin (2011) that capacity building of teachers in secondary school teachers is organized and

implemented by curriculum support officers and such training is regarded as vital in the capacity building as training is used to enhance skills as well as competences of secondary school education teachers (Lewin, 2011). In summary, this implies that capacity building of teachers is designed to help teachers build and develop a range of skills, attitudes and knowledge that is to help them perform the work required of them.

Table 4.6: Views of Teachers on the Influence of Curriculum Support Officers' Capacity Building of Teachers on Academic Achievement in Secondary Schools

Summary of Test Items	SA %	A %	U %	D %	SD %
Teachers have not undergone any capacity building by CSOs on different instruction approaches as a way of improving KCSE performance	53.2	11.5	1.5	10.4	23.4
Performance of students in schools depends on capacity building by CSOs on new instruction approaches	66.9	13.4	2.6	12.6	4.5
Teachers have not undertaken any capacity building course on how to handle students by CSOs as a strategy to improve KCSE performance	50.95	9.74	1.5	3.3	34.6
Teachers' capacity building on how to handle students by CSOs has not improved students' achievement in KCSE	58.4	19.7	3.7	5.6	13.8
Teachers have not undertaken capacity building by CSOs to improve academic achievement in secondary schools	23.0	6.7	3.3	18.6	48.4

Table 4.6 shows that 143(53.2%) of the teachers strongly agreed that they have not undergone any capacity building by CSOs on different instruction approaches as a way of improving KCSE performance whereas 31(11.5%)

agreed. However, only a paltry 4(1.5%) were undecided, 28(10.4%) disagreed whereas 63(23.4%) strongly disagreed. Majority, 180(66.9%), of the teachers strongly agreed that performance of students in schools depends on capacity building by CSOs on new instruction approaches as did 36(13.4%) who agreed. At the same time, 7(2.6%) were undecided, 34(12.6%) disagreed whereas 12(4.5%) strongly disagreed. However, during the interviews, the principals and CSOs responded on the contrary by stating that teachers are re-trained on a regular basis to equip them with new teaching skills and methods. Curriculum Support Officer, CSO2, noted;

> *Teachers in my zone are trained every two weeks to equip them with new teaching approaches to cop up with emerging issues with regard to curriculum implementation. Teachers are taught new approaches which are learner-centered. This has seen an improvement in KCSE in quite a number of secondary schools in my zone.*

These views were shared by the principals who also noted that there have been concerted efforts to train and re-train on several occasions to improve their pedagogical skills. Principal, P2, noted;

> *In my school, quite a number of teachers have undergone capacity building to equip them with new approaches for teaching. This has been organized by the Ministry of Education and coordinated by the CSOs. This is geared towards improving students' academic performance in KCSE.*

This corroborates the views of Jasman and McIlveen (2011) that capacity building for teachers and development are related in that development is the process that enables change from the present level of knowledge to a secondary level of competence and knowledge. These findings further support the assertions of Loughtany (2010) that, in Finland, teachers are respected and have

much autonomy to improve their own skills and shape efficient skills through proficiency training. According to Loughtany (2010), teachers are taught various subject areas during pre-service training to acquaint them with requisite skills needed for understanding various subjects which in return impacts students' performance positively. This indicates that proficiency training and capacity building undertaken by education officers are efforts geared towards enabling secondary school teachers to face challenges and meet demands of their profession and learning needs of their students. This further implies that capacity building of teachers is crucial since it equips teachers with contemporary skills and methods of teaching and instruction aimed at improving students' performance in national examinations.

Most, 137(50.9%), of the teachers strongly agreed that they have not undertaken any capacity building course on how to handle students by CSOs as a strategy to improve KCSE performance whereas 26(9.7%) agreed. However, 4(1.5%) were undecided, 9(3.3%) disagreed whereas 93(34.6%) were in strong disagreement. Majority, 154(58.4%) of teachers strongly agreed that their capacity building on how to handle students by CSOs has not improved students' achievement in KCSE while 53(19.7%) agreed. However, 10(3.7%) were undecided, 15(5.6%) disagreed whereas 37(13.8%) strongly disagreed.

On the contrary, a small proportion, 62(23.0%), of teachers strongly agreed that they have not undertaken capacity building by CSOs to improve academic achievement in secondary schools whereas 18(6.7%) agreed. However, 9(3.3%) were undecided, 50(18.6%) disagreed whereas 130(48.4%) strongly disagreed.

During the interviews, the Curriculum Support Officers and principals responded on the contrary. They stated that capacity building of teachers on how to handle students has been an on-going process undertaken by the CSOs and other government agencies. Curriculum Support Officer, CSO3, stated;

> *We always undertake capacity building of teachers on how to handle challenges which bedevil students. In fact, my focus as a coordinator has been to ensure that teachers acquire skills, besides pedagogical approaches, on how to understand students and challenges which they go through on a daily basis.*

Similar views were echoed by the principals who noted that much attention has been paid on equipping teachers with new strategies on how deal with students' emerging challenges. Principal, P3, observed;

> *In my secondary school, teachers have had the opportunity to undergo re-training on behaviour management strategies to help them understand the peer pressure challenges among students and how to stem the effects of unbecoming behaviour patterns among them. This has seen an improvement in KCSE results.*

These results support the findings of an investigation undertaken in Haiti in which Godwin (2013) found that secondary school teachers who have the know-how and understand the aspect of student development better are able to offer requisite guidance to the students at every stage of development. This affirms that, to improve students' academic performance in KCSE, capacity building of teachers on how to handle students and challenges which bedevil them is paramount. In other words, equipping teachers with new approaches to instruction and students' discipline management is an assurance of quality education to students in secondary schools.

For inferential analysis and testing of hypothesis, preliminary data were collected on this subject from a sample of eight (8) secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) teachers have undergone capacity building and the KCSE results for the year 2020. The results are displayed in Table 4.7;

Table 4.7: Frequency of Teachers' Capacity Building Activities and Academic Achievement in KCSE in Public Secondary Schools

Frequency of Teachers' Capacity Building Activities	Students' Performance in KCSE
1	3.603
2	3.781
2	3.831
3	3.897
2	3.189
3	3.954
4	4.072
4	4.153

Table 4.7 shows that the number of times teachers undergo capacity building acts as a major determinant of students' academic performance in KCSE. This further supports the findings of Edwards et al (2010) which revealed that, in New Orleans, the number of times a teacher is well-prepared is the most important factor in the success of students in examinations. This further implies that capacity building helps teachers to improve their skills and knowledge as well as attitude in effective profession. The data above were run in the Pearson's Product Moment Correlation Test Analysis and results are shown in Table 4.8:

Table 4.8: Relationship between Teachers' Capacity Building and Academic Achievement in KCSE in Public Secondary Schools

		Teachers' Capacity Building	Academic Achievement in KCSE
Teachers' Capacity Building	Pearson Correlation	1	.732*
	Sig. (2-tailed)		.039
	N	8	8
Academic Achievement in KCSE	Pearson Correlation	.732*	1
	Sig. (2-tailed)	.039	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.8 shows a Pearson Product Moment Correlation Test Analysis which generated correlation coefficients of r = 0.732 with corresponding significant level (p-value) of 0.039 which was less than the predetermined level of significance, 0.05, that is, p-value = 0.039<0.05. Thus, the data shows there is significant relationship between teachers' capacity building by CSOs and students' academic achievement in public secondary schools in Makueni County. The results further indicate that the role of re-training or capacity building of teachers as a strategy for improving students' academic achievement cannot be overlooked. In other words, equipping teachers with new skills and approaches to classroom instruction and how to handle challenges which students face contribute immensely to the students' academic achievement in examinations.

4.6 Curriculum Support Officers' Classroom Supervision of Teachers and Academic Achievement in Public Secondary Schools

The research sought to find out how the classroom supervision activities undertaken by the Curriculum Support Officers influence academic achievement

in public secondary schools. Responses from teachers are shown in Tables 4.9 and 4.10;

Table 4.9: Teacher Classroom Supervision Activities Undertaken by Curriculum Support Officers

Areas supervised	Very Often	Rarely	Never
	%	%	%
Class attendance	60.6	24.9	14.5
Teaching methods adopted	78.8	10.8	10.4
Preparation of professional documents	53.2	42.0	4.8
Levels of contacts with parents	31.2	57.6	11.2

Table 4.9 indicates that 163(60.6%) of the teachers revealed that, very often, Curriculum Support Officers usually supervise their class attendance activities, 67(24.9%) stated they rarely do whereas 39(14.5%) indicated that CSOs never supervise teachers' classroom attendance activities. This proportion which almost a quarter (24.9%) of teachers raises concern whether CSOs meet their mandate of improving instruction by visiting teachers in the classroom. Majority, 212(78.8%) of the teachers indicated that the CSOs very often supervise the teaching methods adopted by teachers, 29(10.8%) indicated that CSOs rarely do while 28(10.4%) stated they never do. Supervision of teachers while teaching is a key mandate of CSOs. The 10% that says that they never supervise worries the researcher.

Similarly, slightly more than half, 143(53.2%), of the teachers noted that CSOs very often supervise teachers' ability to prepare professional documents, 113(42.0%) stated that they rarely supervise preparation of professional documents while a paltry, 13(4.8%) stated that they never do.

However, 84(31.2%) of teachers reported that CSOs very often supervise teachers' level of contacts with parents, slightly more than half, 155(57.6%) noted that CSOs rarely do whilst 30(11.2%) stated that CSOs never do. On their part, during the interviews, principals and CSOs corroborated the views expressed by teachers. They concurred that:

> *The Curriculum Support Officers always supervise teachers' class attendance, teaching methods adopted by teachers, ability of teachers to prepare professional documents and the extent to which teachers relate with parents.*

This is consistent with the assertions of Milanowski et al (2010) that supervision of secondary school teachers takes place many times in a year when teachers are supervised when performing their duty of teaching and the results are compiled in a summary form which is used in end year teacher and headteachers conference. Braun (2010) also noted that measures have been put to develop proper assessments for secondary school teachers entering their profession for the first time. These findings indicate that, for effective delivery among teachers, supervision of their classroom activities is crucial. In other words, consistent supervision of teaching activities is the main root cause of educational success in any country.

Table 4.10: Views of Teachers on the Influence of Curriculum Support Officers' Supervision of Teachers on Academic Achievement in Public Secondary Schools

Summary of Test Items	SA %	A %	U %	D %	SD %
Teachers' class attendance is supervised by CSOs as a way of improving academic achievement in public secondary schools	65.8	5.2	3.0	16.7	9.3
In public secondary schools, CSOs supervise teaching methods teachers adopt in order to improve academic achievement	59.1	23.4	2.6	5.9	8.9
In public secondary schools, CSOs rarely supervise teachers' ability to prepare professional documents	58.9	17.1	2.2	19.3	2.6
Supervision of teachers' teaching activities by CSOs has not improved academic achievement in public secondary schools	43.1	11.2	2.2	13.4	30.1
Curriculum Support Officers rarely supervise teachers' ability to keep parents' contact as a way of improving students' academic achievement	39.0	8.2	2.2	21.2	29.4

Table 4.10 shows that most, 177(65.8%), of teachers strongly agreed that teachers' class attendance is supervised by CSOs as a way of improving academic achievement in public secondary schools while 14(5.2%) agreed. Only 8(3.0%), were undecided, 45(16.7%) disagreed whereas 25(9.3%) strongly disagreed. During the interviews, the principals and CSOs. These views were supported by the principals and CSOs who also indicated that supervision of teachers' classroom is very important as a strategy for improving academic performance. Curriculum Support Officer, CSO4, observed;

> *I have to undertake supervision of class attendance by teachers since it determines the time taken to complete syllabus. It ensures that teachers do not miss lessons and no amount of instructional time is wasted, which thus, helps create time for students to revise for examinations.*

The principals also supported the views expressed by the teachers and CSOs. They stated that, among the main components of Teacher Performance Appraisal and Development (TPAD) is supervision of teachers' class attendance. Principal, P4, noted;

> *To ensure regular attendance by teachers, class prefects have been tasked to take note of the time of arrival and departure and then fill a form before leaving class. This is aimed at ensuring no time is wasted and syllabus is covered in time as well as accord students ample time to revise for examinations.*

This supports the views expressed by Halawah (2012) that authorities in the education sector are in full knowledge of how evaluations are conducted and the frequency for which they should be performed. More so in these secondary schools the evaluation program is based on a checklist of teachers' behaviour and is only based on the observations by a single supervisor.

The results also concur with those of research undertaken in South Africa by Huber (2012) which found that teacher's evaluation starts with classroom walk through that are performed by school heads from which they gather initial information which enables them to initiate dialogue with secondary school teachers. This implies that supervision of teachers' class attendance is a very important activity which must be taken at all times to improve academic performance in secondary schools. The curriculum support officers must ensure that teachers arrive in class in time and depart at the appropriate time. This helps in timely syllabus coverage and that no lesson goes unattended.

Most, 159(59.1%), of the teachers strongly agreed that, in many public secondary schools, CSOs supervise teaching methods teachers adopt in order to improve academic achievement as did 63(23.4%) who agreed. However, 7(2.6%) were undecided, 16(5.9%) disagreed whereas 24(8.9%) strongly disagreed. Principals and the curriculum support officers also concurred with these views. They further noted that the key mandate of CSOs is to ensure that teachers acquire new skills in teaching as a way of improving classroom delivery and students' academic performance. On further probing, Curriculum Support Officer, CSO5, noted;

> *I usually focus much of my supervision activities on teaching methods adopted by teachers. I always supervise the teaching methods which teachers apply in relation to the content being taught and as per the syllabus. This is aimed at improving students' academic performance.*

Principals also stated that, as per teacher performance appraisal and development (TPAD), supervision of teaching methods adopted by teachers is necessary for improved classroom instruction. This is consistent with the views held by Braun (2010) that, before becoming a secondary school teacher-of-record, one should demonstrate subject-area knowledge, pedagogical knowledge and professional teaching ability.

This implies that, in ensuring that secondary school teachers enter their profession with the required qualifications, regardless of the route they have taken in their classroom preparation, measures have been put to develop proper assessments for secondary school teachers entering their profession for the first time.

Majority, 158(58.7%) of teachers strongly agreed that CSOs rarely supervise teachers' ability to prepare professional documents as did 46(17.1%) who agreed. However, 6(2.2%) were undecided, 52(19.3%) disagreed whereas 7(2.6%) strongly disagreed. The principals and CSOs also echoed the same views as majority of teachers that CSOs always supervise teachers' ability to prepare professional documents to improve service delivery. The interviewees concurred;

> *The CSOs usually supervise how competent teachers are in preparing professional tools of teaching such as schemes of work, lesson plans and records of work. They also supervise whether teachers prepare lesson notes or notes. This is geared towards improving quality of instruction which, in the end, leads to improved performance in national examinations.*

These views echo those of Burnett et al (2012) that every secondary school teacher must be provided with quality professional development. The professional development programmes ought to be in line with the standards of the state districts and the specific school goals as well as be based on the needs of students and teachers in secondary schools. This affirms the fact that academic performance of students depends on strict supervision of teachers' preparation of professional documents. Competent teachers should be skilled in scheming and lesson planning of content to be taught to students.

Table 4.10 further shows that 116(43.1%) of the teachers strongly agreed that supervision of teaching activities by CSOs has not improved academic achievement in public secondary schools whereas 30(11.2%) agreed. However, 6(2.2%) were undecided, 36(13.4%) disagreed whereas 81(30.1%) strongly disagreed. These views were disputed by the principals and CSOs.

They stated that supervision of teachers' teaching activities is meant to improve classroom instruction and ensure that students improve their academic achievement. Principal, P5, stated;

> *In my secondary school, improvement in KCSE has been witnessed since TPAD was introduced and stricter supervision of teaching activities is being undertaken.*

These findings support the assertions of Musau (2014) who observed that, to improve academic performance in schools, there is need to supervise teaching approaches adopted by teachers at all times. According to Musau (2014), information at secondary schools' level is made available by multiple evaluations conducted which include surveys by learner's, course quizzes, composite examinations, tests, teachers' self-studies and growth plans evaluations on courses evaluations by administrators and graduate surveys. This indicates that, though not fully practised, supervision of teaching activities is paramount in the improvement of students' academic performance.

Slightly more than a third, 105(39.0%), of the teachers agreed strongly that Curriculum Support Officers rarely supervise teachers' ability to keep parents' contact as a way of improving students' academic achievement whereas 22(8.2%) agreed. However, 6(2.2%) were undecided, 57(21.2%) disagreed whereas 79(29.4%) disagreed strongly. These views were refuted by the principals and CSOs who noted that the extent to which teachers relate with teachers and guardians is a requirement and this is often assessed. Principal, P6, noted;

> *In my secondary school, I ensure that teachers are in constant contact with parents and guardians to share on the challenges which affect students on a daily basis. These enable teachers to share on strategies of improving on academic activities where students are weak. This has seen an improvement in my school's performance in KCSE.*

These views were supported by the CSOs who indicated that they constantly encourage teachers to collaborate with parents and guardians to devise the best approaches of handling academic and behavioural challenges which students go through. This supported the viewpoints of Kipkurui (2012) who stated that supervision is imperative to assemble information from students, guardians, society and the school's environment generally, which is utilized to address mistakes, adjust practices where need be and inspire while encouraging the stakeholders. The resulting changes coming about through the programs make schools programs stronger. These findings attest that tasks performed by stakeholders such as parents cannot be overlooked and thus, supervision of teachers' contacts with parents should be enhanced at all times as a way of improving students' academic performance.

To ascertain the likelihood of a relationship between Curriculum Support Officers' classroom supervision of teachers and academic achievement in public secondary schools, data were collected from a sample of eight (8) secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) CSOs supervise teachers' classroom teaching activities and the KCSE results for the year 2020. The results are shown in Table 4.11;

Table 4.11: Frequency of CSOs' Supervision of Teachers' Classroom Teaching Activities and Academic Achievement in KCSE in Public Secondary Schools

Frequency of CSOs' Supervision of Teaching Activities	Students' Performance in KCSE
2	3.603
3	3.781
2	3.831
3	3.897
2	3.189
3	3.954
3	4.072
4	4.153

Table 4.11 shows that the number of times CSOs supervise teachers' classroom activities, the higher the students' academic performance in KCSE. These results further corroborate the assertions of Braun (2010) that frequency with teaching activities is assessed and supervised by education officers, the better the delivery and hence improved academic performance of students in examinations. The data in Table 4.11 were run through Pearson's Product Moment Correlation Test Analysis. The results are presented in Table 4.12:

Table 4.12: Relationship between CSOs' Classroom of Supervision of Teachers and Academic Achievement in KCSE in Public Secondary Schools

		CSOs' Supervision of Teachers	Academic Achievement in KCSE
CSOs' Supervision of Teachers	Pearson Correlation	1	.766*
	Sig. (2-tailed)		.027
	N	8	8
Academic Achievement in KCSE	Pearson Correlation	.766*	1
	Sig. (2-tailed)	.027	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.12 shows a Pearson Product-Moment Correlation Test Analysis which generated correlation coefficients of r = 0.766 with corresponding significant level (p-value) of 0.027 which was less than the predetermined level of significance, 0.05, that is, p-value = 0.027<0.05. Thus this finding helped the researcher to conclude that Curriculum Support Officers' Classroom Supervision of Teachers influenced students' academic achievement in public secondary schools in Makueni County. This implies that supervision of teachers' classroom activities is key to the improvement of students' academic performance.

4.7 Curriculum Support Officers' Curriculum Implementation in Public Secondary Schools

The study sought to establish curriculum implementation activities undertaken by CSOs and how such activities influence academic achievement in public secondary schools. Data were collected from teachers and results are shown in Table 4.13;

Table 4.13: Curriculum Support Officers' Curriculum Implementation Activities in Public Secondary Schools

Curriculum Implementation Activities	Very Often	Rarely	Never
	%	%	%
Designing curriculum support materials	59.1	40.1	0.8
Considering students' and teachers' readiness	36.8	53.2	10.0
Designing curriculum content	32.3	58.4	66.4
Involving stakeholders such as parents in the curriculum implementation process	56.1	42.0	1.9

Table 4.13 shows that 159(59.1%) of the teachers stated that Curriculum Support Officers very often design curriculum support materials, 108(40.1%) indicated

that they rarely do while a paltry, 2(0.8%), stated that they do not. Slightly more than a third, 99(36.8%), of the teachers indicated that CSOs very often consider students' and teachers' readiness to implement curriculum, 143(53.2%) indicated they rarely do whilst 27(10.0%) stated that they never do. On curriculum content, 87(32.3%) of the teachers stated that CSOs very often take part in designing curriculum content for teachers, 157(58.4%) stated that they rarely do whereas 25(9.3%) stated that CSOs never participate in designing curriculum content. Table 4.13 further shows that 151(56.1%) of the teachers noted that CSOs very often involve stakeholders such as parents in the curriculum implementation process, 113(42.0%) said they rarely whereas 5(1.9%) stated never.

The principals as well as CSOs concurred with the views of teachers that CSOs play a key role in curriculum implementation. They stated;

> *CSOs are often tasked to help design curriculum materials for instruction, they factor in the readiness of teachers and students, help design content and involve all stakeholders in the curriculum implementation process.*

These verbatims are in line with the findings of an investigation undertaken in Australia by Handler (2010) which revealed that Curriculum Support Officers play a key role in curriculum implementation process by ensuring that teachers cover important learning areas, adopt a common pedagogical approach and reach for a certain level of quality across age groups and regions of a country. According to Handler (2010), as a team with other secondary school partners, CSOs are engaged with deciding the execution courses of events for secondary school educational program and how partners work to help the execution of the

created curriculum for secondary schools. This implies that the role of Curriculum Support Officers in curriculum implementation is important. They help in designing curriculum materials and teaching content and ensure that key stakeholders such as parents are involved in the curriculum implementation processes.

Table 4.14: Views of Teachers on the Influence of Curriculum Support Officers' Curriculum Implementation Activities on Academic Achievement in Public Secondary Schools

Summary of Test Items	SA %	A %	U %	D %	SD %
CSOs are tasked to help design curriculum support materials to improve students' academic achievement	58.7	21.6	4.1	10.4	5.2
When participating in designing secondary school curriculum, CSOs rarely consider teachers' or students' level of readiness as a way to improve students' academic achievement	61.7	17.8	4.0	10.4	5.9
Designing curriculum content by CSOs has not contributed towards academic achievement in public secondary schools	59.9	19.7	2.6	12.3	5.6
Students' academic achievement depends on how Curriculum Support Officers helps in designing secondary school curriculum	65.8	13.4	3.7	10.4	6.7
During curriculum implementation, CSOs rarely involve parents as a way of improving their knowledge of secondary school academic activities	37.9	10.8	4.8	28.6	17.8

Table 4.14 reveals that 158(58.7%) of the teachers agreed strongly that CSOs are tasked to help design curriculum support materials to enhance students'

academic achievement with 58(21.6%) in agreement. Only 11(4.1%) were not decided, 28(10.4%) disagreed whereas 14(5.2%) strongly disagreed. The principals as well as the Curriculum Support Officers also expressed similar views during the interviews. They stated that, in an effort to improve students' academic performance through improved classroom instruction, CSOs are tasked to ensure that curriculum support materials are relevant and designed to match the content being taught. Principal, P7, noted;

> *In my secondary school, CSOs pay a visit on a regular basis to ensure that curriculum support materials are suitable and relevant to every subject being taught in secondary school. They often ensure that stationeries are enough, textbooks are relevant and teaching aids suitable. This has seen an improvement in students' mastery of content and thus, improved academic performance in examinations.*

This indicates that involvement in designing curriculum support materials constitute a very important task to be undertaken by Curriculum Support Officers as a way of improving students' academic performance. Most, 166(61.7%), of the teachers strongly agreed that, when participating in designing secondary school curriculum, CSOs rarely consider teachers' level of readiness nor students as a way to improve students' academic achievement whereas 48(17.8%) agreed. However, 11(4.0%) were undecided, 28(10.4%) disagreed whereas 16(5.9%) registered strong disagreement.

Majority, 161(59.9%) of teachers strongly agreed that designing curriculum content by CSOs has not contributed towards academic achievement in public secondary schools whereas 53(19.7%) agreed. However, 7(2.6%) were undecided, 33(12.3%) disagreed whereas 15(5.6%) strongly disagreed.

From Table 4.14, majority, 177(65.8%) of the teachers were in strong agreement that students' academic achievement depends on how Curriculum Support Officers helps in designing secondary school curriculum while 36(13.4%) agreed. However, 10(3.7%) were undecided, 28(10.4%) disagreed whereas 18(6.7%) disagreed strongly. On their part, during the interviews, the principals and CSOs responded on the contrary. They stated that, before undertaking any curriculum designing activity, role of teachers and students are usually brought into consideration. Curriculum Support Officer, CSO6, stated;

> *Before I participate in curriculum designing process, I usually ensure that issues related to the levels of preparedness of teachers and students are considered. This is because I regard teachers as the key to successful curriculum implementation in secondary schools.*

Despite these contradicting views from respondents, these findings are indicative of the significant role of teachers' and students' preparedness in curriculum design and implementation. On his part, Johnson (2012) also noted that education officials are similarly entrusted with planning of appropriate and pertinent educational program materials and assets.

The study revealed that 102(37.9%) of the teachers strongly agreed that, during curriculum implementation, CSOs rarely involve parents as a way of improving their knowledge of secondary school academic activities whereas 29(10.8%) agreed. However, 13(4.8%) were undecided, 77(28.6%) disagreed whereas 48(17.8%) strongly disagreed. On their part, the principals and CSOs disputed these assertions by majority of the teachers.

They stated that, in many occasions, stakeholders such as parents and their representatives are often involved in curriculum implementation process. Curriculum Support Officer, CSO7, noted;

> *Before I embark in any process related to curriculum implementation, I always send notices to key stakeholders such as parents.*

These findings support the assertions of Johnson (2012) who noted that CSOs facilitate the formation of educational plan improvement advisory committees which should comprise principally of teachers representing the different schools and grade levels, heads and may be individuals from the public who become the main thrust for educational program change and the whole process of actualizing the educational plan. In summary, this attests that stakeholders are key in curriculum designing and eventual implementation.

To assess the relationship between Curriculum Support Officers' curriculum implementation activities and academic achievement in public secondary schools, data were collected from a sample of eight (8) secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) CSOs undertake curriculum implementation activities and the KCSE results for the year 2020. The results are shown in Table 4.15;

Table 4.15: Frequency of CSOs' Undertaking Curriculum Implementation Activities and Academic Achievement in KCSE in Public Secondary Schools

Frequency of CSOs' Undertaking Curriculum Implementation Activities	Students' Performance in KCSE
2	3.603
2	3.781
2	3.831
4	3.897
2	3.189
3	3.954
4	4.072
4	4.153

Table 4.15 shows that, though curriculum implementation activities are rarely undertaken by the CSOs, frequency of such processes is crucial for the improvement of students' academic performance in KCSE. These results further support the findings of Handler (2010) which revealed that Curriculum Support Officers play a key role in curriculum implementation process by ensuring that teachers cover important learning areas, adopt a common pedagogical approach and reach for a certain level of quality across age groups and regions of a country. These data were further subjected to Pearson's Product Moment Correlation Test Analysis and results are shown in Table 4.16:

Table 4.16: Relationship between CSOs' Curriculum Implementation Activities and Academic Achievement in KCSE in Public Secondary Schools

		CSOs' Curriculum Implementation Activities	Academic Achievement in KCSE
CSOs' Curriculum Implementation Activities	Pearson Correlation	1	.726*
	Sig. (2-tailed)		.041
	N	8	8
Academic Achievement in KCSE	Pearson Correlation	.726*	1
	Sig. (2-tailed)	.041	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.16 shows a Pearson Product-Moment Correlation Test Analysis which generated correlation coefficients of r = 0.726 with corresponding significant level (p-value) of 0.041 which was less than the predetermined level of significance, 0.05, that is, p-value = 0.027<0.05. Thus, this shows a significant relationship between curriculum implementation undertaken by Curriculum Support Officers and academic achievement of students in public secondary schools in Makueni County. This implies that the role of CSOs in curriculum implementation activities is paramount and contributes immensely to students' academic performance.

4.8 Curriculum Support Officers' Collaboration with Stakeholders and Academic Achievement in Public Secondary Schools

The research sought to establish the areas of collaboration between CSOs and stakeholders and how such collaboration influences academic achievement in public secondary schools. Descriptive data were collected from teachers and results are shown in Table 4.17;

Table 4.17: Curriculum Support Officers' Collaboration with Stakeholders in Public Secondary Schools

Areas of Collaboration	Very Often	Rarely	Never
	%	%	%
Provision of teaching and learning materials	63.9	28.3	7.8
Designing of secondary school policy	66.9	21.2	11.9
Ensuring safety at the secondary schools	61.0	36.1	2.9

Table 4.17 shows that 172(63.9%) of the teachers indicated that, very often, Curriculum Support Officers collaborate with stakeholders for provision of teaching and learning materials, 76(28.3%) stated they rarely do while 21(7.8%) noted they never collaborate. Majority, 180(66.9%) of the teachers noted that, very often CSOs collaborate with stakeholders during the designing of school policy, 57(21.2%) said they rarely do whereas 32(11.9%) indicated that they never collaborate with stakeholders.

In the same token, majority, 164(61.0%) of the teachers indicated that CSOs very often collaborate with stakeholders to ensure safety at the secondary schools, 97(36.1%) said they rarely do while 8(2.9%) noted that they never do. On their part, the principals and CSOs also noted that CSOs usually collaborate with stakeholders to undertake a set of activities at school. Principal, P8, stated;

> *In my secondary, the CSO usually ensure that different stakeholders are involved for provision of teaching and learning materials, while designing school policy as well as ensuring safety of everyone at school.*

In his research undertaken in the Netherlands, Davies (2010) also established that coordinated effort between CSOs is critical to nurture secondary school programs.

Davies (2010) found that joint effort with partners, for example, guardians is vital as they accord the students permission to be in class, ensure that their school fees is paid and oversee their studies at home as well as provide for essential necessities like appropriate food, housing, dressing, legitimate wellbeing and security. This indicates that the role of stakeholders is crucial in secondary schools and thus must be involved at all by CSOs to ensure that schools achieve their educational and curriculum aims and objectives.

Table 4.18: Views of Teachers on the Influence of Curriculum Support Officers' Collaboration with Stakeholders on Academic Achievement in Public Secondary Schools

Summary of Test Items	SA %	A %	U %	D %	SD %
CSOs always involve stakeholders in the providing teaching and learning resources to improve students' academic achievement	55.0	21.6	4.1	10.4	8.9
Stakeholders are rarely involved by CSOs when designing secondary school policy as a way of ensuring students' academic achievement	30.9	8.9	3.7	10.4	46.1
Safety in schools has not been effectively attained since CSOs rarely involve stakeholders in proposing safety strategies	29.4	8.2	2.9	37.5	22.3
CSOs' collaboration with stakeholders increases parents' knowledge of their roles in secondary schools	68.0	14.1	5.2	7.8	4.8
Students' academic achievement is dependent on how CSOs collaborate with stakeholders in secondary schools	56.1	11.9	6.3	19.3	6.3

Table 4.18 reveals that 148(55.0%) of the teachers strongly agreed that CSOs always involve stakeholders in the provision of teaching and learning resources to improve students' academic achievement as did 58(21.6%) who agreed.

Only 11(4.1%) was undecided, 28(10.4%) disagreed whereas 24(8.9%) disagreed strongly. The principals and CSO supported the views expressed by majority of the teachers that stakeholders are often involved by the CSOs in the provision of teaching and learning materials as a way of improving academic performance in secondary schools. Principal, P9, observed;

> *Before distribution of instructional materials provided by the government, stakeholders such as parents' representatives are often invited to witness and suggest ways on how the deficits can be obtained. CSOs, in collaboration with principals, usually appeal to donors to provide instructional materials to attain the standards required for quality education.*

In an investigation conducted in South Africa, Bridgemohan (2011) established that collaborations between parents, teaching staff and students yields best results in terms of boosting students' academic performance. Bridgemohan (2011) found that collaboration with stakeholder such as parents and donors is key since they stress on provision of quality education by ensuring adequacy of instructional materials necessary for improving students' academic grades. This attests that provision of curriculum support materials such as books and teaching aids is the responsibility of different stakeholders and thus their involvement is key.

Table 4.18 indicates that 83(30.9%) of the teachers strongly agreed that stakeholders are rarely involved by CSOs when designing secondary school policy as a way of ensuring students' academic achievement whereas 24(8.9%) agreed. However, 10(3.7%) remained undecided, 28(10.4%) disagreed whereas 124(46.1%) strongly disagreed. A small proportion, 79(29.4%), of the teachers were in strong agreement that safety in schools has not been effectively attained

since CSOs rarely involve stakeholders in proposing safety strategies whereas 22(8.2%) agreed. However, 7(2.9%) were undecided, 101(37.5%) disagreed whereas 60(22.3%) strongly disagreed. The principals and CSO disputed the views expressed majority of teachers. They stated that designing school policies like safety is a collaborative undertaking where stakeholders are often involved. Principal, P10, stated;

> *In my secondary school, anytime I intend to introduce new rules, regulations and policies such as safety of students and staff, I often collaborate with CSOs and other education officers to invite parents and guardians through newsletters.*

These views were supported by CSOs who noted that they always involve different stakeholders to contribute whenever there is always a need to design school policies. From Table 4.18, majority, 183(68.0%) of the teachers were in strong concurrence that CSOs' collaboration with stakeholders increases parents' knowledge of their roles in secondary schools while 38(14.1%) agreed. However, 14(5.2%) were undecided, 21(7.8%) disagreed whereas 13(4.8%) strongly disagreed. Most, 151(56.1%), of the teachers strongly agreed that students' academic achievement is dependent on how CSOs collaborate with stakeholders in secondary schools whereas 32(11.9%) agreed. However, 52(19.3%) disagreed whereas 17(6.3%) strongly disagreed.

During the interviews, the principals and CSOs concurred with the majority of the teachers that the more CSOs and principals collaborate with parents and other stakeholders, the more they become aware of their roles in the improvement of academic grades among secondary school students.

Principal, P11, noted;

> *In my school, to improve academic achievement, I have always ensured that parents are involved in every decision-making activity from the beginning and be made aware of their roles as far improving students' discipline levels and academic performance are concerned.*

Similar views were expressed by the CSOs who stated that parents constitute a very important aspect of school management and are often involved at all times. Curriculum Support Officer, CSO8, stated;

> *In my daily activities in schools, I always ensure that the input of parents come in handy and their views on how to improve academic achievement are never taken for granted.*

This corroborates the findings of UNESCO (2012) that learning is communal in nature and thus provision of quality education is only achievable through cooperation among CSOs, parents and teachers. Nzomo (2015) also revealed that cooperation between parents and professionals is critical in family centered practices which is the key philosophy to service delivery in secondary schools. Nzomo (2015) found that, where CSOs cooperate with education stakeholders, academic achievement begins to manifest in the learning outcomes by students.

This according to Nzomo (2015) is not only achieved through the practitioner's expertise but also through quality and continuity of the relationships between the providers of education services and the family that is the recipient. In summary, this implies that all stakeholders have a responsibility to ensure that the students get the best quality of education. In other words, cooperation of CSOs with different stakeholders is key in establishing a favorable learning climate for the students which innately impacts the academic accomplishment.

To validate the likelihood of a relationship between Curriculum Support Officers' collaboration with stakeholders and academic achievement in public secondary schools, data were collected from a sample of eight (8) secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) CSOs collaborate with stakeholders while undertaking their duties and the KCSE results for the year 2020. The results are indicated in Table 4.19;

Table 4.19: Frequency of CSOs' Collaboration with Stakeholders and Academic Achievement in KCSE in Public Secondary Schools

Frequency of CSOs' Collaboration with Stakeholders	Students' Performance in KCSE
2	3.603
4	3.781
3	3.831
5	3.897
2	3.189
5	3.954
4	4.072
5	4.153

Table 4.19 shows that the higher the number of times CSOs collaborate with stakeholders in school management, the higher the performance in KCSE. This implies that frequency of stakeholders' involvement in school management is a key determinant of students' academic outcomes in KCSE. These results further corroborate the findings of Bridgemohan (2011) which revealed that collaborations between parents, teaching staff and students yields best results in terms of boosting students' academic performance. These results were further subjected to Pearson's Product Moment Correlation Test Analysis. Results being presented in Table 4.20:

Table 4.20: Relationship between CSOs' Collaboration with Stakeholders and Academic Achievement in KCSE in Public Secondary Schools

		CSOs' Collaboration with Stakeholders	Academic Achievement in KCSE
CSOs' Collaboration with Stakeholders	Pearson Correlation	1	.811*
	Sig. (2-tailed)		.014
	N	8	8
Academic Achievement in KCSE	Pearson Correlation	.811*	1
	Sig. (2-tailed)	.014	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.20 shows a Pearson Product-Moment Correlation Test Analysis which generated correlation coefficients of r = 0.811 with corresponding significant level (p-value) of 0.014 which was less than the predetermined level of significance, 0.05, that is, p-value = 0.014<0.05. Thus, the helped the researcher to conclude that Curriculum Support Officers' Collaboration activities with Stakeholders contribute to students' learning outcomes in secondary schools in Makueni County. This indicates that collaboration activities with stakeholders such as parents and donors is key since they stress on provision of quality education by undertaking different tasks such as provision of instructional materials critical for improving academic grades among students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, a recap of the major findings, conclusions, recommendations as well as suggestions are presented.

5.2 Summary of Research Findings

The findings are outlined as per the study objectives of the investigation namely; assessing the levels of academic achievement in public secondary schools together with the influence of Curriculum Support Officers' capacity building, classroom supervision of teachers, curriculum implementation and collaboration with stakeholders on academic achievement in public secondary schools.

5.2.1 Curriculum Support Officers' Capacity Building of Teachers and Achievement in Secondary Schools

From findings, training of teachers by CSOs on instruction approaches and how to handle students is not fully undertaken with only a fair proportion of teachers responding in favour. Despite these findings, many respondents underscored the vitality of capacity building with its main focus being to equip teachers with new pedagogical skills and approaches to match the emerging trends in curriculum implementation.

Teachers are equipped with new skills on lesson planning and delivery besides strategies of handling challenges which bedevil students in the course of their daily academic activities and undertakings and thus, improve academic achievement in internal and national examinations.

During capacity building, teachers are taught various subject areas during pre-service training to acquaint them with requisite skills needed for understanding various subjects which in return impacts students' performance positively.

5.2.2 Curriculum Support Officers' Classroom Supervision of Teachers and Academic Achievement in Public Secondary Schools

It was established that CSOs undertake classroom supervision of teachers. They supervise teachers' classroom attendance, teaching methods they adopt, preparation of professional documents and levels contacts with parents. However, this has not improved academic achievement in national examinations. This points to the fact that supervision of teachers' classroom activities is an important undertaking by the CSOs whose cardinal aim is to improve classroom instruction and eventually lead to improved students' academic performance. In other words, though not regularly undertaken, effective teaching requires stricter supervision by education officers. This ensures that syllabus is covered in time with little time wastage.

5.2.3 Curriculum Support Officers' Curriculum Implementation Activities in Public Secondary Schools

The study revealed that CSOs undertake a multiplicity of curriculum implementation activities. These include designing curriculum support materials, designing curriculum content while considering readiness of students and teachers as well as involving stakeholders such as parents in curriculum implementation process to improve students' grades in schools. These findings attest to the fact that CSOs' involvement in designing curriculum support materials constitute a very important task as a way of improving students'

academic performance. It also emerged that, before undertaking any curriculum designing activity, role of teachers and students are usually brought into consideration. However, from teachers' perspective, their levels of readiness and that of students are not always taken into consideration. Despite these contradictions, these findings are indicative of the significant role of teachers' and students' preparedness in curriculum design and implementation.

5.2.4 Curriculum Support Officers' Collaboration Activities with Stakeholders in Public Secondary Schools

It is also evident that stakeholders are important in school management and thus, CSOs' collaboration with them help to improve management efficiency. They are involved in activities such as provision of teaching and learning materials, designing secondary school policies and ensuring safety of students and staff at school. The study established that, before distribution of instructional materials provided by the government, stakeholders such as parents' representatives are often invited to witness and suggest ways on how the deficits can be obtained. CSOs, in collaboration with principals, usually appeal to donors to provide instructional materials to attain the standards required for quality education. This indicates that provision of curriculum support materials such as books and teaching aids is the responsibility of different stakeholders and thus their involvement is key.

On designing school policies, though teachers, principals and CSOs differed on the extent of stakeholders' involvement, they all underscored the vitality of stakeholders while designing rules and regulations applicable in schools.

This further indicates that all stakeholders are tasked to ensure that the students get the best quality of education. In other words, cooperation of CSOs with different stakeholders is key in establishing a favorable learning climate for the students which innately impacts the academic accomplishment and therefore, performance.

5.3 Conclusions

Academic achievement of students in KCSE is still low and was supported by the respondents. In other words, performance of students in Makueni County in KCSE has been on a downward trend with a progressive decrease in the number of students who score grade C+. It is also evident that training of teachers by CSOs on instruction approaches and how to handle students is not fully undertaken despite the fact that capacity building activities are aimed at equipping teachers with new pedagogical skills and approaches to match the emerging trends in curriculum implementation.

From the study findings, CSOs undertake classroom supervision of teachers. They supervise teachers' classroom attendance, teaching methods they adopt, preparation of professional documents and levels contacts with parents. Despite this, students still register dismal grades in examinations. On curriculum implementation, CSOs undertake several activities, which include designing curriculum support materials, designing curriculum content while considering readiness of students and teachers as well as involving stakeholders such as parents in curriculum implementation process. Besides, stakeholders are important in school management and thus, CSOs' collaboration with them help

to improve management efficiency. They are involved in activities such as provision of teaching and learning materials, designing secondary school policies and ensuring safety of students and staff at school to improve performance of students.

5.4 Recommendations

i. On CSOs' capacity building of secondary school teachers, the study recommends that CSOs may devise new approaches of training of teachers which may enable them acquire skills which can help deliver quality instructional services. The CSOs may encourage teachers to adopt hands-on approach which is more learner-centered than teacher-centered.

ii. On CSOs' classroom supervision of teachers, the study recommends that, besides, supervising teachers' preparation of professional documents, the Ministry of Education may employ more CSOs to enhance the process of timely supervision of teaching.

iii. On CSOs' curriculum implementation activities, the study recommends that CSOs ought to involve all stakeholders in the process to enable them understand the needs, interests and preferences of the learners and teachers.

iv. On CSOs' collaboration activities with stakeholders, the study recommends that CSOs should devise strategies of involving as many stakeholders in decision-making as possible. The CSOs may coordinate collaboration of stakeholders with full understanding of

the requirements of secondary school curriculum and how the curriculum can be implemented.

v. The Ministry of Education should allocate more resources for the activities of CSOs to ensure supply of relevant and suitable instructional materials and also to recruit more CSOs officers in order to increase the frequency of inspections.

vi. The KICD may partner with the stakeholders in secondary education to ensure that secondary school curriculum content is relevant and age-appropriate and its implementation is undertaken to the latter.

5.4.1 Suggestions for Further Research

Researches could be undertaken to:

i. To assess the influence of CSOs' professional qualifications on students' achievement in secondary schools.

ii. To examine the influence of CSOs' attitude on school achievement in secondary schools.

iii. To determine how work conditions of CSOs influence their work in enhancing achievement among students in secondary schools.

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APPENDICES

Appendix I: Introductory Letter

Dear Sir/Madam,

RE: PERMISSION TO UNDERTAKE RESEARCH

I am a student in Kenyatta University undertaking a course in Master of Education Degree in Management, Policy and Curriculum Studies. As part of my course am required to undertake a research and submit a Project Proposal on **Curriculum Support Officers' Activities and their Influence on Academic Achievement in Public Secondary Schools in Makueni County, Kenya**. In this line, your participation will be considered in the research. Therefore, I kindly ask you to be part of the study by providing the information required in the instrument. If need be and if you request for the study findings to be availed to you, this will be done.

I will highly appreciate your assistance and cooperation.

Thank you.

Yours faithfully,

Alexander Mwau Kimweli

Appendix II: Participants' Consent Form

Dear Respondent.

I am Alexander Mwau Kimweli, undertaking Master of Education in Management, Policy and Curriculum Studies at Kenyatta University. I am carrying out a study on **Curriculum Support Officers' Activities and their Influence on Academic Achievement in Public Secondary Schools in Makueni County, Kenya**. Am kindly asking you to participate in this study and this is voluntary. You are assured of uttermost confidentiality of the information you provide and your responses will not be traced back to you since the researcher will combine them with response from other respondents in the study. This questionnaire seeks to obtain information concerning your school. Kindly fill in the questionnaire with the best honest response. I will highly appreciate your positive responses. See below a place for you to sign to show your consent.

Sign.....Date.....

Thank you

Alexander Mwau Kimweli,

Reg. No. E55/CE/25303/2013

Sign..... Date.....

Appendix III: Questionnaire for Secondary School Teachers

Section A: Demographic Data

Instruction: Please, kindly the right answer in the spaces provided.

1. Kindly indicate your gender: Male [ ] Female [ ]
2. What is your highest level of academic qualification?

   Certificate [ ]

   Diploma [ ]

   Bachelors' Degree [ ]

   Postgraduate [ ]
3. What category is your school?

   Boarding [ ]

   Day [ ]

   Mixed Day and Boarding [ ]

Section B: Assessment of Academic Achievement of Students in Public Secondary Schools

1. Please, show the mean scores in the KCSE form the year 2015 to 2019in your school.

Years	**KCSE Performance (Mean-scores)**
2015	
2016	
2017	
2018	
2019	

Section C: Curriculum Support Officers' In-service and Capacity Building of Teachers in Secondary Schools

1. How often have you undergone any capacity building programs organized by Curriculum Support Officers for the last five years?

Training	**Very Often**	**Often**	**Not Sure**	**Rarely**	**Never**
	5	**4**	**3**	**2**	**1**
Training on instruction approaches					
Training on how to handle students					

2. Kindly rate your agreement on the following statements regarding Curriculum Support Officer's capacity building of teachers and academic achievement.

Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

Test Items	**SA**	**A**	**U**	**D**	**SD**
	5	**4**	**3**	**2**	**1**
I have not undergone any capacity building by CSOs on different instruction approaches as a way of improving KCSE performance					
Performance of students in schools depends on capacity building by CSOs on new instruction approaches					
I have not undertaken any capacity building course on how to handle students by CSOs as a strategy to improve KCSE performance					
My capacity building on how to handle students by CSOs has not improved students' achievement in KCSE					
I have not undertaken capacity building by CSOs to improve academic achievement in my secondary school					

Section D: Curriculum Support Officers' classroom Supervision of Teachers in Secondary Schools

1. How often have you been supervised by Curriculum Support Officers?

Areas supervised	**Very Often** 5	**Often** 4	**Not Sure** 3	**Rarely** 2	**Never** 1
Class attendance					
Teaching methods adopted					
Preparation of professional documents					
Levels of contacts with parents					

2. What is your extent of agreement with statements on Curriculum Support Officers' classroom supervision of teachers and students' academic achievement?

Test Items	**SA** 5	**A** 4	**U** 3	**D** 2	**SD** 1
My class attendance is supervised by CSOs to improve academic achievement in my school					
In my school, CSOs supervise teaching methods I adopt in order to improve academic achievement					
In my school, CSOs rarely supervise my ability to prepare professional documents					
Supervision of my teaching activities by CSOs has not improved academic achievement in my school					
Curriculum Support Officers rarely supervise my ability to keep parents' contact as a way of improving students' academic achievement					

Section E: Curriculum Support Officers' Curriculum Implementation in Secondary Schools

1. How often do Curriculum Support Officers undertake the following secondary school curriculum implementation activities?

Curriculum Implementation Activities	**Very Often**	**Often**	**Not Sure**	**Rarely**	**Never**
	5	**4**	**3**	**2**	**1**
Designing curriculum support materials					
Considering students' and teachers' readiness					
Designing curriculum content					
Involving stakeholders such as parents in the curriculum implementation process					

2. Please, rate your levels of agreement with the statements on Curriculum Support Officers' curriculum implementation activities and students' academic achievement

Test Items	**SA**	**A**	**U**	**D**	SD
	5	**4**	**3**	**2**	1
CSOs are tasked to help design curriculum support materials as a way of improving students' academic achievement					
When designing secondary school curriculum, CSOs rarely consider my level of readiness nor students as a way to improve students' academic achievement					
Designing curriculum content by CSOs has not contributed towards academic achievement in my secondary school					

Students' academic achievement depends on how Curriculum Support Officers helps in designing secondary school curriculum					
During curriculum implementation, CSOs rarely involve parents as a way of improving their knowledge of secondary school academic activities					

Section F: Curriculum Support Officers' Collaboration with Stakeholders in Secondary Schools

1. How often do Curriculum Support Officers collaborate with other stakeholders in addressing these concerns?

Areas of Collaboration	**Very Often**	**Often**	**Not Sure**	**Rarely**	**Never**
	5	**4**	**3**	**2**	**1**
Provision of teaching and learning materials					
Designing of secondary school policy					
Ensuring safety at the Secondary schools					

2. Please show your level of agreement on the following statements on CSOs' collaboration activities and students' academic achievement.

Test Items	**SA**	**A**	**U**	**D**	**SD**
	5	**4**	**3**	**2**	**1**
CSOs always involve stakeholders in providing teaching as do learning resources to improve students' academic achievement					
Stakeholders are rarely involved by CSOs when designing secondary school policy as a way of ensuring students' achievement					

Safety in secondary schools has not been effectively attained since CSOs rarely involve stakeholders in proposing safety strategies					
CSOs' collaboration with stakeholders increases parents' knowledge of their roles in secondary schools					
Students' academic achievement is dependent on how CSOs collaborate with stakeholders in secondary schools					

Thank you,

Alexander Mwau Kimweli

Appendix IV: Interview Guide for School Principals

Dear respondent,

Section A: Demographic Data

1. Gender……
2. What is your highest level of educational qualification?.....
3. What is the category of your secondary school?.....

Section B: Assessment of Academic Achievement in Secondary Schools

1. What is the KCSE performance of your secondary school from 2015-2019?

   ……

   ……

   ……

Section C: Curriculum Support Officers' and Capacity building of teachers in Secondary Schools

1. How often have your teachers undergone any training organized by Curriculum Support Officers?
2. Explain how capacity building by CSOs improves students' academic achievement in public secondary schools.

Section D: Curriculum Support Officers' Class Supervision of Teachers in Secondary Schools

1. How often have your teachers been supervised by Curriculum Support Officers?
2. Supervision of teachers during classroom teaching improves academic achievements of students in public secondary schools.

Section E: Curriculum Support Officers' Curriculum Implementation Activities in Secondary Schools

1. How often do Curriculum Support Officers undertake curriculum implementation activities?
2. Describe how CSOs' involvement in curriculum implementation activities has improved academic achievement offered in secondary schools.

Section F: Curriculum Support Officers' Collaboration with stakeholders in Secondary Schools

1. How often do Curriculum Support Officers collaborate with stakeholders in enhancing students' academic achievement?
2. How has CSOs' collaboration activities with stakeholders influenced students' academic achievement in public secondary schools.

Thank you,

Alexander Mwau Kimweli

Appendix V: Interview Guide for Curriculum Support Officers

Dear respondent,

Section A: Demographic Data

1. Gender……..
2. What is your highest level of educational qualification?.....

Section B: Curriculum Support Officers' and Capacity building of teachers in Secondary Schools

1. How often do you carry out capacity building activities for teachers?
2. How often do you train teachers on curriculum implementation?

Section C: Curriculum Support Officers' Class Supervision of Teachers in Secondary Schools

1. How often do you supervise secondary school teachers?
2. Has your supervision of teachers during classroom teaching improves academic achievements of students in public secondary schools?

Section D: Curriculum Support Officers' Curriculum Implementation Activities in Secondary Schools

1. How often do you undertake curriculum implementation activities?
2. Has your involvement in curriculum implementation activities improved academic achievement in public secondary schools?

Section E: Curriculum Support Officers' Collaboration with stakeholders in Secondary Schools

1. How often do you collaborate with stakeholders in enhancing students' academic achievement?

2. Have your collaboration activities with stakeholders influenced students' academic achievement in public secondary schools?

Thank you,

Alexander Mwau Kimweli

Appendix VI: Letter of Approval of Research Project from Kenyatta University Graduate School

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School

DATE: 8th December, 2021

TO: Alexander Mwau Kimweli
C/o Education Management
Policy & Curriculum Studies

REF: E55/CE/25303/2013

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that Graduate School Board, at its meeting of 27th October, 2021, approved your Research Proposal for the M.Ed. Degree Entitled, **"Influence of Curriculum Support Officers' Activities on Academic Achievement in Public Secondary Schools in Makueni County, Kenya".**

You may now proceed with data collection, subject to clearance with the Director General, National Commission for Science, Technology and Innovation.

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.

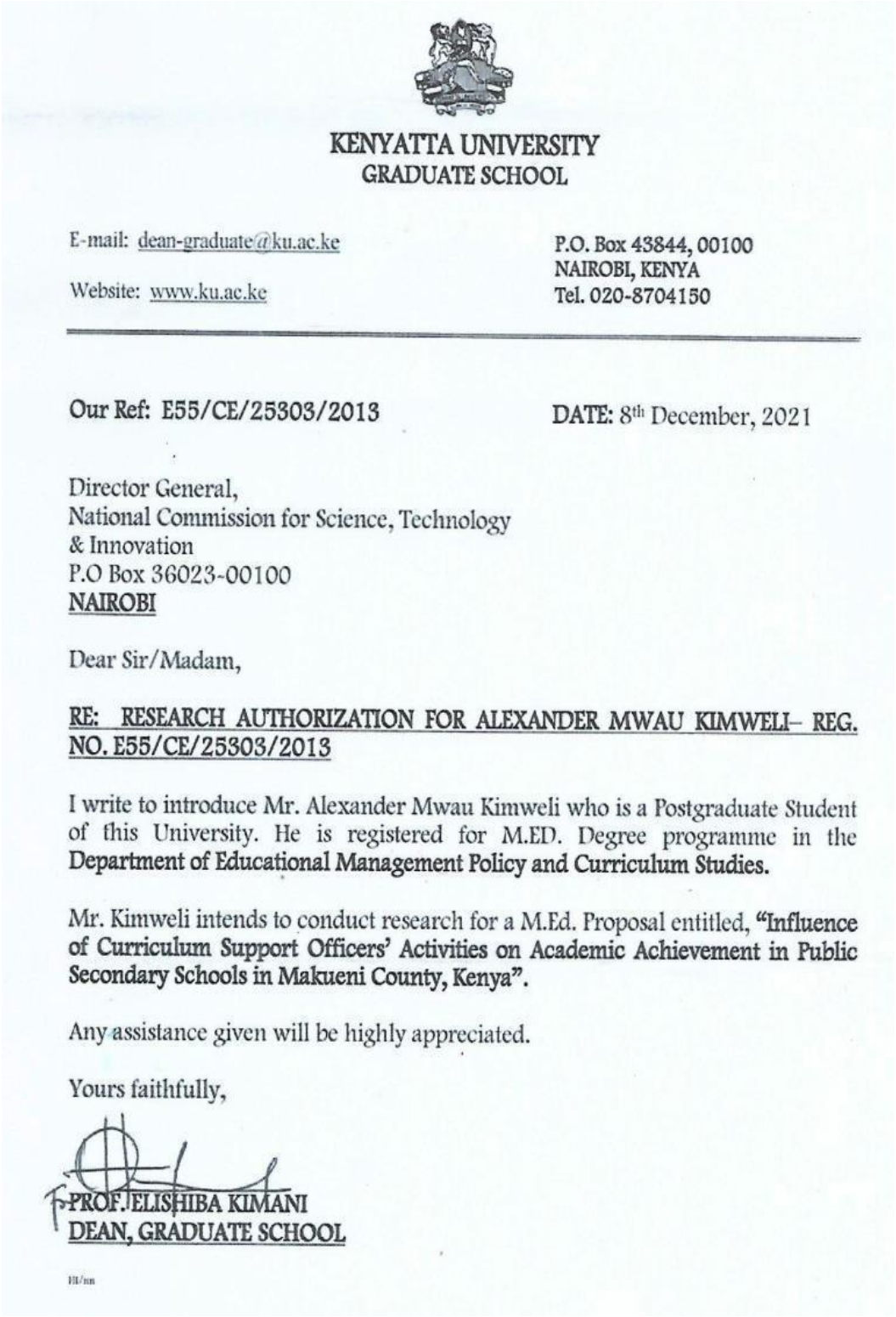
HARRIET ISABOKE
FOR: DEAN, GRADUATE SCHOOL

CC. Chairman, Department of Education Management Policy & Curriculum Studies

Supervisors:

1. Dr. Peter Nyaga Muchanje
C/o Department of Ed. Mgt. Pol & Curr Studies
Kenyatta University

Appendix VII: Letter of Research Authorization from Graduate School of Kenyatta University



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Our Ref: E55/CE/25303/2013

DATE: 8th December, 2021

Director General,
National Commission for Science, Technology
& Innovation
P.O Box 36023-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR ALEXANDER MWAU KIMWELI– REG. NO. E55/CE/25303/2013

I write to introduce Mr. Alexander Mwau Kimweli who is a Postgraduate Student of this University. He is registered for M.ED. Degree programme in the **Department of Educational Management Policy and Curriculum Studies.**

Mr. Kimweli intends to conduct research for a M.Ed. Proposal entitled, **"Influence of Curriculum Support Officers' Activities on Academic Achievement in Public Secondary Schools in Makueni County, Kenya".**

Any assistance given will be highly appreciated.

Yours faithfully,

PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

III/nn

Appendix VIII: Authorization Letter from National Commission for Science, Technology and Innovation, (NACOSTI)

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **117603**

Date of Issue: **21/December/2021**

RESEARCH LICENSE

This is to Certify that Mr.. ALEXANDER KIMWELI MWAU of Kenyatta University, has been licensed to conduct research in Makueni on the topic: INFLUENCE OF CURRICULUM SUPPORT OFFICERS' ACTIVITIES ON ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN MAKUENI COUNTY, KENYA for the period ending : 21/December/2022.

License No: **NACOSTI/P/21/14951**

117603

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

Appendix IX: Research Authorization from the County Commissioner, Makueni

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegram:
Telephone:
Fax:
Email: ***makuenicc@yahoo.com***

COUNTY COMMISSIONER
MAKUENI COUNTY
P.O. Box 1-90300
MAKUENI

Ref: MKN/CC/ADM.6/1 VOL.IV/117

12th January, 2022

Mr. Alexander Kimweli Mwau
KENYATTA UNIVERSITY

RE: RESEARCH AUTHORIZATION

Reference is made to Director General National Commission for Science, Technology and Innovation letter **Ref. NACOSTI/P/21/14951** dated **21st December, 2021** on the above underlined subject matter.

You are hereby authorized to undertake research on the topic, ***"Influence of curriculum support officers' activities on academic achievement in public secondary schools in Makueni County"}*** *for* the period ending **21st December, 2022.**

By a copy of this letter the Deputy County Commissioners are requested to give you the necessary assistance.

P.N. NYORO
FOR: COUNTY COMMISSIONER
MAKUENI

Cc:
County Director of Education
MAKUENI COUNTY

All Deputy County Commissioners
MAKUENI COUNTY

Appendix X: Research Authorization from the County Director of Education, Makueni

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telephone: .....
Fax: .....
Email:cdemakueni@gmail.com
When replying please quote

Ref No. MKN/C/ED/5/33/VOL.II/103

COUNTY DIRECTOR OF EDUCATION
MAKUENI COUNTY
P.O. BOX 41 - 90300
MAKUENI

12th January, 2022

Alexander Kimweli Mwau
Kenyatta University
P.O BOX 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION FOR ALEXANDER KIMWELI MWAU

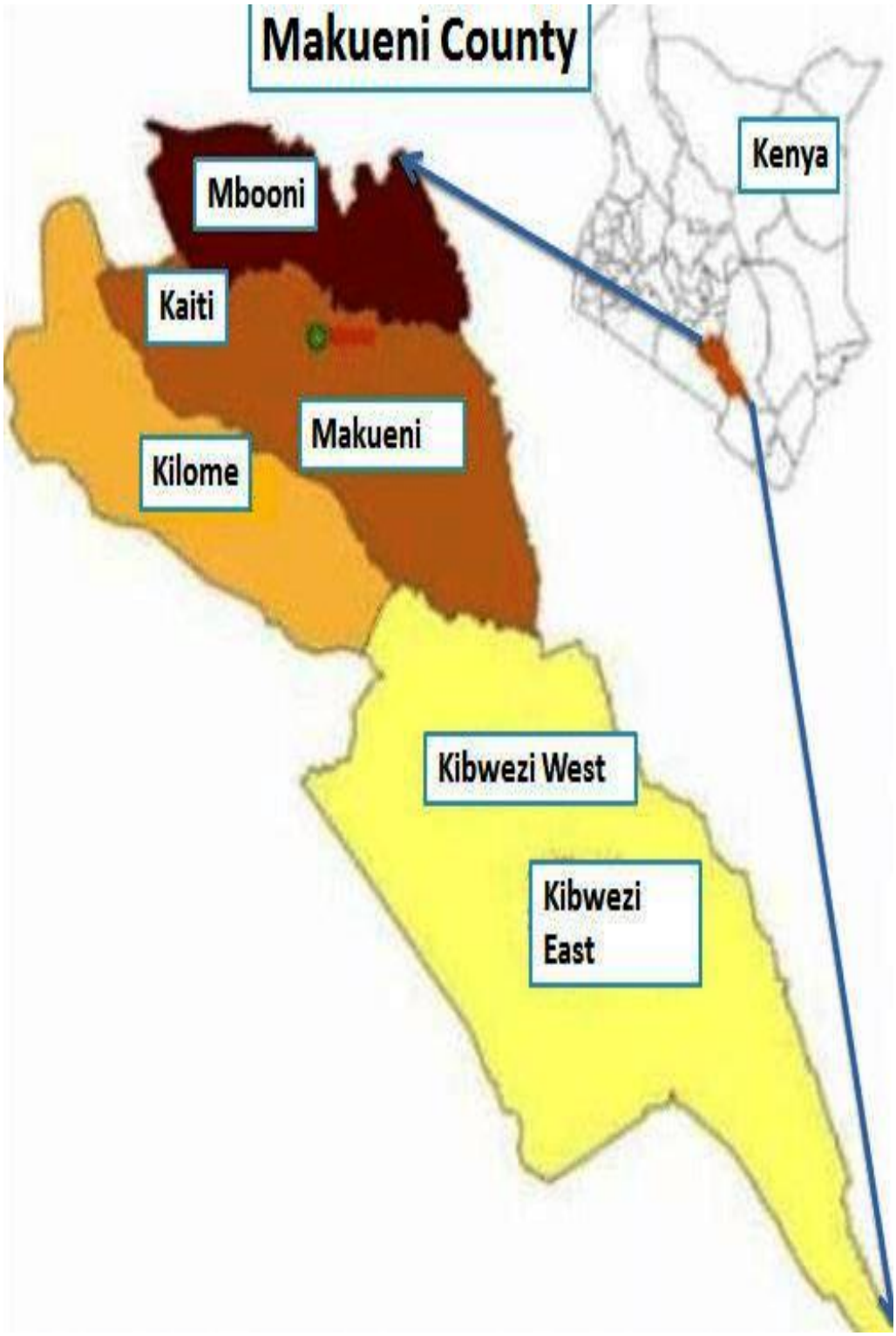
This office is in receipt of letter from the Director General, National Commission for Science, Technology and Innovation (NACOSTI) authorizing you to carry out research on **" Influence of Curriculum Support Officers' activities on academic achievement in public Secondary Schools in Makueni County"** for the period ending **21st December, 2022.**

Following this authorization, you are allowed to proceed with your research as requested.

COUNTY DIRECTOR OF EDUCATION
DATE: 12/1/2022
P.O. BOX 41-90300
MAKUENI
MAKUENI COUNTY - KENYA

Robinson K. Kiarii
For County Director of Education
MAKUENI COUNTY.

Appendix XI: Map of Makueni County, Location of Study



Source: IEBC (2012)