

**ACTIVITIES OF CURRICULUM SUPPORT OFFICERS ON ACADEMIC
ACHIEVEMENT OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN
DAGORETTI NORTH SUB COUNTY, KENYA**

MERCY KINYA MUTHIORA

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of Degree of Masters of Education in Curriculum Studies University of Nairobi

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DECLARATION

This research project is my original work and has not been presented for the award of a degree in any other university.



6/12/2023

MERCY KINYA MUTHIORA
E55/10817/2018

This project has been submitted for examination with our approval as University Supervisors.



6/12/2023

DR MERCY M. MUGAMBI
Senior Lecturer
Department of Educational Management Policy and Curriculum Studies
University of Nairobi



05/12/2023

DR. ROSEMARY IMONJE
Senior Lecturer
Department of Educational Management Policy and Curriculum Studies
University of Nairobi

DEDICATION

To my friend Martin Baariu and my mother, Lucy Muthiora and my siblings who were sources of encouragement to me. To my late, loving father Patrick Muthiora who believed I would reach the highest levels of education.

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ACRONYMS AND ABBREVIATIONS

CSOs:	Curriculum Support Officers
KCSE:	Kenya Certificate of Secondary Education
SPSS :	Statistical Package for Social Science
UNESCO:	United Nations Educational Scientific Organization

ABSTRACT

An essential objective of the Ministry of Education is to guarantee that every kid receives education of superior quality. Insufficient classroom teacher supervision, inadequate teacher capacity building, limited collaboration with stakeholders by the Curriculum Support Officers (CSOs), and substandard school infrastructure significantly impact the academic performance of pupils in Kenya. This study aimed to investigate the impact of curriculum support officers' actions on the academic performance of students in public secondary schools in Dagoretti North Sub County, Kenya. The research objectives were as follows: to assess the impact of capacity building of teachers by Curriculum Support Officers on students' academic achievement in Dagoretti North Sub County, to evaluate the effect of classroom teacher supervision by Curriculum Support Officers on students' academic achievement in Dagoretti North Sub County, to investigate the influence of collaboration activities with stakeholders implemented by Curriculum Support Officers on students' academic achievement in Dagoretti North Sub County, and to examine the impact of professional development and training programs for teachers facilitated by Curriculum Support Officers on students' academic achievement in Dagoretti North Sub County. The study included a target population of 200 teachers and 13 CSOs. A sample of 100 instructors and 13 CSOs was obtained using purposive and simple random sampling approaches. Data collection was conducted using a questionnaire and interview schedule. Instrument validity was assessed by seeking the expert opinion of the university supervisor. The reliability of the instrument was assessed using a test-retest method. The data, presented in frequencies and percentages, was analyzed using descriptive statistics for both quantitative and qualitative variables with the assistance of Statistical Package for Social Sciences (SPSS) Version 22.0. The study found that enhancing the skills and knowledge of teachers, closely monitoring their performance in the classroom, promoting collaboration among teachers, and providing them with professional development and training programs are all strongly linked to improved academic performance of students in public secondary schools. The study suggests that the Government should prioritize enhancing the capacity building of Civil Society Organizations (CSOs) for secondary school teachers. This may be achieved by developing novel training methodologies that would provide educators with the necessary abilities to deliver high-quality instructional services. It is recommended to promote a learner-centered strategy that emphasizes active participation, rather than a teacher-centered one.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is an essential entitlement of every individual and a crucial catalyst for both economic advancement and societal progress. Hence, it is imperative for governments to allocate resources towards providing high-quality education in order to enable their citizens to realize their maximum capabilities. The primary focus for all nations, particularly those in the process of development, is to enhance the caliber of educational institutions and the academic performance of students (De Grauwe, 2001), as the level of education provided significantly influences learning outcomes (Barro, 2006).

Morrison (2019) asserts that a student's emotional, social, and physical maturation significantly impacts their holistic development and eventual adulthood in the United States of America. In order to optimize the future welfare of each student, Morrison, Bachman, and Connor (2023) emphasize the importance of acknowledging the necessity to invest in them. They also note that governments worldwide highly prioritize academic achievement in secondary schools.

Academic achievement is defined as the outcomes that a high school student attains, according to numerous experts. According to Morrison (2019), academic performance can be assessed by analyzing the outcomes of both internal and external examinations. According to Reusen (2020), academic success is evidenced by achievement on both internal and external examinations.

It is imperative for Curriculum Support Officers (CSOs) to acquire the requisite knowledge and skills to effectively assist teachers, who in turn educate parents.

According to Taylor and Francis (2010), teachers in Kuala Lumpur play the role of agents in the secondary school curriculum. Moreover, according to Taylor and Francis (2010), teachers play a vital role in the academic achievement of pupils, as seen in both internal and external assessments. Additionally, according to Taylor and Francis (2010), monitoring teachers' use of classroom management strategies and their interactions with students is a crucial determinant of the quantity and quality of learning, ultimately leading to enhanced academic accomplishment.

The influence of teachers' capacity enhancement, aided by Curriculum Support Officers (CSOs), on students' academic achievement is a vital aspect of educational reform. Studies suggest that focused professional development programs and ongoing assistance provided by Civil Society Organizations (CSOs) can greatly improve teacher efficacy, resulting in better student performance (Inoue & Duranczyk, 2018).

The involvement of Curriculum Support Officers (CSOs) in coordinating collaborative endeavors with different stakeholders has a pivotal role in influencing students' academic achievements. Multiple studies consistently indicate that when Civil Society Organizations (CSOs) actively engage parents, community organizations, and educational institutions, it yields a beneficial effect on student outcomes (Adams & Walker, 2018).

The crucial part of educational improvement is in the function of Curriculum Support Officers (CSOs) who oversee classroom teachers and their influence on students' academic achievement. Multiple research studies have repeatedly demonstrated the beneficial impact of CSO supervision on teacher effectiveness and, as a result, on student results (Jones & Davis, 2017).

Curriculum Support Officers (CSOs) face a range of difficulties when performing their responsibilities in public secondary schools. Research has identified a significant problem in academic studies, namely the burden of labor and time constraints that hinder their ability to provide individualized assistance to teachers (Smith & Brown, 2018). Furthermore, the presence of opposition to change among educators and administrative staff, along with varying levels of receptiveness to the recommendations put forth by CSOs, poses obstacles to the successful execution of the proposed measures (Johnson & Jones, 2019). Moreover, bureaucratic impediments, budgetary limitations, and inadequate resources can hinder Civil Society Organizations (CSOs) from completely achieving their potential and implementing significant improvements to the curriculum and instructional methods (Adams et al., 2020).

CSOs have been utilized in countries outside of Africa to enhance the standard of education. In Pakistan, the Punjab Education Support Program (PESP) implemented the deployment of curriculum support officers to offer instructional assistance to teachers and enhance the standard of education in public schools. In Kenya, Civil Society Organizations (CSOs) are education officials who receive training to fulfill their responsibility of offering instructional assistance to teachers and head teachers, overseeing the implementation of the curriculum, and providing feedback to the Ministry of Education. CSOs have a crucial role in guaranteeing the successful execution of the curriculum and enhancing the standard of education in public schools, as stated by the Ministry of Education, Science, and Technology.

Curriculum Support Officers (CSO) have a crucial impact on the education system. According to Wafula (2019), Curriculum Support Officers are established at the zonal

level or any other level within the Sub County for purposes of providing quality teaching and learning and they are also responsible to the Sub-County Director in undertaking a number of activities which include; Identifying the training needs of teachers and heads of institution and advising the Commission accordingly, liaising with the Sub-County Director and school administrators, providing support services to teachers and to continuously advising on teaching techniques, appropriate text books, lesson demonstrations and the challenges noted during assessments, organizing and conducting, in conjunction with the Sub-County Directors, courses on curriculum delivery and implementation through seminars, workshops, retreats and in-service programmes, advising teachers on appropriate resources including resource books, consumables, audio-visual aids and other materials necessary for effective teaching and learning, assisting teachers to develop and use appropriate teaching aids and other reference materials among other key activities.

Sifuna (2010) states that capacity-building methods have a substantial impact on the academic success of students in educational institutions. There is a positive correlation between the capacity building of teachers and the performance of students in higher education. This approach aims to reduce dependence on external experts or lectures for knowledge, resources, and solutions.

Glickman (2018) states that classroom teacher supervision is conducted to assess the curriculum's status and the students' experiences in order to identify concepts that can be shared and develop common foundations for curriculum preparation. Classroom observation enables the head-teacher to identify and harness the untapped potential of the staff. According to Okech (2004), doing classroom observations is necessary to enhance

the competence of teachers, improve teaching methods, and promote student achievement. According to Simonsen (2018), good supervision is crucial for enhancing work efficiency and academic success. It also fosters an environment where individuals have a feeling of autonomy.

Curriculum support officers have a crucial role in coordinating activities with stakeholders. Bartle (2017) defines stakeholder involvement as the process of collaborating with individuals and utilizing available resources to facilitate collective efforts in achieving mutually accepted objectives and goals. An adept manager seeks opportunities for leveraging the interests and capabilities of each individual to benefit the collective. The head teacher endeavors to establish an environment within the school that facilitates this occurrence. Since the government has mandated and funded primary education for everyone, it is crucial for the school administration to engage all parties involved in the decision-making process in order to enhance children' academic success.

Multiple studies have been undertaken to assess the influence of Civil Society Organizations (CSOs) on the educational standards in Kenya and other countries in sub-Saharan Africa. An investigation carried out by Waweru and Mwathi (2016) in Kenya revealed that the actions of Civil Society Organizations (CSOs) had a beneficial effect on the teaching methods of instructors, resulting in enhanced academic achievement among students. The study additionally observed that the activities of the CSOs resulted in heightened teacher motivation, stronger communication and collaboration among teachers, and increased community involvement in education.

In a study conducted in Kenya by Mwenda and Ndirangu (2015), it was observed that Civil Society Organizations (CSOs) played a crucial role in ensuring the successful

implementation of the curriculum in public schools. The study revealed that Civil Society Organizations (CSOs) played a crucial role in connecting the national curriculum with the specific requirements of local communities. As a result, learners were able to get education that was both pertinent and of high quality. The authors observed that the actions of the CSOs also contributed to the improvement of teachers' and head teachers' professional growth.

The Curriculum Support Officers in Kenya, previously known as TAC (Teachers Advisory Centre) tutors, are responsible for training teachers and school heads. They also collaborate with the TSC Sub-County Director of Education and school administrators. Their responsibility entails delivering the necessary support services to teachers and consistently offering guidance on optimal teaching methodologies. They also provide guidance on selecting suitable texts and implementing effective lesson demonstration tactics. In addition, they emphasize the difficulties that they observe during classroom examinations (Teachers' Service Commission 2015).

TSC (2015) states that CSOs collaborate with Sub-County Directors of Education to arrange and facilitate seminars, retreats, workshops, and capacity building programs. These activities aim to keep teachers informed about curriculum delivery, changes in the curriculum, pedagogy, content coverage, and other relevant issues in the teaching profession. In addition, they develop work programs for the center for curriculum support through school visits to observe teaching approaches and provide guidance on optimal teaching methods and strategies.

Curriculum Support Officers have a crucial role in enhancing the standard of education in public schools within Nairobi City County, and their activities and responsibilities should

not be undervalued. CSOs are tasked with arranging and establishing examination and subject panels, providing guidance and counseling for instructors, and evaluating the curriculum. Additionally, they assist in the process of choosing textbooks, providing training for teachers, gathering, distributing, and submitting statistics on school enrollments, and managing the appointment and modification of staff for the Sub-County Director of Education (TSC, 2015).

As stated by the Counter Director of Education (2015), curriculum support officers collaborate with Quality Assurance and Standards Officers to coordinate and oversee co-curricular activities. This collaboration enhances the teaching and learning process and assists in the preparation of progress reports for schools, which are then submitted to education offices. The primary responsibility of curriculum support officers is to enhance educational standards in schools. Nevertheless, despite the beneficial influence of CSOs' endeavors on the educational standard, there are still several obstacles in their execution.

The academic achievement of students in public secondary schools in Nairobi County has garnered significant attention from stakeholders. The subpar academic achievement of pupils in these schools within Nairobi County can be ascribed to various factors, such as, but not only, a high ratio of students to teachers, insufficient teaching and learning resources, and other school-related elements. As per Sifuna's (2010) findings, many schools suffer from insufficient learning resources, resulting in students lacking proper exposure to equipment such as laboratory apparatus and revision materials. The lack of adequate facilities contributes to students' lack of confidence in handling exams, leading to anxiety and poor performance. However, although the administrations of the schools contribute to success by providing learning facilities promptly, inspections have a

minimal impact on performance. School inspections were infrequent, notwithstanding the low results. Hence, it is imperative to analyze the impact of Civil Society Organizations' (CSOs) activities on the scholastic accomplishments of students in public secondary schools located in Dagoretti North Sub County, Kenya.

1.2 Statement of the Problem

The primary objective of the Ministry of Education is to guarantee that every student is provided with education of exceptional quality. Consequently, the Kenyan government has continually implemented steps to enhance the quality of education at secondary institutions.

In Kenya, the academic performance of pupils is directly influenced by the presence of school physical amenities (Anjali & Malechwanzi, 2016). According to Mwangi and Nyagah (2011), the presence of school buildings and proper plans has a significant role in promoting successful teaching and learning activities, which in turn leads to strong academic performance.

In Nairobi City County, inadequate classroom teacher supervision, insufficient capacity building of teachers, lack of collaboration with stakeholders by the CSOs, and substandard school facilities significantly impact the academic performance of students in Dagoretti North Sub-County. This is evident from the lower grades achieved by many candidates in the national examination. Consequently, it is imperative to thoroughly investigate this issue and take appropriate measures to address it. In addition, Simiyu (2013) and Nyamongo, Sang, Nyaoka, and Matoke (2014) conducted studies in various counties in Kenya. This study aims to investigate the impact of Civil Society

Organizations (CSOs) activities on the academic performance of students in public secondary schools in Dagoretti North Sub County, Kenya.

1.3 Purpose of the Study

The study examined the impact of interventions by curriculum support officers on the scholastic performance of students in public secondary schools in Dagoretti North Sub County, Kenya.

1.4 Research Objectives

To realize the aim of the study; below objectives were explored:

- i. To examine the influence of capacity building of teachers by Curriculum Support Officers on students' academic achievement in Dagoretti North Sub County.
- ii. To establish the influence of classroom teacher supervision by Curriculum Support Officers on students' academic achievement in Dagoretti North Sub County.
- iii. To determine the influence of collaboration activities with stakeholders adopted by Curriculum Support Officers on students' academic achievement in Dagoretti North Sub County.
- iv. To examine the influence of professional development and training programs for teachers facilitated by Curriculum Support Officers on students' academic achievement in Dagoretti North Sub County.

1.5 Research Questions

The study was guided by the following research questions:

- i. What is the influence of capacity building of teachers by curriculum support officers on students' academic achievement in Dagoretti North Sub County?
- ii. To what extent does classroom teacher supervision by curriculum support officers influence students' academic achievement in Dagoretti North Sub County?
- iii. To what extent does collaboration with stakeholders adopted by Curriculum Support Officers influence students' academic achievement in Dagoretti North Sub County?
- iv. What is the influence of professional development and training programs for teachers facilitated by Curriculum Support Officers on students' academic achievement in Dagoretti North Sub County?

1.6 Significance of the Study

The conclusions of this investigation would be significant to several parties. These entities encompass, but are not necessarily restricted to, teachers, the Ministry of Education, Curriculum Support Officers, individuals with general knowledge, and researchers.

If implemented, secondary school teachers would receive comprehensive training in terms of sufficient subject knowledge and pedagogical expertise. This would ensure the provision of high-quality and effective teaching and learning services in secondary schools, leading to improved academic outcomes in accordance with the provided recommendations.

The Ministry of Education received evidence-based proposals for boosting the efficacy of curriculum support officers in improving the academic attainment of students in public secondary schools. Therefore, aiding in the advancement of education in Kenya.

The study provided information to Curriculum Support Officers and academic policy makers regarding the difficulties encountered by Curriculum Support Officers in carrying out their tasks and offered suggestions to enhance their efficiency. This research contributed to the professional growth of Curriculum Support Officers, ultimately leading to an improvement in the educational standards of public secondary schools.

The study may contribute to the existing knowledge base for both the general public and researchers about the impact of curriculum support officers on academic performance in Kenya, an area that is currently lacking in comprehensive understanding. The study offered significant perspectives on the most efficient approaches to enhance the educational standards in public secondary schools in Dagoretti North Sub County and beyond.

1.7 Limitations of the Study

Matula et al. (2018) define a limitation as a constraint that a researcher may face during a study, over which they may have limited or no control. The study was limited by the utilization of a self-rating questionnaire for the CSOs, perhaps leading to an inflated assessment of their effectiveness in enhancing students' academic performance. In order to surmount this challenge, the researcher sought out any conflicting data within the responses. Additionally, there was an observed absence of collaboration among the participants in the study. Nevertheless, the potential negative impact was alleviated by

clearly elucidating the objective of the study to the participants and guaranteeing the confidentiality of the data they gave for this research.

1.8 Delimitation of the Study

The study was limited to Dagoretti North Sub County and did not encompass other counties. The scope of the study was limited to school administrators, instructors, and civil society organizations (CSOs) in public secondary schools. This decision was made due to the distinct operational differences between public and private secondary schools, which may have resulted in varying perspectives. Furthermore, the researcher was limited to determining the causes of persistent underachievement in the Sub-County of Dagoretti North, even if Curriculum support personnel were there.

1.9 Basic Assumptions of the Study

The study was grounded on the subsequent suppositions:

- i. Curriculum support officers provide services specifically designed to enhance the academic performance of pupils in public secondary schools.
- ii. The respondents are expected to willingly submit correct and genuine information and cooperate accordingly.

1.10 Definition of Significant Terms

Academic achievement: This refers to the level of success that learners have attained in their academic pursuits, as measured by their grades, test scores, and other indicators of academic performance. This was 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 support officers: refer to officers from the TSC who have been mandated to provide oversight of the secondary schools' operation more so on issues that determine students' academic outcomes. Their responsibilities include; train and supervising teachers, participating in secondary school curriculum implementation, coordinate and collaborate with stakeholders.

Learning outcomes: This refers to the knowledge, skills, and competencies that learners acquire through their educational experiences.

1.11 Organization of the Study

The project report is organized into five chapters. Chapter one lays the background to the study, statement of the problem under study, purpose of the study, research objectives, research questions, significance of the study, study limitations and delimitations, assumptions of the study, definition of the significant terms, and organization of the study. Chapter two focuses on literature review with information on the concept of academic achievements then literature on curriculum support officers' capacity building activity, curriculum support officers' supervision activity, collaboration with stakeholders and challenges faced by curriculum support officers in Dagoretti North Sub County. Chapter three focuses on research methodology on research design, the target population, sample size and sampling procedures, research instruments, instruments validity and reliability, data collection procedures, methods of data collection, data analysis techniques and ethical considerations. Chapter four focuses on data presentation, interpretation and discussion of the study findings. Chapter five comprises of the summary of study, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter provides a comprehensive and evidence-based analysis of the literature regarding the impact of curriculum support officers' activities on the academic performance of students in public secondary schools. This chapter also includes a concise overview of the literature study and identifies areas where further research is needed.

2.2 Capacity Building of teachers by Curriculum Support Officers and Students' Academic Achievement

Capacity building greatly influences students' academic performance in educational institutions. Wosmann (2003) states that an institution's capacity either helps or hinders its performance. Therefore, evaluating the academic performance of public secondary schools can indicate any gaps in institutional capacity by revealing strengths or weaknesses in underlying capacity.

According to Wilson (2002), strategic leadership, human resources, and other essential resources such as physical facilities, technology, and finance, along with program management, process management, and inter-institutional linkages, can be categorized as the primary institutional capacity factors that contribute to academic performance. The primary objective of public secondary schools is to cultivate academically proficient students who are well-prepared for post-secondary education and the progressively competitive job market. Nevertheless, disparities in children's academic outcomes indicate that the current public education system has minimal impact on the whole.

As stated by Motoko (2004), the academic success of students, as demonstrated by their Kenya Certificate of Secondary Education (KCSE) results after completing the four-year course, is a result of the competence of educational institutions in Kenya, specifically public secondary schools.

Additional research conducted by Borman and Kimball (2005) and Rivkin, Hanushek, and Kain (2005) has demonstrated that the quality of teachers plays a crucial role in determining student achievement. However, developing accurate measures of teacher quality is a difficult undertaking due to the absence of agreement on the definition of a qualified teacher. Akiba (2004) defines a highly qualified teacher as someone who is completely certified, holds a bachelor's degree, and exhibits proficiency in both subject knowledge and teaching skills. Several states continue to encounter challenges in fully satisfying these criteria (U.S. Department of Education, 2006), and data from the Council of Chief State School Officers (Blank, 2003) reveals significant variations among states in the quantities of qualified teachers delivering instruction in subjects such as mathematics.

In a study conducted by Onyango (2012), the impact of institutional capability on the academic achievement of pupils in public secondary schools in Usigu division, Bondo district, Kenya was examined. The study was guided by the following objectives: to determine the impact of physical facilities on academic performance in public secondary schools, to assess the influence of human resources on academic performance in public secondary schools, to investigate the role of school leadership in academic performance in public secondary schools, and to explore strategies for enhancing academic performance in public secondary schools in Usigu division. The study employed a

descriptive survey research approach, which included distributing questionnaires to a sample of 97 respondents selected from a target population of 130. There were a total of 89 teachers and 8 principals. Given that the study focused on only 8 public secondary schools, the principals were intentionally selected for the study, while the teachers were randomly selected. The acquired data underwent editing, coding, and analysis utilizing descriptive statistics, namely frequency and percentage counts, with the assistance of the Statistical Package for Social Sciences (SPSS). Correlation analysis was employed to ascertain the association between the variables in the study. The data was subsequently provided in the form of tables displaying the frequency and percentage distributions. The study findings indicated that the public secondary schools had insufficient physical infrastructure and were understaffed. However, the teachers were observed to be highly motivated and content. Comprehending the impact of CSOs in public secondary schools, namely in terms of teacher development, school administration, staffing, and facilities, is crucial for determining the academic achievements of these institutions. The present study aims to address the existing knowledge deficit about the impact of capacity building of teachers by Curriculum Support Officers on students' academic performance in Dagoreti North Sub-County, Nairobi County.

2.3 Classroom Teacher Supervision by Curriculum Support Officers and Students' Academic Achievement

Supervision by classroom teachers is crucial for ensuring the attainment of high-quality education. As per UNESCO (2014), teachers' instructional supervision is a significant part of the education system. The primary accomplishment of the school's aims is the

oversight of the teaching staff. Supervising instructors ensures the achievement of their objectives. Penzer (2011) states that supervision advanced when researchers achieved their goals. It is imperative to establish a collective goal that all members of the institution are willing to pursue. Furthermore, a directive is required to direct the diverse and typically disorganized endeavors of individuals into a concentrated flow of output in order to achieve the shared goals (Simpson and Weiner, 2009). However, in order to optimize the contribution of each teacher to quality education, the implementation of a systematic study approach is crucial. This aligns with the perspectives of Fielding (2010), who contends that monitoring, despite its vital function in an effectively managed educational system, did not receive the appropriate level of attention.

UNESCO (2014) states that supervision services are carried out by officials who have received academic and professional training and has relevant experience. However, there is a lack of in-service training in the form of induction. Inadequate working conditions and a rigorous timetable contribute to reduced school attendance, particularly in remote regions, when these services are unfortunately most necessary. According to Okendu (2012), schools still consider external supervisor services to be desirable and important. Isaac, Haastrup, and Osalusi (2011) argue that quality education is characterized by high-quality teaching and learning methods.

In a study conducted by Adewale (2014), the focus was on examining the positive impact of particular teaching methods on the academic success of secondary school students. The research provided evidence that the competence of the teaching staff and the number of students who achieve satisfactory grades in subjects that are assessed at the end of the final classes, known as academic performance, play a crucial role in determining the

overall quality and evaluation of an educational system. Blaise & Blaise (2009) found that when department heads visited courses, it had a beneficial impact on students' academic achievement. Classroom support sessions are effective in enhancing instructors' skills and making them more cautious about utilizing instructional time efficiently. Feedback from these sessions is valuable for implementing new ideas, designs, and plans, as well as for achieving measurable teaching and learning objectives.

Sergiovanni (2009) demonstrated that both casual visits and formal sessions may effectively assess and assist teaching staff members. Usman (2015) conducted a study in the *Journal of Education and Practice* to evaluate the impact of instructional supervision on the academic achievement of secondary school students in Narasawa state, Nigeria. The findings demonstrated that the process of instruction and inspection significantly contribute to improving students' success. A study conducted by Okendu (2012) examined the academic performance of secondary school students. The study measured the success of students using various methods such as mocks, homework marks, assignments, school internal exams, continuing assessment tests, and assignments (Wanzare, 2011). A study conducted in Nigeria examined the correlation between school discipline, inclusive education, and additional training programs in northern schools and the academic achievement of secondary school pupils, as measured by national exams. Nonetheless, it is necessary to do a comparable investigation within the specific circumstances of Kenya. Therefore, the present study aims to analyze the impact of Civil Society Organizations' (CSOs) initiatives on the academic performance of pupils in public primary schools located in Nairobi County, Kenya.

2.4 Collaboration Activities with Stakeholders Adopted by Curriculum Support Officers and Students' Academic Achievement

Stakeholder involvement refers to collaborating with individuals and utilizing available resources to facilitate their cooperation in achieving mutually accepted objectives and goals. Jowi (2003) notes that an adept manager seeks opportunities for leveraging the interests and capabilities of each individual to benefit the collective. The head teacher endeavors to establish an environment within the school that facilitates this occurrence. Since the government has made primary education mandatory and free for everyone, it is crucial for the school administration to include all individuals with an interest in the decision-making process.

Koopman and Wierdsma (1998) categorize the reasons for participatory management into two major groups. The initial category can be characterized as democratic or humanistic. This argument fundamentally posits that every individual possesses the entitlement to participate in decisions that wield influence on their existence. It assumes that individuals possess the ability to engage in intellectual involvement, or at the very least, have the potential for it. The second fundamental sort of justification, as described by O'Hair and Reitzug (1997), is human connections or pragmatic reasoning. Participative management is an essential method for attaining corporate goals such as productivity and efficiency. In 2015, Gichohi conducted a study to determine the extent of stakeholder involvement in public elementary schools in Nakuru Municipality, which was seeing a decline in performance. The population of public primary schools in Nakuru Municipality is 60. The study employed an ex-post facto research methodology, which precludes the manipulation of variables due to the fact that the KCPE outcomes used had already

occurred. A random sampling technique was employed to choose a sample of 52 schools for the investigation. The results demonstrated that the majority of schools welcomed the involvement of stakeholders, as evidenced by the active participation of school management committees in the decision-making process. It is necessary to raise awareness among parents about their involvement in their children's class meetings. Additionally, more funding is needed to support participatory activities that enhance the learning environment. Moreover, participatory management in most schools significantly contributed to academic achievement. Nonetheless, it is necessary to do a comparable investigation within the Kenyan environment. Therefore, the present study aims to analyze the impact of Civil Society Organizations' (CSOs) activities on the academic performance of pupils in public primary schools in Dagoretti.

2.5 Influence of professional development and training programs for teachers facilitated by Curriculum Support Officers and students' academic achievement

Smith and Brown (2022) conducted a longitudinal research to investigate the influence of professional development programs on student academic performance. Their study centered on the function of Curriculum Support Officers (CSOs) in delivering instructional sessions to educators across a span of five years. The investigation unveiled a significant and favorable link between instructor engagement in these programs and enhancements in student achievement. The researchers assessed students' growth by analyzing standardized test results and classroom assessments, providing tangible

evidence of the positive impact of teacher professional development on academic performance.

Johnson and Garcia (2021) conducted a case study to examine the impact of training initiatives by CSOs on student results in a particular school system. Their research revealed a notable improvement in teachers' ability to teach effectively after taking part in these programs, leading to a more involved and academically accomplished student population. This case study highlighted the significant impact that customized teacher development programs may have on improving academic performance in certain school settings.

Williams and Lee (2023) conducted an experimental study to evaluate the impact of Curriculum Support Officers on improving student academic performance. A controlled study was undertaken wherein teachers received specialized training and support from the officers. The findings were remarkable, demonstrating a statistically significant enhancement in kids' test scores and overall academic performance within the experimental group. This study demonstrated the direct and measurable influence of well-designed training programs on students' academic achievements.

Davis and Martinez (2022) did a thorough meta-analysis that combined numerous studies on teacher professional development and its influence on student outcomes, particularly examining the role of Curriculum Support Officers. Their research frequently emphasized a strong correlation between teacher engagement in these programs and enhanced student results. The impact of Curriculum Support Officers on students' academic progress was noticed in many educational contexts and subject areas, highlighting their broad significance. The meta-analysis offered a comprehensive summary of the combined

evidence that supports the effectiveness of these training programs in the field of education. An analogous ongoing investigation should be undertaken in relation to Nairobi County. This study aims to investigate the impact of Civil Society Organizations (CSOs) activities on the academic performance of pupils in public elementary schools in Dagoretti.

2.6 Summary of Literature Review

The examined literature clearly demonstrates that several empirical research have been carried out to ascertain the attributes of teacher quality that are linked to increased student accomplishment. Multiple analyses of these studies have found that teacher certification, subject matter knowledge, pedagogical knowledge, and teaching experience are strongly linked to increased student achievement or greater gains in achievement (Darling-Hammond & Youngs, 2002; Rice, 2003; Wayne & Youngs, 2003; Wilson, Floden, & Ferrini-Mundy, 2001, 2002). Research has indicated that pupils who are instructed by teachers possessing certification in specific subjects tend to attain higher levels of achievement. Furthermore, it is worth mentioning that although curriculum support officers were implemented with the aim of improving the educational standards in the nation, there has been little emphasis placed on evaluating the impact of CSOs on students' academic performance.

The majority of the empirical literature examined employed a descriptive methodology to evaluate the perspectives of instructors and CSCs tutors. Consequently, it was not possible to establish a correlation between different elements. Moreover, several studies

have only concentrated on in-service training and education, neglecting to consider the particular routes through which it is imparted to teachers. In addition, there have been limited research efforts to examine the impact of curriculum support officers' activities on the academic performance of pupils in Dagoreti North Sub-county. This study aims to address the current research gap by utilizing descriptive and correlational analysis to thoroughly examine the impact of curriculum support officers' actions on the academic accomplishment of students in Dagoreti North Sub-county. The study aims to provide evidence-based findings and suggestions by adopting this strategy.

2.7 Theoretical Review

This study utilizes the system theory to investigate the impact of activities conducted by curriculum support officers on the academic performance of students in public secondary schools. This study utilizes the Vygotsky's Socio-Cultural Theory.

Lev Vygotsky, a renowned Russian psychologist, established the Socio-Cultural Theory, which serves as a fundamental framework in the field of developmental psychology. Vygotsky's theory posits that cognitive development is significantly influenced by social interactions and cultural background (Vygotsky, 1978). Vygotsky's central idea is around the "Zone of Proximal Development" (ZPD), which refers to the interconnectedness of learning and development. This occurs through collaborative interactions with individuals who possess more knowledge and expertise. The Zone of Proximal Development (ZPD) refers to the range of tasks that a learner is capable of doing with the assistance and guidance of an expert, but is not yet able to do independently (Vygotsky, 1978). Therefore, learning is most efficient when it occurs within the Zone of Proximal

Development (ZPD), promoting cognitive development and allowing pupils to progress in their abilities and understanding.

The Socio-Cultural Theory emphasizes the importance of cultural tools, such as language and symbols, in shaping an individual's cognitive development. Vygotsky highlighted the significance of language in facilitating cognitive processes and promoting intellectual development. Vygotsky (1978) proposed that language functions as the medium via which individuals acquire information from their social interactions, transitioning from outward to inward discourse. This study utilizes Vygotsky's theory because to its significant influence on education, particularly in emphasizing the need of social interactions, scaffolding, and culturally relevant instruction in promoting cognitive growth and development.

2.8 Conceptual framework

Kothari (2014) defines a conceptual framework as a research instrument that facilitates the development of awareness and comprehension of the research context being investigated. Furthermore, it aids the researcher in extracting profound significance from later study findings. The diagram in Figure 1 illustrates the correlation between independent variables (enhancement of teachers' capacity, supervision of classroom teachers, collaboration activities with stakeholders led by Curriculum Support Officers) and the academic performance of students in Dagoretti North Sub County (dependent variable).

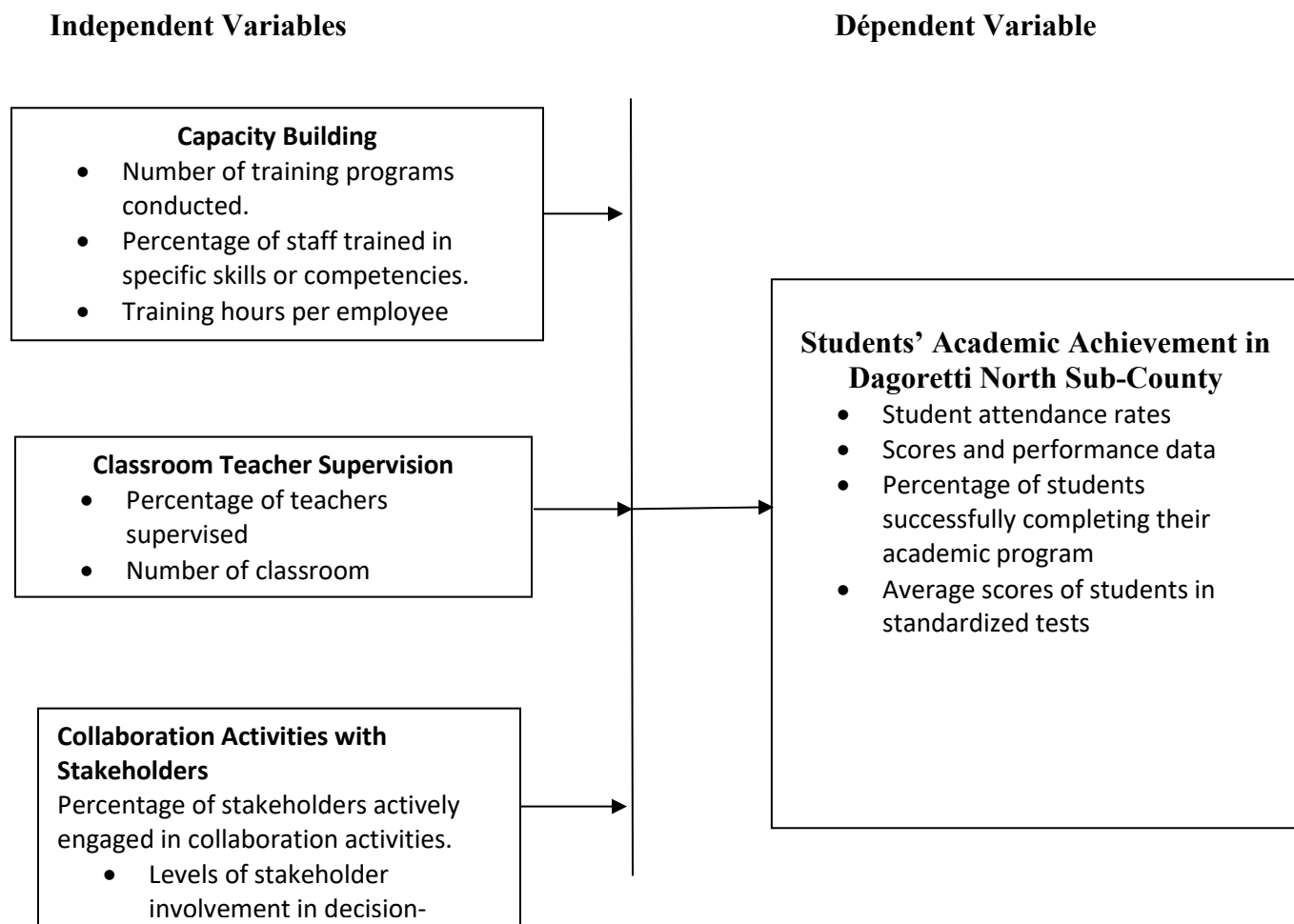


Figure 1: Conceptual framework on the influence of Curriculum Support Officers' Activities on Students' Academic Achievement

The diagram presented in Figure 1 demonstrates that improving the educational environment and implementing capacity development programs for Curriculum Support Officers (CSOs) in Kenya have a substantial effect on academic performance. These programs equip educators with sophisticated pedagogical methods, enhanced skills in managing resources, and a profound comprehension of student requirements, empowering them to conduct highly efficient education. In addition, CSOs oversee the

monitoring of classroom teachers, assuring compliance with rigorous standards, application of optimal methods, and customization of instruction to accommodate the varying requirements of students. Engaging stakeholders such as parents, community members, and governmental organizations in collaborative activities fosters a holistic approach to education, addressing resource and support deficiencies and establishing an optimal learning environment. In the end, this comprehensive strategy promotes enhanced educational results, cultivates a supportive academic environment, and leads to a comprehensive educational experience that enhances students' academic performance. Teacher training programs, facilitated by Curriculum Support Officers, are crucial for enhancing students' academic achievement by educating educators with up-to-date teaching techniques and current educational trends. This leads to more efficient and captivating instruction, ultimately resulting in improved academic outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter delineates the methodologies employed to execute this study. The chapter is structured based on the subsequent subheadings: The components of the study include the research design, the target population, a detailed description of the sample and the techniques used for sampling, a description of the research instruments along with their validity and reliability, a description of the procedures used for data collecting, a description of the procedures used for data analysis, and a discussion of any ethical considerations involved.

3.2 Research Design

Research design refers to a strategic strategy that outlines the actions to be taken in relation to the proposed research project. This study was designed using survey research methodology to obtain data for the study's aims. The primary factors in planning the study involved selecting the people from whom the necessary data was acquired and determining the data collection methods employed.

This study utilized a mixed research design. The selection of this design is driven by the subsequent criteria. Survey research is an effective method for gathering a substantial number of data on related items within a little timeframe. This enables the rapid acquisition of accurate information about the current situation without the need for extensive and costly

preparations or prolonged waiting periods. Furthermore, it offers a pragmatic structure for gathering data on the impact of interventions by curriculum support officers on the scholastic performance of students in public secondary schools in Dagoretti North Sub County, Kenya. Hence, the survey study is anticipated to offer an appropriate method of acquiring information that accurately represented the circumstances as they pertained to all the parties involved in public secondary school education in Kenya. Furthermore, survey investigations exhibit robust data reliability. This text presented the information regarding the situation as it existed during the period when the study was carried out.

The utilization of qualitative research techniques enabled the researcher to comprehend the subjects and so facilitated the exploration of non-measurable information pertaining to them. Additionally, it allowed the researcher to create open-ended inquiries in order to elicit a broader spectrum of answers. Furthermore, this study utilized evaluative methodologies to ascertain the impact of interventions by curriculum support officers on the academic performance of students in public secondary schools in Dagoretti North Sub County, Kenya. This was taken into account, recognizing that evaluative queries produced evaluation data.

3.3 Target Population

Barton (2001) states that scientific research aims to collect data from a certain demographic by distributing interviews and questionnaires. This allows researchers to obtain the necessary data for analysis. As per the Dagoretti County Education Office (2022), there were a total of thirteen (13) public secondary schools in this sub-county, which is the focus of this study. The study focused on 13 principals, 200 teachers, 1 sub-county education officer, and 13 CSOs in Dagoretti North Sub-county in Nairobi City County, Kenya. This group is crucial since it greatly influences the impact of curriculum support officers' actions on the academic performance of students in public secondary schools in Dagoretti North Sub County, Kenya.

3.4 Sampling Techniques and Sample Size

Sampling is the method of selecting and analyzing a small subset of individuals, objects, or events to get insights about the full population from which it is drawn. The study's sample size is displayed in Table 3.1.

Table 3.1: Sample of the respondents

Sample	Population Size	Sample size	Sampling Procedure
Teachers	200	100	Simple Random (50%)
Principals	13	2	Simple Random (50%)

Sub-county education officer	1	1	Purposive
CSOs	13	13	Purposive
Total	217	116	-

A simple random sampling method was employed to choose 50% of the intended population. According to Kothari (2014), a sample size ranging from 10% to 50% is considered adequate. The study includes a sample size of 100 instructors and 2 principals.

Conversely, a purposive sampling approach was employed to select one sub-county education officer and thirteen CSOs. The survey involved a total of 116 respondents (N=116).

3.5 Research Instruments

The research instruments utilized in this study included a questionnaire for teachers, as well as interview guides for principals and the sub-county education officer.

3.5.1 Questionnaires

The selection of questions for this study was determined by three primary factors. The initial problem pertained to the quantity of variables utilized to gather the necessary data items for the study. The utilization of the questionnaire emerged as the most pragmatic approach to collect data

pertaining to each individual. The survey consisted of five distinct components. The initial component encompassed the demographic data of the participants, whilst the subsequent sections were centered around the research aims of the study.

3.5.2 Interview guide

The interview guide or schedule was semi-structured, primarily consisting of open-ended items. An interview guide was utilized to gather information from the CSOs and Sub-county administrator, who are considered to possess pertinent insights on the impact of curriculum support officers' activities on the academic performance of students in public secondary schools. It is necessary to conduct interviews with respondents who possess expertise and experience in these domains.

3.6 Pilot Study

3.5.1 Instrument Validity

Validity pertains to the degree to which a research instrument accurately assesses the intended construct. There are three types of validity: content validity (which includes face and sample validity), construct validity, and predictive validity (Ogula, 1998). In order to establish the validity of the instruments, content validity was employed, involving consultation with two research specialists to validate their validity.

Following the creation of the questionnaires, the researcher meticulously examined each statement in collaboration with specialists. The tools were then evaluated to determine the degree to which they are pertinent to the subject matter. Each of the experts operated autonomously and offered comments to the researcher. The validity of the instruments was determined when the experts reached a consensus. An independent assessment was submitted by specialists to assess the validity of the tools. Based on their review, the content validity of the instrument was enhanced. Furthermore, the final instruments were modified to include the suggestions provided by peers, supervisors, and research professionals. This guaranteed that the instruments accurately measured the specific variables they were designed to monitor.

3.5.2 Instrument Reliability

Ogula (1998) defines dependability of an instrument as the degree to which a research instrument produces consistent measurements when administered to the same subjects on multiple occasions. According to Mugenda & Mugenda (2003), if a researcher gives a test to a subject twice and obtains the same score on the second administration as on the first test, then the instrument used is considered to have good reliability. If a measure is repeatedly administered to the same individuals and the test exhibits high reliability, it can be inferred that the scores would be relatively consistent. To ensure the reliability of the questions in the questionnaires used in this study, the researcher employed the test-retest procedure.

The triangulation method was employed to assess the reliability of qualitative instruments. The researcher employed methodological triangulation. Ritchie and Lewis (2005) found that employing diverse data gathering methods in a study helped overcome the constraints of each method and maximized their distinct advantages. The researcher employed a triangulation strategy, which involved using both quantitative and qualitative research approaches. Additionally, a diverse group of participants, specifically staff members, were included in the study. This technique facilitated the validation of individual perspectives and experiences by comparing them with those of others. As a result, a comprehensive understanding of the attitudes, needs, or behavior of the individuals under examination was developed, drawing upon the insights provided by a diverse group of individuals. The reference is from Neuman's work published in 2009.

3.7 Data Collection Procedures

Owen (2002) defines data collection as the systematic acquisition of information from individuals who are being surveyed or interviewed. This is accomplished by employing research instruments. A letter of introduction was received from the university. A research authorization was acquired from NACOSTI.

Contact was made with the school administration in order to request permission to gather data and clarify the objectives of the study. After completing the task, the researcher disseminated the surveys among the teachers. The researcher conducted individualized follow-up to secure the return of all the questionnaires. The interview took place in a conducive environment, ensuring the participants' confidentiality regarding the information they supplied. The gathered data was utilized for analysis.

3.8 Data analysis Procedure

The data acquired in this study mostly consisted of qualitative and quantitative information. Descriptive statistics were employed to condense and display quantitative data, such as average scores, standard deviations, and frequency distributions. Subsequently, inferential statistical tests, such as regression analysis, were utilized to evaluate the connections between CSOs' actions and academic accomplishment, taking into account prospective factors such as instructional techniques, resource allocation, and involvement levels. The data were analyzed to determine the magnitude of CSOs' influence on academic attainment in the defined

setting, offering significant perspectives for educational policy and practice.

Conversely, the qualitative data, acquired using an interview guide, was transcribed and categorized to recognize recurring themes and patterns pertaining to the activities of CSOs and their influence on academic performance. Subsequently, these topics were systematically classified into distinct categories that encompassed various facets of the impact, such as pedagogical assistance, provision of resources, or guidance.

3.9 Ethical Concerns

Ethical research is defined as research that avoids causing harm, obtains informed consent, and upholds the rights of those under study. Ethical considerations are a crucial aspect of research, particularly in relation to the behavior of researchers. This study incorporated the following ethical considerations: voluntary involvement, anonymity, confidentiality, and deceit.

The notion of voluntary participation necessitates that individuals are not compelled to partake in research. This indicates that study should be carried out with the explicit permission of the individual involved. The research participants were provided with information regarding the purpose and nature of the study, enabling them to exercise their own discretion in deciding whether or not to participate (Trochim, 2006). In this study, the researcher ensured the voluntary participation of the respondents by providing a clear explanation of the study's objective, allowing them to make an educated decision on their involvement.

The concept of anonymity: The policy of participant anonymity was upheld throughout the investigation (Parton, 1990). The participants in this study were not obligated to disclose their identities.

Confidentiality: To safeguard the privacy of the participants, we ensured that the information they submitted would be utilized solely for academic purposes, so guaranteeing confidentiality.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF THE STUDY FINDINGS

4.1 Introduction

This chapter provides an analysis of the data obtained from questionnaires and interview guides that were administered to assess the impact of activities carried out by curriculum support officers on the academic performance of students in public secondary schools in Dagoretti North Sub County, Nairobi County, Kenya.

4.2 Descriptive Analysis

4.2.1 Response Rate

In order to get the data included in the research, a series of questionnaires were disseminated to the respondents in the selected schools. Nevertheless, there were several questionnaires that were not answered despite being distributed. Table 4.1 displays the quantity of questionnaires distributed to various respondents, as well as the number of questionnaires that were returned and appropriately completed.

Table 4.1: Response Rate

Respondents	Issued Questionnaires	Returned Questionnaires	Percentage Response
Teachers	100	72	81.2%
CSOs	16	13	65.0%
Total	116	85	73%

Source: Research Data

A total of 116 surveys were administered, and the researcher obtained 85 completed questionnaires, reflecting a response rate of 73%. The questionnaire had inquiries that directly pertained to the study's purpose. This was deemed appropriate as it exceeded 50%.

4.2.2 Background Information of the Respondents

The participants were requested to provide their demographic details. The data was classified according to gender, age group, greatest degree of education, and experience.

4.2.2.1 Gender

The study aimed to investigate the gender of the participants. This was classified into two categories: male and female. The diagram in Figure 4.1 illustrates the breakdown of participants according to their gender.

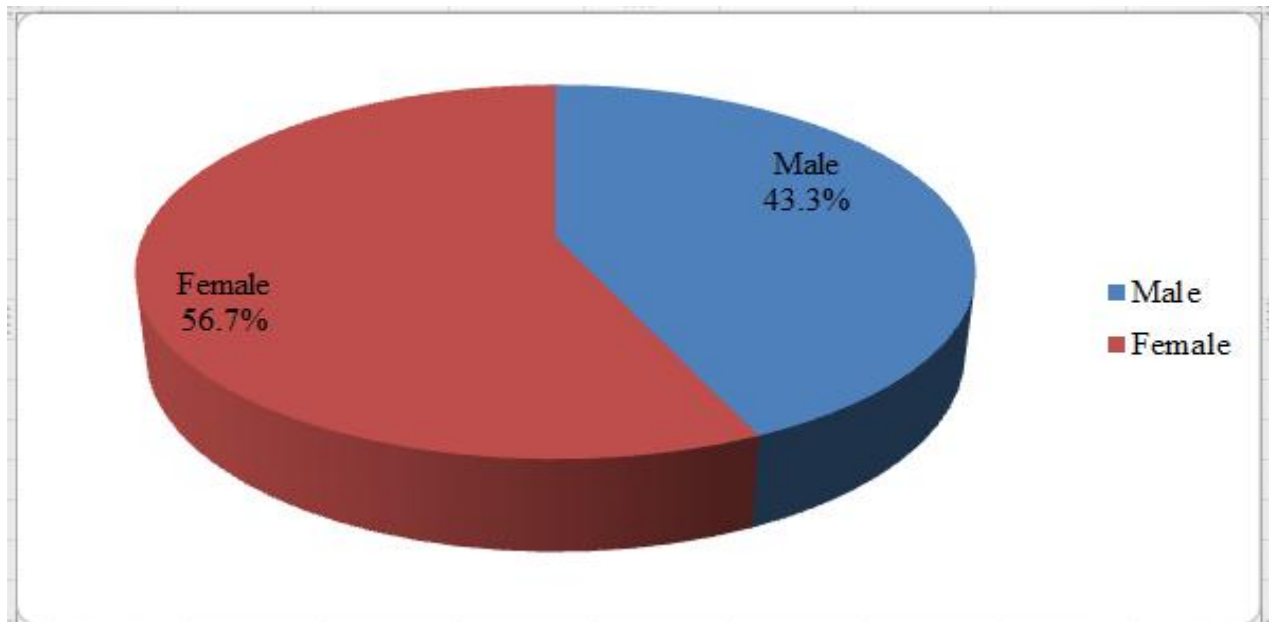


Figure 4.1: Distribution of the Respondents by Gender

According to the data presented in figure 4.1 above, a majority (56.7%) of the participants in the study were female. 43.3% of the remaining individuals were female.

4.2.2.2 Age Group

The participants were additionally requested to specify their age bracket. The data was classified into four age groups: 18-30 years, 31-40 years, 41-50 years, and over 50 years.

Figure 4.2 displays the demographic breakdown of respondents according to their age range.

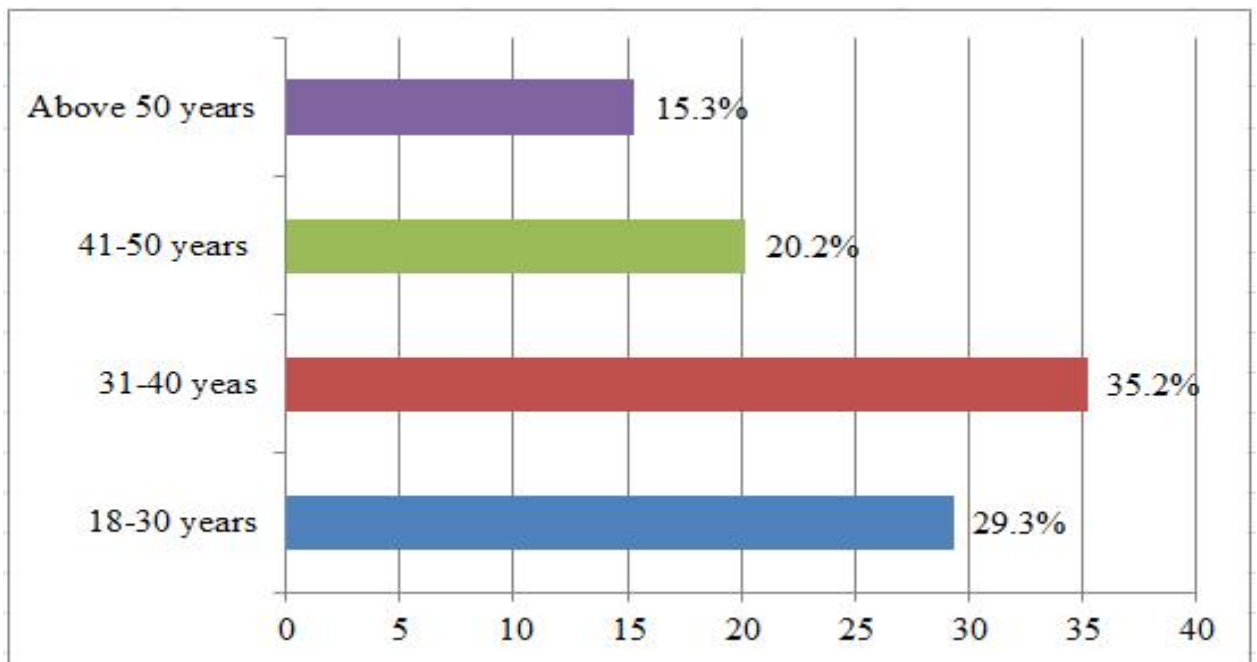


Figure 4.2: Distribution of Respondents by Age Range

Out of all the participants in the study, 35.2% belonged to the age range of 31-40 years. Subsequently, 29.3% of the individuals fell under the age range of 18-30 years, while the remaining percentage consisted of individuals aged 41-50 years (20.2%) and above 50 years (15.3%) correspondingly.

4.2.2.3 Level of Education

The participants were additionally requested to specify their highest degree of schooling. The categorization includes four levels of education: Diploma, Bachelor's Degree, Master's Degree, and PhD. Figure 4.3 displays the distribution of respondents based on their highest level of schooling.

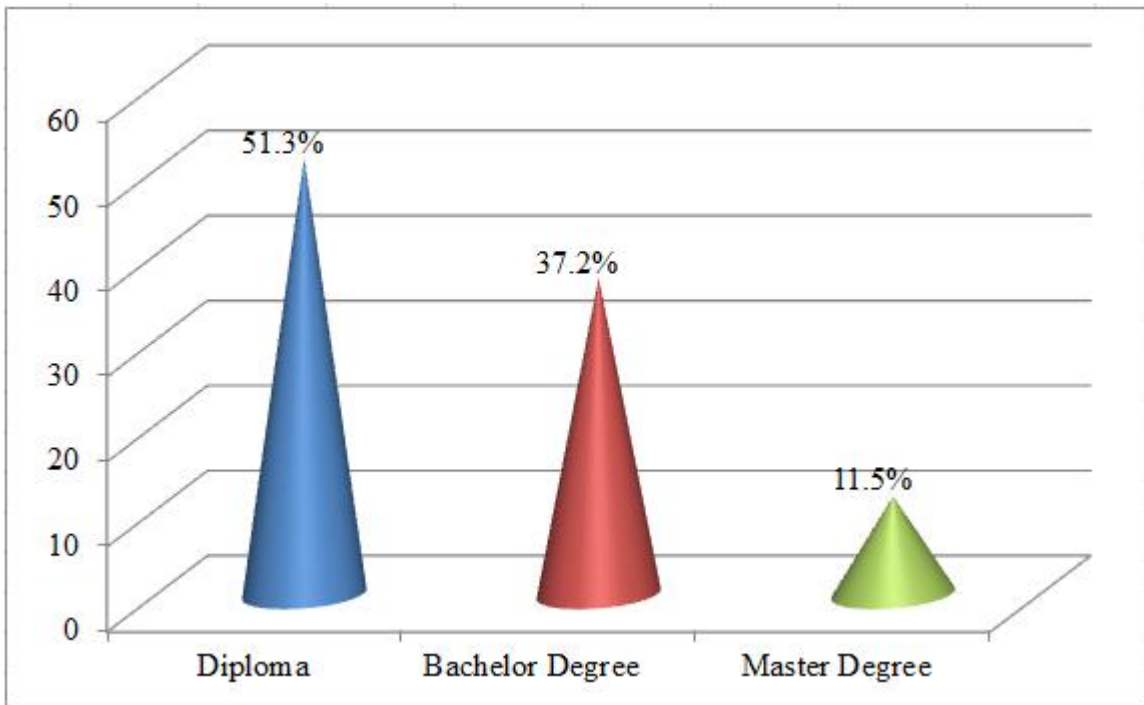


Figure 4.3: Distribution of respondents by highest level of education

Just over half (51.3%) of the instructors surveyed held a diploma certificate as their greatest educational attainment. Subsequently, 37.2% of individuals possessed a bachelor's degree, while 11.5% had attained a master's level of education.

4.2.2.4 Experience

The participants were additionally requested to specify the duration of their employment at the present educational institution. The data was classified into five age groups: under

5 years, 6 to 11 years, 12 to 17 years, 18 to 23 years, and over 24 years. Figure 4.4 displays the distribution of participants based on their level of experience.

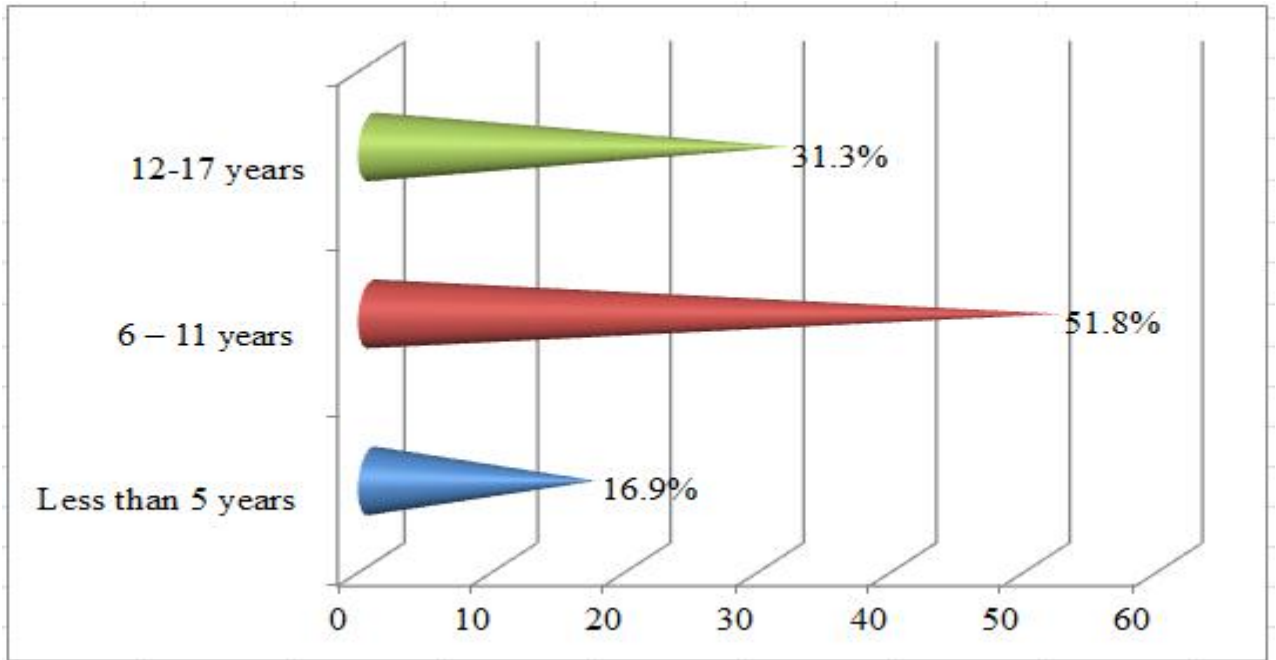


Figure 4.4: Distribution of Respondents’ by Experience

Just over half (51.8%) of the teachers reported having job experience ranging from 6 to 11 years. Subsequently, 31.3% of individuals had been employed at the same school for a duration of 12-17 years, while the remaining percentage had less than 5 years of work experience.

The study aimed to investigate whether instructors had participated in any capacity building programs conducted by Curriculum Support Officers throughout the past five years.

Figure 4.5 depicts the distribution of responses on whether teachers possessed Figure 4.5 displays the distribution of responses on whether teachers had participated in any

capacity building programs offered by Curriculum Support Officers throughout the past five years.

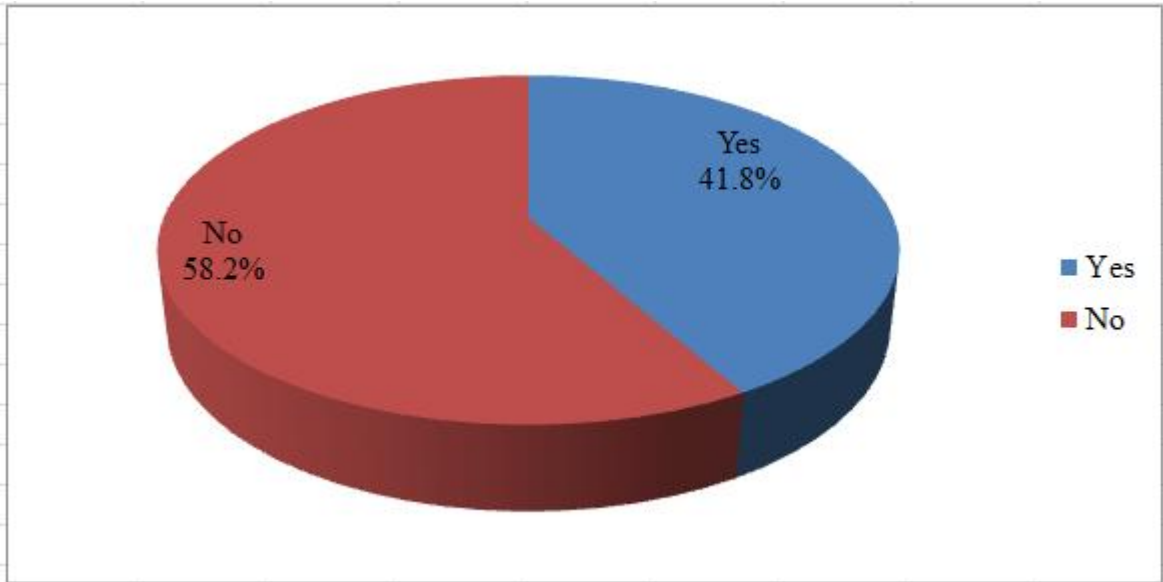


Figure 4.5: Distribution of responses whether teachers had undergone any capacity building programs organized by Curriculum Support Officers for the last five year

According to the data presented in figure 4.5, 41.8% of the teachers surveyed reported participating in capacity building programs organized by Curriculum Support Officers within the past five years, whereas the majority (58.2%) did not.

Conversely, when questioned about their participation in capacity building programs organized by Curriculum Support Officers over the past five years, all of the CSOs in the study unanimously confirmed their involvement in such programs.

The participants were also requested to specify the frequency at which they have participated in any capacity enhancement initiatives conducted by Curriculum Support Officers over the past five years. Figure 4.6 displays the distribution of responses about

the frequency of participation in capacity building programs organized by Curriculum Support Officers during the past five years.

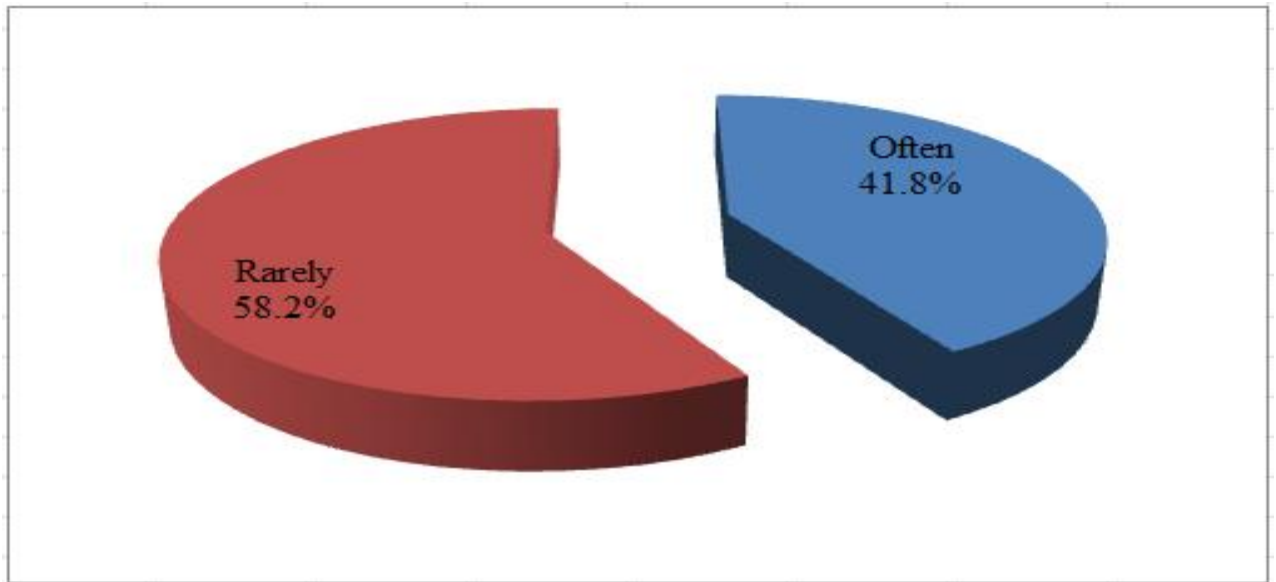


Figure 4.6: Responses on how often they had undergone any capacity building programs organized by Curriculum Support Officers for the last five years

When surveyed about their participation in capacity building programs organized by Curriculum Support Officers over the past five years, 41.8% of the teachers reported frequent attendance. Only 58.2% of them have infrequently participated in capacity building activities offered by Curriculum Support Officers in the past five years.

4.2.3 Influence of capacity building of teachers by Curriculum Support Officers on students' academic achievement

The study aimed to investigate the impact of teachers' capacity building by Curriculum Support Officers on students' academic performance. The participants were requested to express their level of agreement regarding the impact of teachers' capacity building by Curriculum Support Officers on students' academic performance. The data presented in Table 4.2 illustrates the distribution of responses about the impact of teachers' capacity building by Curriculum Support Officers on students' academic performance.

Table 4.2: Responses on the Influence of capacity building of teachers by Curriculum Support Officers on students' academic achievement

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
I have undergone capacity building by CSOs on different instruction approaches as a way of improving KCSE performance	46	51.2	25	34.5	-	-	14	14.3	-	-
Performance of students in schools depends on capacity building by CSOs on new instruction approaches	24	35.7	51	57.4	-	-	18	7.0	-	-
I have undertaken capacity building course on how to handle students by CSOs as a strategy to improve KCSE performance	24	33.3	51	57.8	-	-	23	8.9	-	-
My capacity building on how to handle students by CSOs has not improved students' achievement in KCSE	52	57.0	24	35.3	-	-	20	7.8	-	-
I have not undertaken capacity building by CSOs to improve academic achievement in my secondary school	22	23.6	63	76.4	-	-	-	-	-	-

Source: Research Data

According to the data presented in table 4.2, a majority (51.2%) of the respondents expressed strong agreement on their participation in capacity building programs conducted by CSOs. These programs aimed to enhance their performance in the KCSE exams using various instructional approaches. This was endorsed by 34.5% of them who agreed with the statement, while the remaining 14.3% held a different opinion.

Regarding the impact of capacity building by CSOs on innovative instruction methodologies on student performance in schools, 57.4% of the study participants agreed with this statement. This was endorsed by 35.7% of individuals who expressed strong agreement with the statement. Merely 7.0% of them expressed a different opinion.

A majority (57.8%) of the respondents acknowledged that they have participated in capacity building courses organized by CSOs to enhance their skills in managing pupils, with the aim of improving KCSE performance. 33.3% of the individuals strongly agreed with the statement, while just 8.9% held a different opinion.

Regarding the impact of CSOs' capacity building on student handling on KCSE achievement, 57.0% of respondents strongly agreed with the statement.

Additionally, 35.3% of respondents agreed with the statement, further supporting this finding. 7.8% of them expressed disagreement with the statement.

The survey found that 76.4% of the participants agreed that they have not received capacity building from CSOs to enhance academic performance in their secondary school. 23.6% of them strongly agreed with the statement, therefore providing support for it.

All the CSOs involved in the study believed that the capacity building of teachers by the CSOs has a significant impact on the academic achievement of students in Dagoretti North Sub County.

This discovery aligns with the results of Wilson's (2002) study, which identified strategic leadership, human resources, core resources such as physical facilities, technology, and finance, program management, process management, and inter-institutional linkages as the primary institutional capacity factors that contribute to academic performance. Furthermore, this finding aligns with the conclusions of previous research conducted by Borman and Kimball (2005) as well as Rivkin, Hanushek, and Kain (2005), which demonstrated that the quality of teachers plays a crucial role in determining student achievement. Nevertheless, the task of developing accurate measures to assess teacher quality remains difficult due to the absence of a consensus on the criteria that define a competent teacher.

4.4.4 Influence of classroom teacher supervision by Curriculum Support Officers on students' academic achievement

The participants were requested to express their degree of agreement regarding the impact of classroom teacher supervision by Curriculum Support Officers on students' academic performance. Table 4.3 displays the distribution of responses regarding the impact of classroom teacher supervision by Curriculum Support Officers on students' academic performance.

Table 4.3: Responses on the influence of classroom teacher supervision by Curriculum Support Officers on students' academic achievement

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
My class attendance is supervised by CSOs to improve academic achievement in my school	35	13.6	198	76.7	-	-	25	9.7	-	-
Curriculum Support Officers rarely supervise my ability to keep parents' contact as a way of improving students' academic achievement	92	35.7	155	60.1	-	-	11	4.3	-	-
In my school, CSOs rarely supervise my ability to prepare professional documents	146	56.6	59	22.9	-	-	17	6.6	-	-
Supervision of my teaching activities by CSOs has not improved academic achievement in my school	169	65.5	59	22.9	-	-	30	11.6	-	-
I have not undertaken capacity building by CSOs to improve academic achievement in my secondary school	153	59.3	95	36.8	-	-	10	3.9	-	-

Source: Research Data

According to Table 4.3, a significant majority (76.7%) of the participating instructors agreed that CSOs supervise class attendance in order to enhance academic progress in their school. 13.6% of individuals expressed significant agreement with the statement, while just 9.7% held a different perspective.

A significant majority (60.1%) of the teachers concurred that Curriculum Support Officers infrequently oversee their competence in maintaining communication with parents as a means of enhancing students' academic performance. This was corroborated by 35.7% of individuals who strongly agreed with the assertion, whereas 4.3% held a contrary opinion.

Regarding the question of whether CSOs have little oversight of their proficiency in creating professional documents at their school, 56.6% of the participants in the study concurred with the statement. This was endorsed by 22.9% of individuals who concurred with the statement. Merely 6.6% of them expressed a different viewpoint.

A significant majority (65.5%) of the teachers expressed a strong consensus that the supervision of their teaching activities by CSOs has not resulted in any improvement in academic achievement within their school. This was endorsed by a fraction just under 25% (22.9%) of them who concurred with the assertion, whereas only 11.6% of them had a different sentiment.

Regarding the implementation of capacity building by CSOs to enhance academic performance in their secondary school, 59.3% of the participants strongly agreed

with the statement. Additionally, 36.8% of the participants agreed with the statement, further supporting this finding. 3.9% of them expressed disagreement with the remark.

When surveyed about the impact of classroom supervision by CSOs on students' academic achievements, an overwhelming majority (98.8%) of the CSOs involved in the study strongly believed that such supervision has a significant influence on students' academic performance in Dagoretti North Sub County. 1.2% of them remained uncertain.

This finding aligns with a study conducted by Adewale (2014) that examined the positive impacts of specific teaching methods on students' academic success in secondary schools. The study provided evidence that the competence of the teaching staff and the number of students who receive satisfactory grades in subjects that are assessed at the end of the final classes, known as academic performance, play a crucial role in determining the quality and evaluation of any educational system. The findings indicated that the presence of department heads in classrooms had a beneficial impact on students' academic achievement.

4.4.5 Influence of collaboration activities with stakeholders adopted by Curriculum Support Officers on students' academic achievement

The participants were requested to express their degree of agreement with the impact of collaborative endeavors with stakeholders, as implemented by Curriculum Support Officers, on students' academic performance. Table 4.4 displays the distribution of

responses regarding the impact of collaborative activities with stakeholders implemented by Curriculum Support Officers on the academic performance of students.

Table 4.4: Responses on the influence of collaboration activities with stakeholders adopted by Curriculum Support Officers on students’ academic achievement

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
CSOs always involve stakeholders in providing teaching as do learning resources to improve students’ academic achievement	33	47.7	52	52.3	-	-	-	-	-	-
Stakeholders are rarely involved by CSOs when designing secondary school policy as a way of ensuring students’ achievement	65	61.6	20	38.4	-	-	-	-	-	-
Safety in secondary schools has not been effectively attained since CSOs rarely involve stakeholders in proposing safety strategies	68	76.0	19	24.0	-	-	-	-	-	-
CSOs’ collaboration with stakeholders increases parents’ knowledge of their roles in secondary schools	53	20.5	23	34.9	-	-	20	14.7	-	-
Students’ academic achievement is dependent on how CSOs collaborate with stakeholders in secondary schools	45	50.4	23	34.9	-	-	38	14.7	-	-

Source: Research Data

According to the data presented in table 4.4, a majority (52.3%) of the participating teachers agreed that CSOs consistently engage stakeholders in

delivering teaching and learning materials to enhance students' academic performance. 47.7% of them strongly agreed with the statement, therefore providing support for it.

A significant majority (61.6%) of teachers expressed strong agreement that Civil Society Organizations (CSOs) rarely include stakeholders in the construction of secondary school policies, which is crucial for guaranteeing students' academic success. 38.4% of the individuals expressed agreement with the statement.

The achievement of safety in secondary schools has been inadequate due to the infrequent involvement of CSOs in soliciting input from stakeholders for the development of safety plans. This was corroborated by 56.6% of the study participants who agreed with the statement. This was endorsed by 22.9% of individuals who expressed agreement with the statement. Merely 6.6% of them expressed a different viewpoint.

A significant majority (65.5%) of the respondents expressed strong agreement with the positive impact of CSOs' collaboration with stakeholders in enhancing parents' understanding of their roles in secondary schools. This was endorsed by a fraction just under 25% (22.9%) of them who concurred with the assertion, whereas only 11.6% of them had a different perspective.

The majority of respondents (76.0%) strongly agreed that kids' academic progress is based on how CSOs cooperate with stakeholders in secondary schools. 24.0% of individuals expressed agreement with the statement.

When surveyed about the impact of collaboration activities with stakeholders implemented by Curriculum Support Officers on students' academic achievement, a significant majority (95.3%) of the CSOs who participated in the study strongly believed that such collaboration activities have a highly influential effect on students' academic achievement.

This finding aligns with a study conducted by O'Hair and Reitzug (1997), which demonstrated that participative management is a vital method for attaining organizational objectives such as productivity and efficiency. A study conducted by Gichohi (2015) found that the majority of schools implemented Stakeholder involvement, leading to active participation of school management committees in the decision-making process regarding school management.

4.4.6 Influence of professional development and training programs for teachers facilitated by Curriculum Support Officers on students' academic achievement

The participants were asked to indicate their level of agreement with the influence of professional development and training programs for educators, facilitated by Curriculum Support Officers, on the academic achievement of students in Dagoretti North Sub County. Table 4.4 presents the distribution of responses about the influence of professional development and training programs for teachers, facilitated by Curriculum Support Officers, on the academic achievement of children.

Table 4.5 Responses on the influence of professional development and training programs for teachers facilitated by Curriculum Support Officers on students' academic achievement.

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
I have had opportunities to apply what I've learned from these programs in my classroom	59	71.3	12	14.0	-	-	18	14.7	-	-
I have observed an improvement in my students' academic performance as a result of the knowledge and skills gained from these programs	23	37.6	62	62.4	-	-	-	-	-	-
The professional development and training programs have positively affected students' engagement and motivation in my classroom	52	55.4	23	37.2	-	-	12	7.4	-	-
These programs have improved my teaching skills and strategies	50	58.1	23	37.2	-	-	6	4.7	-	-
I believe that students' overall academic achievement has been enhanced due to the implementation of these programs	13	14.0	70	80.2	-	-	2	5.8	-	-

Source: Research Data

According to the data presented in table 4.5, a significant majority (71.3%) of the participating instructors strongly agreed that they have had opportunities to use what they have learnt from these programs in their classrooms. 14.0% of individuals endorsed this, while just 14.7% expressed disagreement.

A significant majority (62.4%) of the teachers have reported witnessing an enhancement in their pupils' academic performance due to the information and abilities acquired through these programs. This was corroborated by 37.6% of those who strongly agreed with the statement, while the remaining 7.4% held a different opinion.

In relation to the impact of professional development and training programs on students' engagement and motivation in my classroom, a significant majority of 55.4% of the participants in the survey strongly affirmed the statement. This was endorsed by 37.2% of individuals who expressed agreement with the statement. Merely 7.4% of them expressed a different viewpoint.

Regarding the impact of programs on my teaching skills and tactics, 58.1% of the respondents strongly agreed with the statement, which was further reinforced by an additional 37.2% who also agreed. 4.7% of them expressed disagreement with the remark.

Approximately 80.2% of the participants in the research concurred that the implementation of these programs has significantly improved pupils' overall

academic performance. 14.0% of individuals supported this assertion, while the remaining 5.8% disagreed.

Regarding the impact of professional development and training programs on students' academic achievement, the majority of the CSOs who participated in the study strongly believed that such programs have a significant influence on students' academic performance. This finding aligns with the research conducted by Johnson and Garcia (2021), which aimed to examine the impact of CSOs' training programs on student outcomes in a particular school district. The study revealed that teachers' instructional effectiveness significantly improved after participating in these initiatives, leading to a more engaged and academically successful student population.

4.3 Inferential Analysis

4.3.1 Correlation Analysis

Study conducted Pearson correlation analysis, whose findings are indicated in

Table 4.6: Correlation Analysis

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	2.878	.586		4.914	.000
Capacity building	.024	.061	-.024	-.392	.696
1 Classroom teacher supervision	.225	.080	.173	2.826	.005
Collaboration activities	.036	.076	-.030	-.475	.635
Professional development and training programs	.253	.075	-.213	-3.382	.001

a. Dependent Variable: Students' academic achievement

The table above displays the B values and the p-value, which is used to determine statistical significance, as shown in table 4.10. We reject the null hypothesis (Ho) if the p-value is less than 0.05. This implies that the association is dependable and can be utilized to produce forecasts. The results also demonstrate the individual impact of each variable in explaining the influence of activities conducted by curriculum support officers on the academic achievement of students in public secondary schools in Dagoretti North Sub County, Kenya. This is represented by unstandardized beta values, which assess the specific contribution of each variable in predicting the dependent variable.

The conceptual framework proposes an overall equation that can be expressed using unstandardized coefficients in the following manner:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where: Y = Students' academic achievement

α is the y-intercept or model coefficient;

$\beta_1 - \beta_4$ = the coefficients of the independent variables;

 X₁ = Capacity building

 X₂ = Classroom teacher supervision

 X₃ = Collaboration activities

 X₄ = Professional development and training programs

ε is the error term;

$$Y = 2.878 + (0.024 X_1) + (0.225 X_2) + (0.036 X_3) + (0.253 X_4).$$

Thus, even in the absence of the four variables being examined, the academic achievement of students would still be 2.878. The results suggest that a one-unit increase in capacity building is associated with a 0.24 increase in students' academic achievement. Similarly, a one-unit increase in classroom teacher supervision is associated with a 0.225 increase in students' academic achievement. Collaboration activities show a stronger association, with a one-unit increase resulting in a 0.364 increase in students' academic achievement. Lastly, professional development and training programs have a moderate association, with a one-unit increase leading to a 0.253 increase in students' academic achievement. The table's findings indicate that classroom teacher supervision ($p=0.005$) and professional development and training programs ($p=0.001$) were statistically significant.

4.3.2 Linear Regression

The study conducted regression analysis to investigate how the independent variables affect the dependent variable. The summary is illustrated in Table 4.7

Table 4.7: Regression Model Summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.307 ^a	.095	.080	.95740	.095	6.602	4	253	.000
a. Predictors: (Constant), Activities by curriculum support officers b. Dependent Variable: Academic achievement of learners in public secondary schools									

The model summary in Table 4.8 displays the values of R and R Square. The table provides data on the extent to which the predictor factors account for the observed variance. The first statistic, R, represents the multiple correlation coefficients between all of the predictor factors and the dependent variable. The result of .307 in this model signifies a substantial amount of shared variance between the independent and dependent variables. This term is commonly employed to define the degree to which a given set of predictor variables accurately represents the data or accounts for the variability seen. The value in this instance is 0.95, signifying that 95.0% of the variation in the dependent variable can be accounted for by the independent variables in the model.

4.3.3 Analysis of Variance (ANOVA)

The results for analysis of variance are presented in table 4.9 below.

Table 4.8: F- test on ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.207	4	6.052	6.602	.000 ^b
	Residual	231.906	253	.917		
	Total	256.112	257			
a. Dependent Variable: Academic achievement of learners in public secondary schools						
b. Predictors: (Constant), Capacity building, Classroom teacher supervision, Collaboration activities and Professional development and training programs.						

Based on the ANOVA analysis, we may confidently infer, with a significance level of 5%, that there is ample evidence to support the claim that the slope of the regression line is not zero. The actions performed by curriculum support officers, which are included in the model, serve as valuable indicators of academic accomplishment among students in public secondary schools. This is supported by the fact that the p-value is 0.000, which is lower than the significance level of 0.05. A significance level of 0.000 indicates that the

model used in this study is highly significant in predicting the academic performance of students in public secondary schools in Dagoretti North Sub County, Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section offers a concise overview of the main discoveries, conclusions, recommendations, and ideas accumulated in the preceding chapters.

5.2 Summary

The results indicate that when Curriculum Support Officers enhance the skills and knowledge of instructors, it has a substantial effect on students' academic performance. Nevertheless, the education and guidance provided by Civil Society Organizations (CSOs) to teachers regarding instructional techniques and student behavior management is not thorough, since only a moderate percentage of teachers claim to have received such training. Nevertheless, a significant portion of participants highlighted the need of capacity building, namely in providing instructors with updated pedagogical expertise to fit with evolving practices in curriculum implementation.

The data indicates that CSOs rarely engage in classroom monitoring of instructors. A small proportion of instructors who underwent supervision reported that it encompassed elements such as classroom presence, instructional approaches, creation of professional materials, and interaction with parents. Nevertheless, the lack of sufficient oversight has not resulted in enhanced academic achievement in nationwide assessments. This highlights the importance of strong oversight by Civil Society Organizations (CSOs) in improving classroom teaching, ensuring timely completion of the syllabus, and reducing time inefficiencies.

Moreover, the study highlights the crucial significance of stakeholders in school administration. The partnership between Civil Society Organizations (CSOs) and stakeholders is emphasized as crucial for improving the effectiveness of professional development. Stakeholders actively participate in projects such as supplying educational resources, contributing to policy development, and assuring the safety of students and staff in educational environments.

5.3 Conclusion

The respondents confirmed that the academic performance of kids in KCSE is remained unsatisfactory. Put simply, the academic performance of students in Dagoretti North Sub-county in the Kenya Certificate of Secondary Education (KCSE) has been declining steadily, accompanied by a gradual reduction in the proportion of pupils achieving a grade of C+ or higher. Furthermore, it is apparent that CSOs do not fully conduct teacher training on instructional methods and student management, even though capacity building initiatives are designed to equip teachers with contemporary pedagogical skills

and approaches that align with the evolving trends in curriculum implementation. According to the study findings, CSOs engage in the task of overseeing instructors in the classroom. They oversee teachers' classroom attendance, the instructional methods they employ, the compilation of professional documentation, and their interactions with parents. Nevertheless, pupils continue to achieve abysmal results in examinations. Regarding curriculum implementation, CSOs engage in several activities, such as creating curriculum support materials, developing curriculum content while taking into account the preparedness of students and teachers, and incorporating stakeholders such as parents in the curriculum implementation process. In addition, stakeholders play a crucial role in school management, and hence, the partnership between CSOs and stakeholders enhances management efficiency. Their involvement include tasks such as supplying educational resources, formulating secondary school regulations, and guaranteeing the safety of both students and staff, all with the aim of enhancing student achievement.

The study uncovered that Civil Society Organizations engage in professional development endeavors. These tasks encompass the creation of educational resources, the development of curriculum content with consideration for the preparedness of students and instructors, and the engagement of stakeholders, such as parents, in the execution of the curriculum to enhance students' academic performance in schools. These data confirm that the participation of CSOs in creating curriculum support materials is a crucial task for enhancing students' academic performance. Prior to engaging in any curriculum design activity, the roles of teachers and students are typically taken into account. However, teachers often find that the preparedness levels of both themselves and their

students are not consistently taken into account. Although there are discrepancies, these data suggest that the readiness of teachers and students plays a key influence in curriculum design and implementation.

5.4 Recommendations

The Ministry of Education must invest additional resources to ensure the availability of pertinent instructional materials and the recruitment of extra CSO officers in order to enhance inspection frequency.

The Government should prioritize enhancing capacity development for CSOs in order to provide new training approaches for secondary school teachers. This would provide educators with the necessary abilities to give high-quality instructional services. It is recommended to prioritize a hands-on, learner-centered approach rather than a teacher-centered one.

CSOs must devise techniques to optimize stakeholder engagement in decision-making processes. Coordination efforts should be synchronized with the demands of the secondary school curriculum, guaranteeing a thorough comprehension of how to execute it proficiently.

It is necessary for the CSOs to actively engage all stakeholders in order to fully comprehend the comprehensive needs, interests, and preferences of learners and teachers. An inclusive approach is essential for effectively implementing curriculum improvements. The Kenya Institute of Curriculum Development (KICD) should engage with stakeholders in secondary education to ensure that the content of the secondary school

curriculum is relevant and suitable for the students' age, and that it is implemented with great attention to detail.

The Ministry of Education should prioritize the recruitment of additional CSOs in order to enhance the efficiency of the supervisory process. This entails supervising the creation of professional documents and guaranteeing prompt and efficient instructional monitoring.

5.5 Suggestions for Further Research

This study proposes the necessity of conducting an additional study to evaluate the efficacy of professional training provided by CSOs on the academic performance of students in public secondary schools in Kenya.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION



UNIVERSITY OF NAIROBI

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND CURRICULUM STUDIES

P.O. BOX 30197 KIKUYU

dept-edpcs@uonbi.ac.ke

1/11/2023

OUR REF: UON/FED/EMPCS/1/25

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: MERCY KINYA MUTHIORA– REG NO. E55/10817/2018

This is to confirm that Mercy Kinya Muthiora is a Masters of Education student in the Department of Educational Management Policy and Curriculum Studies of the University of Nairobi. She is currently working on her research proposal entitled **“Influence of activities by curriculum support officers on academic achievements of students in public secondary schools in Dagorreti North Sub County Nairobi City County Kenya”**

Her area of specialization is Curriculum Studies.

Any assistance accorded to her will be highly appreciated



SUSAN CHEPKONGA, PHD

CHAIRMAN

DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND CURRICULUM STUDIES

SCY/sg

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

SECTION A: BACKGROUND INFORMATION

1. What is your gender?

Male Female

2. What is your age group?

18 – 30 years 31– 40 years 41 – 50 years

Above 50 years

3. What is your highest level of education?

Certificate Diploma

Bachelor Degree Master Degree

PhD

4. How long have you worked with the current school?

Less than 5 years 6 – 11 years

12 – 17 years 18 –23 years

Above 24 years

5. Have you undergone any capacity building programs organized by Curriculum

Support Officers for the last five years? Yes No

6. If Yes, How often have you undergone any capacity building programs organized by

Curriculum Support Officers for the last five years?

13 Very often Often Never Rarely Not sure

SECTION 1: CAPACITY BUILDING present this as a theme as in section two

7. Read each of the statements and answer by ticking in the appropriate category that best fits your opinion. The categories are: **SA = Strongly Agree, A = Agree, N = Neutral, 2 = Disagree, SD=Strongly Disagree**

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

SECTION 2: CLASSROOM TEACHER SUPERVISION

8. Read each of the statements and answer by ticking in the appropriate category that best fits your opinion. The categories are: **SA = Strongly Agree, A = Agree, N = Neutral, 2 = Disagree, SD=Strongly Disagree**

	Statement	S	A	N	D	SD
1.	My class attendance is supervised by CSOs to improve academic achievement in my school					
2.	Curriculum Support Officers rarely supervise my ability to keep parents' contact as a way of improving students' academic achievement					
3.	In my school, CSOs rarely supervise my ability to prepare professional documents					
4.	Supervision of my teaching activities by CSOs has not improved academic achievement in my school					
5.	I have not undertaken capacity building by CSOs to improve academic achievement in my secondary school					

SECTION III: COLLABORATION WITH STAKEHOLDERS

9. Read each of the statements and answer by ticking in the appropriate category that best fits your opinion. The categories are: **SA = Strongly Agree, A = Agree, N = Neutral, 2 = Disagree, SD=Strongly Disagree**

	Statement	S	A	N	D	SD
1.	CSOs always involve stakeholders in providing teaching as do learning resources to improve students' academic achievement					

2.	Stakeholders are rarely involved by CSOs when designing secondary school policy as a way of ensuring students' achievement					
3.	Safety in secondary schools has not been effectively attained since CSOs rarely involve stakeholders in proposing safety strategies					
4.	CSOs' collaboration with stakeholders increases parents' knowledge of their roles in secondary schools					
5.	Students' academic achievement is dependent on how CSOs collaborate with stakeholders in secondary schools					

SECTION IV: PROFESSIONAL DEVELOPMENT AND TRAINING PROGRAMS

10. Read each of the statements and answer by ticking in the appropriate category that best fits your opinion. The categories are: **SA = Strongly Agree, A = Agree, N = Neutral, 2 = Disagree, SD=Strongly Disagree**

	Statement	S	A	A	N	D	SD
6.	I have had opportunities to apply what I've learned from these programs in my classroom						
7.	I have observed an improvement in my students' academic performance as a result of the knowledge and skills gained from these programs						

8.	The professional development and training programs have positively affected students' engagement and motivation in my classroom					
9.	These programs have improved my teaching skills and strategies					
10.	I believe that students' overall academic achievement has been enhanced due to the implementation of these programs					

THANK YOU

APPENDIX III: INTERVIEW GUIDE FOR CSOs

SECTION A: BACKGROUND INFORMATION

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

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

SECTION I: CAPACITY BUILDING

3. To what extent do you think capacity building of teachers by the CSOs influences students' academic achievement in Dagoretti North Sub County?

SECTION II: CLASSROOM TEACHER SUPERVISION

4. To what extent do you think classroom teacher supervision by curriculum support officers influence students' academic achievement in Dagoretti North Sub County?

SECTION III: COLLABORATION WITH STAKEHOLDERS

5. To what extent do you collaboration with stakeholders adopted by Curriculum Support Officers influence students’ academic achievement in Dagoretti North Sub County?

SECTION IV: CHALLENGES FACED BY CURRICULUM SUPPORT OFFICERS

6. What are the challenges faced by curriculum support officers in implementing their activities in public secondary schools in Dagoretti South Sub County?

7. What factors have been identified to positively impact students' academic achievement in your school?

APPENDIX IV: NACOSTI

Republic of Kenya
National Commission for Science, Technology and Innovation
Date of Issue: 16/October/2023

RESEARCH LICENSE



This is to Certify that Ms. Mercy Kinya Muthiara of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: **INFLUENCE OF ACTIVITIES BY CURRICULUM SUPPORT OFFICERS' ON ACADEMIC ACHIEVEMENT OF LEARNERS IN PUBLIC SECONDARY SCHOOLS IN DAGORETTI NORTH SUB COUNTY, KENYA** for the period ending : 16/ October/2024.

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