

The Contribution Of Supervision On Curriculum Implementation In Standard four In Public Primary Schools In Rongo Sub-County, Kenya.

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Abstract

The continued decline in quality of education especially in public primary schools has brought supervision of curriculum instruction to a sharp focus. Supervision of teaching and learning in schools is one of the most important functions of the Ministry of Education in Kenya. The Ministry in collaboration with the Teachers Service Commission appoints head teachers and the Curriculum Support Officers to supervise the teaching and learning in schools and to ensure that quality teaching and learning is carried out effectively. However, in recent years, instructional supervision seems not to have been given a great deal of attention because the academic performance has been very poor especially in Standard Four in public primary schools in Rongo Sub County. The purpose of this study was to investigate the contribution of supervision of curriculum implementation in Standard Four in public primary schools in Rongo Sub County. The study was based on Mixed Methods Research Approach, it adopted the General Systems Theory, the Pragmatic Philosophical Paradigm and the Descriptive Survey Design. The study adopted Saturation Sampling on 72 head teachers, 78 deputy head teachers and 5 Curriculum Support Officers and Simple Random Sampling to sample 144 Standard Four teachers making a total sample of 299 participants. Data collection instruments were questionnaire, interview schedule. Data were analyzed using descriptive statistics. The findings revealed that Curriculum Support Officers, Head teachers, deputy head teachers and Standard Four teachers had positive perceptions towards the contribution of supervision on curriculum implementation in Standard Four. The researchers conclude that whereas a majority of the participants agreed that supervision of curriculum implementation is a very important practice in teaching and learning, it is not done effectively in Standard Four because of either heavy workload or lack of proper training.

The study therefore recommends that the Curriculum Support Officers, the head teachers and the deputy head teachers should give special attention to supervision of curriculum implementation in Standard Four because it is a major contributor to learners' performance; they should undergo proper training to be able to supervise at both lower and upper primary; and the government should employ more teachers to reduce the work load to give the administrators easy time to supervise the implementation of curriculum in Standard/Grade Four in all public primary schools.

Key Words: *Contribution, curriculum implementation, supervision.*

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I. INTRODUCTION

Supervision of curriculum implementation is viewed as a cooperative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which should contribute to pupils' improved learning (Briggs, 2012). To achieve the objectives of supervision of curriculum, supervisors of instruction should generally advise, inspect, control, evaluate, assist and support teachers (IIEP/UNESCO, 2007).

According to UNESCO (2008), there has been remarkable enrolment in public primary schools. However, filling the classrooms is not enough. It should have positive social, economic and educational consequences. It must involve children learning at least the basic minimum competencies of literacy and numeracy that will enable them to benefit from and contribute to their society effectively. Unfortunately, literature suggests that learners in class four acquire very little knowledge, skills and attitudes. Supervision plays a very important role to ensure that the learners acquire the right knowledge skill and attitudes that will help them learn effectively and be useful in the community (UNESCO, 2007)

World Bank (2010) considers supervision of curriculum implementation to be the frequent area of reform employed by world nations to improve the education outcome and alleviate education challenges associated with global education policies

Quality primary school education is critical for laying the foundation of secondary education. By implication, whatever happens at this level can either make of distort the entire education in upper primary or the entire education life. World Bank (2010) states, the future of a nation depends quite considerably on the quality of primary education it provides for its citizen. This is why curriculum implementation in primary schools persistently receives serious discussion and attention in Education for All (EFA 2015).

In Nigeria, a study by Briggs (2012) on quality education argues that, to improve the quality of teaching and learning in schools, supervision of curriculum implementation, both external and internal is an important component. He advocates for strategies that enhance effective supervision of curriculum implementation.

As in many other countries, Ethiopia has given education great attention because it is the basic way of economic growth and all rounded development of the society. This requires effectiveness and commitment of stake holders, particularly teachers, school leaders and management (Agarwal, 2013). Schools must improve their basic function of teaching and learning process that aim at helping and empowering all learners to realize their broad outcome through instructional supervision.

In Kenya, inspection and supervision of schools dates back to 1910 when the colonial government established an educational department responsible for supervision of all matters. The government of Kenya then decided to set up a committee under the chairmanship of Archdeacon Beacher in 1949 to examine and report on the scope, content and methods of African education, its administration and finances (Beulah 1973). The Beacher report of 1949 found that only one fifth of all primary teachers had attended a full primary course. Beacher report recommended strict supervision and inspections of primary schools because during these years most teachers were not trained.

The Ominde commission report (1964) emphasized the importance of supervision when it stated that a good system of supervision is essential to any school system and is particularly important when a large portion of teachers is without adequate training. It recommended the establishment of one education officer for a hundred schools to strengthen supervision. It further recommends that supervisors should be carefully selected, trained and relieved of administration duties. Since then supervision has been done by the CSOs to ensure effective curriculum implementation and to ensure that teacher's carryout their work effectively hence there was need for this study in Rongo -Sub County.

It is therefore, the mandate of Curriculum support officers (CSOs), head teachers and deputy head teachers to carryout instructional supervision among other duties. The supervisory activities include checking teachers' records of work, checking pupils' exercise books, holding model teaching sessions, lesson observations and providing adequate teaching and learning resources . In Rongo Sub-County, the performance of class four in four consecutive end year examinations has been low as can be seen in Table 1 below. Hence there was need for the researcher to carry out this study to establish the contribution of supervision of curriculum implementation in class four in public primary schools in Rongo Sub- County.

Table 1 Rongo Sub-County Standard Four Examinations Analysis.

	2015	2016	2017	2018
ENGLISH	36.0	32.31	37.71	40.29
KISWAHILI	35.96	38.18	39.06	38.11
MATHEMATICS	33.64	36.82	42.03	41.73
SCIENCE	38.98	41.02	46.07	43.37
SOCIAL STUDIES	45.19	40.80	48.11	41.07

Source: Rongo Sub-County Education Office (2018)

According to Table 1 above, the figures displayed are mean score per subject per year. None of the subjects have recorded a pass mark of 250 (mean score of 50.00) which is considered as an average mean. It is not true that all the learners in all these four years could not attain a pass mark, something seems to be wrong and the real cause of this dismal performance can only be established through supervision of curriculum implementation.

According to Wanzare (2015), the performance of learners in a class should demonstrate his/her acquisition of knowledge, skills and attitudes and the acquisition comes as a result of proper or correct curriculum implementation which is affected by improper supervision of curriculum implementation. Table 1 shows a performance which has no specific trend and the entire mean score for the four consecutive years are below the pass mark which is 250.

II. LITERATURE REVIEW

Literature on supervision of curriculum implementation is briefly reviewed below.

2.1 Meaning of Supervision of Curriculum Implementation

Many authorities have come up with many definitions of supervision of curriculum implementation. Broadly, it can be defined as the attempt through a qualified educationist to monitor education standards, maintain and improve the quality of work done by teachers. Cohen (2007), noted that supervision of curriculum implementation in primary schools is a professional service involving the relevant educational administrators for the purpose of interacting with the teacher, in such a way as to create change and improve the provision and actualization of learning opportunities for learners.

The main aim of supervision of curriculum implementation is to improve teachers' instructional practices which should in turn improve student learning outcome. Winner (2000) proposes that the focus on instructional supervision is to provide teachers with information about their teaching to improve instructional skills.

2.2 Effective Supervision of Curriculum Implementation

Many researchers have conceptualized effective supervision of curriculum implementation as an end result or product and as the collection of knowledge and skills that supervisor's process. Gordon and Gordon (2004), argue that effective supervision requires well-trained personnel.

To facilitate effective supervision of curriculum implementation, Glickman, et al (2004) propose that supervisors of curriculum implementation should perform the role of providing personal development by providing an on-going contact with the individual teacher.

Similarly, supervisors of curriculum implementation should support curriculum development through the vision and modification of content, plan and materials of classroom instruction.

2.3 Supervision of Schools in Kenya and curriculum implementation

The history of inspection and supervision of schools in Kenya dates back to 1910 when the colonial government established an educational department responsible for the supervision of all matters related to education. The Europeans and Asians were primarily given professional education while the Africans were given a more technical oriented education (Ominde Commission, 1964/65).

In 1923, Gore Commission of Education recommended the supervision of education programs. In 1924, the first educational ordinance was established after the Phelps Stokes' Commission. It enabled the government to develop, control and supervise education in Kenya. The alliance provided the inspection of schools and controlled the development of teaching periods (school terms) UNESCO, (2007).

The practice of fault finding and victimization of teachers changed and the term inspection has been changed to supervision of curriculum implementation which is aimed at supporting the teacher to improve in his or her instruction methods in school and in class.

Modern instructional supervision is considered as any service for teachers that eventually improves instruction in schools. It consists of positive dynamic democratic action designed to improve instruction and curriculum implementation through continued growth of all concerned individuals; the learner, the teacher, the supervisors the administrators and the parents (World Bank, 2010).

Kenya, Vision 2030 recognizes that education and training for all Kenyans is fundamental to the success of the vision. In order to realize the national development goals, relevant and quality education and training are required to meet human development needs (Republic of Kenya, 2004). In Kenya, education reforms often fail to achieve desired outcome due to inefficient and ineffective supervision (MoE 2002). This has led calling for strengthening of supervision particularly improving knowledge, skills and attitude of the supervisors' in public primary schools.

III. METHODOLOGY

The study was based on Mixed Methods Research Approach, it adopted the General Systems Theory, the Pragmatic Philosophical Paradigm and the Descriptive Survey Design. The study adopted Saturation Sampling on 72 head teachers, 78 deputy head teachers and 5 Curriculum Support Officers and Simple Random Sampling to sample 144 Standard Four teachers making a total sample of 299 participants. Data collection instruments were questionnaire and interview schedule. Descriptive statistics based on frequencies, mean and percentages were used to analyze data and the research findings were presented in tables and graphs. The use of mixed methods approach provides a better understanding of the research problem that either approach alone cannot.

Descriptive survey design was used because the main intention of this research was to investigate the contribution of supervision of curriculum implementation in class four in public primary school. Open ended

and closed ended questions were used in the questionnaires and interview schedules were used to collect data for this study. Descriptive survey design was thought necessary because Cohen (2007) point out that it help to gather data at particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing condition can be compared or determining the relationship that exist between specific events.

For the validity and reliability of research findings, the researcher sort the expertise of the supervisor for the validity of the tools, and test and re-test concept to test reliability of the research instruments. The data was collected using questionnaires and interview schedules and analysis was done and the findings presented in table and bar graphs.

IV. RESULTS AND DISCUSSION

This section presents the research findings based on the contribution of supervision of curriculum implementation in class four in public primary schools. The data was collected using questionnaires and interview schedules. The purpose of the study was to establish the contribution of supervision of curriculum implementation in class four in public primary schools in Rongo Sub- County, Kenya.

4.1 Head teachers’, Deputy head-teachers and Standard Four Teachers’ Questionnaire Participants Response Rate

The study used a sample population of 299. The questionnaires were administered to 294 respondents. 72 head teachers, 78 for deputy head teachers and 144 for class four teachers.

(a) Questionnaires

The researcher used open and closed questionnaires for head teachers, deputy head teachers and class four teachers. The return rate was as indicated in table 2.

Table 2 Questionnaire return rate (Appendix I a and b) N=78, N=144

Respondents	Distributed questionnaires	Returned questionnaires	Returned Percentage
Deputy head teacher	78	75	96.15
Class four teachers	144	130	90.28
Head teachers	72	68	94.44
Total	285	273	93.62

A total of 72 questionnaires were distributed to head teachers, 78 questionnaires were distributed to the deputy head teachers and 144 questionnaires to class four teachers. 75(96.15%) questionnaires from deputy head teachers were returned, 68 (94.4%) from head teachers and 130 (90.29%) questionnaires from class four teachers were returned.

The rate at which the questionnaires were returned and the rate at which the interviews were conducted was considered by the researcher to be very high and satisfactory as compared to the finding of the other researchers indicated by Mugenda and Mugenda (2008) and AAPOR (2011).

4.2 Supervision of Curriculum Implementation in Class Four

In an effort to find out whether the CSOs, the head teachers and the deputy head teachers carry out supervision of curriculum implementation in class four in public primary schools in Rongo Sub-County, the researcher asked the participants: “Do you carry out supervision of curriculum implementation in class four in your schools”? The responses were recorded and presented in Table 3 below.

Table3. Participants’ Questionnaire responses on Supervision of curriculum implementation in class four N=5, N=72. N=78, N=144

Response	Head teachers	Deputy head teachers	Class Four teachers
Yes	26 38.23	62 82.67	57 43.84
No		3 4	22 16.92
Sometimes	42 64.76	10 13.33	51 39.23
Total	68 100	75 100	130 100

Table 3 above indicates that twenty six head teachers representing 38.23% indicated that they carry out supervision of curriculum implementation in class four, but forty two of them, representing 64.76%, reported that they sometimes carry out supervision of curriculum implementation in class four but not always. The statistics indicates that a bigger percentage of the head teachers have no idea of what is taking place in class four in public primary schools in Rongo Sub- County.

With regards to the deputy head teachers, sixty four deputy head teachers representing 82.67%, indicated that they supervise curriculum implementation in all classes including class four, ten of them, representing 13.33%, indicated that they sometimes supervise the implementation of curriculum in class four and three representing (4%), responded that they do not do supervision. These responses were summarized to indicate that the deputy head teachers are concerned with the school performance.

(b)Interview Schedule for Curriculum Support Officers

The researchers also used an interview schedule to obtain more data from the CSOs on their views on the contribution of supervision of curriculum implementation in Standard four in public primary schools in Rongo Sub-County. A total of 5 Curriculum Support Officers participated in the study and the response rate was 100%.

When the same question was asked to the CSOs: “Do you carry out supervision of curriculum implementation in class four in your schools”? Their responses were analyzed qualitatively and reported verbatim. One of them stated that:

“I take most of my time in lower classes because of the new method of reading referred to as TUSOME and a new approach in teaching Mathematics referred to EGMA which seems to be a problem to most teachers.”

Another one said;

“The schools that we are supposed to visit are very many so we cannot attend to each and every class. We only sample schools and classes to give use a picture of what is taking place in the zone and that is what we use to make a report to the ministry of education and to the TSC.”

The other three CSOs declined to respond to this question.

These responses imply that even though the CSOs carry out supervision of curriculum implementation in schools, they do not attend to class four regularly because most of their time they concentrate in lower classes supervising the implementation of TUSOME and EGMA and that the numbers of the schools they are visiting are beyond their ability.

4.3 Contribution of Supervision in Curriculum Implementation in Class Four

The researchers asked the school administrators and the class four teachers:“Is supervision useful in curriculum implementation in Standard Four”?

Their responses were presented and analyzed in table 4 below.

**Table 4 Usefulness of Supervision of Curriculum Implementation in Class Four
N78, N72, N5, N144**

Responses	Head teachers		Deputy head teachers		Class four teachers	
	F	%	F	%	F	%
Yes	62	91.2	65	86.7	111	85.3
No	1	1.4	3	4	4	3.2
Sometimes	5	7.4	7	9.3	15	11.5
Total	68	100	75	100	130	100

From table 4 above, sixty two head teachers accepted that supervision of curriculum implementation is useful in teaching and learning in public primary schools. One of them indicated “No” However, five (7.4%) of them, indicated that supervision may sometimes be useful in teaching and learning. They reported that some of the supervisors were picked from class but had never posted any reasonable performance in the classes that they had taught and so they argued that they should not be supervised by them.

However ,when the same question was posted to deputy head teachers, 65 deputy head teachers indicated ‘Yes’ which meant that supervision of curriculum implementation was useful in teaching and learning in public primary schools. Seven deputy head teachers indicated that supervision of curriculum implementation can sometimes be useful in teaching and learning and sometimes not.

Three of them indicated ‘No’. They reported that supervision is a waste of time because teachers had attended a course in teaching. They argued that supervisors require a lot of records from the teachers, that if teachers have to make them, then they would not get enough time to attend to their lessons.

Contrary to that, when the class four teachers were asked the same question, a very big number (111), indicated ‘Yes.’ This meant that supervision was very vital in teaching and learning.

The CSOs were also asked the same question: “Is supervision useful in curriculum implementation in Standard Four”? Their responses were analyzed qualitatively and reported verbatim.

One of the CSOs said:

“Most of the teachers these days are caught up in other personal responsibilities besides teaching so they rarely have enough time to prepare when they go to class for their lessons. It is important to constantly visit schools and check the work that teachers do in schools and advise them accordingly.”

Another CSOs said:

“Since education is dynamic, there are new methodologies of teaching certain concepts; teachers need to be taken for in-service courses to keep them up-to-date with the new methodologies and make a follow up so that teaching and learning takes place effectively.”

The other CSO had the same opinion. He reported that:

Supervision of curriculum implementation is a very vital exercise because it act as appointer to the teachers on areas of correction or areas that need improvement.

The last CSO said:

“That question can be answered well by the head teachers and the deputy head teachers whom they do supervise they are able to say whether supervision is useful to them or not.”

These findings are contrary to Robson (2013) who argued that supervision is a waste of time since teachers know what they are supposed to do. Contrary to Robson, Maicibi (2005) supported these finding by reporting that supervision of curriculum implementation contribute greatly to teaching and learning.

The study findings showed that all the 5 CSOs indicated that they carry out supervision of curriculum implementation in all their schools but they rarely visit class four because they concentrate in TUSOME and EGMA in classes one, two and three. Twenty six head teachers indicated that they carry out supervision of curriculum implementation while forty two of them indicated that they sometimes supervise curriculum implementation.

Sixty two deputy head teachers indicated that they carry out supervision of curriculum implementation in standard four in public primary schools in Rongo Sub-County. Based on the research findings, the researcher concluded that all the CSOs, head teachers and the deputy head teachers have never attended a specific training on supervision of curriculum implementation in standard four and that they are using general knowledge to supervise curriculum implementation in standard four even though it requires a special attention. These findings implied that the supervision of curriculum implementation in standard four is poorly done by the CSOs and the head teachers.

CSOs, head teachers, deputy head teachers and class our teachers reported that supervision of curriculum implementation is a very important function in class four since class four is a transition class from lower classes to upper classes. The statistics showed that 62 head teachers, 65 deputy head teachers and 111 standard four teachers accepted that supervision of curriculum implementation is useful in standard four in public primary schools.

They reported that supervision contribute greatly in teaching and learning especially in standard four where close supervision is needed. Based on the finding and the statistics, the researcher concluded that the instructional supervisors in public primary schools in Rongo Sub County value supervision. They noted that supervision contributes to improvement in teaching and learning, lesson preparation, punctuality and checking of pupils' work.

V. CONCLUSION

The study concluded that instructional supervision done by the CSOs, head teachers and the deputy head teachers affect the curriculum implementation in public primary schools implementation in Rongo Sub County. Further, the study concluded that supervision is not carried out frequently and that the supervisors need proper training to carry out their duties effectively. Lastly, the researcher concluded that supervision of curriculum implementation is a very important practice in teaching and learning because it is what helps the teachers know their strengths and weaknesses for improved teaching and learning and help the instructional supervisor to know the areas of weaknesses that need improvement.

VI. RECOMMENDATIONS

- 1).Supervision of curriculum implementation should be given serious attention in public primary schools to improve acquisition ok knowledge, skills and attitude of both the learners and teachers.
- 2).The instructional supervisors should continuously be trained to be able to supervise at both lower and upper primary levels and to cope up with the emerging issues in education.

3) The government should employ more teachers to reduce the work load to give the administrators easy time to supervise the implementation of curriculum in all public primary schools.

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