



INFLUENCE OF INSTRUCTIONAL SUPERVISION IN PROMOTION OF CHILD-FRIENDLY LEARNING ENVIRONMENT IN RURAL PUBLIC PRIMARY SCHOOLS IN MERU COUNTY, KENYA

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Abstract:

Effective head teachers' management practices should be aimed at fostering all-inclusive and child-focused learning environments for quality learning and the general well-being of all learners. The purpose of the study was to investigate the influence of instructional supervision in the promotion of a child-friendly learning environment in rural-based public primary schools in Meru County. The study utilised a descriptive survey design and targeted 775 teachers in rural-based public primary schools in Meru County. Simple random sampling was used to select a sample of 155 teachers. Data was collected through questionnaires. Data analysis was carried out through descriptive and inferential statistics. The results of the study revealed a significant relationship between instructional supervision and the promotion of a child-friendly learning environment ($r(146) = .22, P = .007$). The instructional supervision practices in the study were focused on: supervision of instructional processes, professional development, teacher empowerment, and instruction and guidance on curriculum delivery. Based on the findings, there is a need to improve on direct supervision of instructional processes towards enhancing teaching conditions and quality of learning. The study recommends that head teachers need to receive more in-service training in areas of professional development, and curriculum and assessment. The study further recommends that the government needs to avail more resources for continuous teacher empowerment and professional development plans.

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1. Introduction

The principles of child-friendly schools are essential for ensuring that all learners have access to quality education in safe and supportive learning environments (Rohmadheny, Saputra, Utami, & Isnawati, 2019). Child-friendly schools (CFS) or child-friendly learning environments (CFLE) are described as learning environments that are aimed at promoting the rights of children, where children feel accepted, teaching and learning processes are conducted in accordance with children's needs, and in settings that enhance protection, safety, and health of all learners (Cobanoglu & Sevim, 2019).

School managers, such as headteachers, have a responsibility to promote a child-friendly learning environment by providing leadership and supporting the quality delivery of educational programmes through effective practices such as instructional supervision. Instructional supervision is illustrated as a set of activities in a learning environment whose main aim is to make the purpose of instruction better for learners (Archibong, 2012).

The ideology of a child-friendly learning environment is derived from the concept of a child-friendly schools' framework, which characterizes such institutions as all-inclusive educational systems whose aim is to provide child-focused learning spaces that uphold the rights of children, safety, health, and protection for all learners (UNICEF, 2009). While schooling is a common stage of life for every child, some learners in various global settings go through negative experiences in school settings, which jeopardizes them.

In some instances, children have been subjected to unpleasant learning conditions such as receiving threats, punishment, or being bullied by others (Wright, Mannathoko & Pasic, 2009). To address such negative experiences, headteachers need to adopt and promote management practices that focus on developing safe and less restrictive school environments for the well-being of all learners (Thomas, Alphonsa & Aneesh, 2018).

The negative experience that learners endure in the learning environment can be a hindrance to teaching and learning processes as it takes away the focus from instructional activities. Such experiences can be worsened by a lack of qualified teachers in many schools, inadequate instructional materials, and absence of gender-inclusive facilities, or having amenities that are designed without consideration of children with disabilities (UNICEF, 2009).

The available research on instructional supervision shows that headteachers play an important role in achieving child-friendly school standards. Goldring, Jason, and Grissom (2018) in a research involving various school districts from Florida, Minnesota, California, Maryland, and Ohio in the United States established that instructional supervision carried out by school principals and headteachers led to teacher satisfaction,

improved school environment, quality of learning, parental engagement and student academic outcomes.

Similarly, Soe (2018), in Finland established that championing teachers' professional development through training, induction, and mentoring programmes enhances teaching and learning processes, thus enhancing the quality of learning. Evidence from Taiwan shows that headteachers' instructional supervision through practices such as promoting professional development, direct assistance, and group development could affect teachers' knowledge and management behavior (Chen, 2018).

According to Junaid (2011), in an evaluation report of CFS provision covering South Africa, Botswana, Lesotho, and Swaziland found that schools had made notable progress in the implementation of CFS models. This included aspects such as strengthened head teachers and teacher educators, constructive levels of teachers' professional development, classroom practice, and attainment of gender balancing. Headteachers however needed to do more to scale up effective practices that would support the success of the programmes.

In Uganda, Mpaata, Lubogoyi, and Okiria (2017) opined that among the expected outcomes of improving schools to be more child-friendly through teacher development included changes in head teachers' management styles such as supervision of instructional processes and strategies. The researchers also established that supervision of teachers by headteachers is positively correlated with the delivery of quality learning.

In Kenya, Maina (2012) in a study carried out in Embakasi, the majority of headteachers had done exemplary work towards the provision of a child-friendly learning environment, such as introducing strategies for teachers' professional development. However, in some areas in Meru County, evidence from recent years indicates that scarcity of instructional materials and failure of headteachers to conduct supervision during teaching sessions has negatively impacted the implementation of child-friendly schools (Kanamba, 2014). Additionally, Parnwell (2015) noted that learners in some schools in Buuri East, in Meru County, were being taught in overcrowded classrooms.

There was a need therefore to look into the progress being made in developing child-friendly learning spaces. Against this backdrop, the researcher aimed to investigate the influence of instructional supervision in the promotion of a child-friendly learning environment in rural public primary schools in Meru County, Kenya.

2. Literature Review

Instructional supervision is illustrated as the role of ensuring that a school's educational mission is implemented by equipping, empowering, and overseeing teachers so that they can provide quality and meaningful learning experiences to learners (Draper, 2015). Supervision is an important component of educational administration through which school managers such as headteachers can use to achieve quality learning (Allen, 2015). The UNICEF (2009) guidelines recognize the challenges involved in the supervision and

performance appraisal of education systems from a CFS perspective, particularly in many developing nations.

The manual spells out some important steps on how teachers and administrators are supervised, which include establishing a code of conduct for teachers and managers, and the creation of child-centered systems that build on CFS principles (UNICEF, 2009). The available research on instructional supervision shows that headteachers play an important role in achieving child-friendly school standards.

Goldring, Jason, and Grissom (2018) in research involving various school districts from Florida, Minnesota, California, Maryland, and Ohio in the United States established that instructional supervision carried out by school principals and headteachers led to teacher satisfaction, improved school environment, quality of learning, parental engagement and student academic outcomes. Despite the progress made in achieving some of the components of CFS, the study only examined staff supervision, and it was not clear what implications other domains of instructional supervision would have on the promotion of the CFS model.

In another study, Soe (2018) in Finland, sought to examine the impact of the component of teachers' professional development on the quality of children's learning. The study established that championing teachers' professional development through training, induction, and mentoring programmes enhances teaching and learning processes, thus enhancing the quality of learning. However, given that the study only investigated the impact of staff development on one aspect of CFS, there was a need for more comprehensive research focusing on other sub-domains of instructional supervision on promoting the CFS model.

Nethels (2010) in Georgia found that school heads played a key role in teacher empowerment and protecting instructional time, resulting in a more team-oriented and child-centered learning environment. However, the study also found that many challenges worked against the headteacher's role of maintaining a positive teaching and learning environment through teacher development and empowerment initiatives. These constraints included the need by school heads to create a culture that discouraged excuses, which was detrimental to building a positive teaching or learning environment due to limitations in complaint mechanisms. The present study was important so as to compare how management practice through teacher empowerment would impact on learning environment.

According to Bieri, Yuan, and Li (2013) in China, staff development through training programmes on Water, Sanitation, and Hygiene (WASH) helped towards the promotion of large-scale hand-washing initiatives, which was associated with increased school attendance, reduction of poor hygiene-related diseases, such as soil-transmitted helminth infections, and high retention rates. However, given that the study was carried out in China, a similar study in Kenya was important to compare the relationship between teacher empowerment initiatives in promotion of CFS.

In a study carried out in Taiwan, Chen (2018), found that headteachers' instructional supervision through professional development, direct assistance, and group

development could affect teachers' knowledge and management behaviour. However, it was not clear how this could impact the provision of a child-friendly school framework since teachers felt that instructional supervision in Taiwan was poorly structured and was not guided by any policy. Nonetheless, according to UNICEF's (2012) evaluation report in Egypt, it was established that school heads' role in teacher supervision and empowerment initiatives led to improved sanitation and hygiene, improved physical health and well-being as well as enhanced school attendance.

In Turkey, Çobanoğlu, Ayvaz-Tuncel, and Ordu (2018) investigated the state of implementation of the CFS concept in secondary schools. The study involved 4000 students drawn from 54 schools. Concerning the CFS principle of effective learning, the study found that teachers' professional development and motivation indirectly impacted effective learning. In particular, the study established that staff supervision, administrative support, and in-service training contributed to the principle of effective teaching and learning. More research however was necessary to evaluate the impact of the components of instructional supervision on other aspects of CFS principles such as safety, health, and gender responsiveness.

Research from Indonesia indicates that teachers' professional development plays a key role in promoting a child-friendly learning environment. Abduh and Zainuddin (2016), in their work on the role of teachers' competencies in developing CFS in Indonesia, established that building teachers' competencies through continued training imparts them with mastery of teaching strategies. Consequently, this promotes teachers' understanding of students' potencies and learning needs for effective and quality learning.

Although there are no sufficient studies done on the African continent regarding the practice of headteachers' instructional supervision on the promotion of CFS, a few studies have established some relationships between some of the sub-domains of these constructs. In Ghana, for instance, Adamba, Nowlin, and Ring (2017) sought to examine the impact of the capacity development policy championed by the education ministry. The policy was aimed at training teachers on how to make their classroom environment more child-friendly, to observe diversity in classrooms, and to ensure learners are non-discriminatory and respectful of one another.

The results pointed to some positive feedback from the training. The results further indicated that there was a lack of consistency and monitoring specifically on how tools and concepts derived from the CD training were being applied in classrooms and at school at large. Despite the respondents giving positive feedback about the training, it was found that such empowerment and staff development initiatives lacked relevance in terms of their application in school or classroom. It was also not clear how such initiatives impacted the indicators of CFS like learning environment, quality of learning, gender responsiveness, or inclusive learning.

In South Africa, the National Department of Education in conjunction with UNICEF started implementing CFS under the banner of safe and caring schools (UNICEF, 2009; Department of Basic Education South Africa, 2010). The country has

subsequently introduced other strategies such as an action plan in 2014 aimed at the realization of schooling by the year 2025. Some of the goals include supporting disadvantaged children by enabling sustained access to education, supporting infrastructure, and mainstreaming inclusive education (Hunt, 2013).

According to the Department of Basic Education South Africa (2013), these goals would be realized through initiatives such as school-supporting strategies for teacher development by school heads. However, according to Hunt (2013), the gains of the initiative could not be determined since most of the teachers did not show commitment to their own self-development. This was also consistent with the UNICEF (2009) that implementation of CFS policy proved difficult due to a lack of enough trained staff and a lack of special education support programmes.

In Uganda, Mpaata, et al. (2017) found that there was a significant and positive relationship between school heads' supervision of teachers and delivery of quality learning. However, while the authors found that headteachers' supervision of teachers and instructional models somewhat enhanced the teaching and learning environment, they also suggested that headteachers needed more training in their supervisory roles to be more effective in the implementation of child-centered educational systems.

Hunt (2013) also found that school heads did not have efficient teacher management strategies, making it difficult to make inferences on the role of instructional supervision in promoting the CFS model. However, in Tanzania, headteachers as instructional leaders carried out their supervision role, ensuring that teachers worked appropriately, minimized teacher absenteeism and enhanced the quality of instruction (Hunt, 2013; UNICEF, 2009). However, more research was required to assess the impact of instructional supervision on other facets of the CFS model. This was the focus of the present study.

According to UNICEF's (2009) evaluation report, Kenya launched its CFS cluster model in 2002, building on the existing Ministry of Education, Science, and Technology (MOEST) structures to support schools' efforts to address the influx of learners at the onset of the free primary education programme. The cluster distinguished teacher strengths and resourcefulness and aimed at facilitating the transfer of expertise and peer mentoring plans for professional development. The establishment of the cluster involved various steps, including sensitization of headteachers and equipping of teachers. This however faced various challenges, such as difficulties in striking a balance between teacher's development and accomplishing school-based responsibilities, as well as poor supervision of instructional modalities.

According to Kanamba (2014), in a study carried out in Igembe, Meru County, headteachers conducted regular inspections of teachers' instruction documents to ascertain that teaching processes conformed to child-friendly principles. However, most of the teachers sampled in this study reported that school heads rarely supervised them in classrooms. The findings corroborated Maina (2012) in Nairobi, which established that implementation of the CFS model was slowed down due to inadequate preparation of teachers and lack of supervision by headteachers. These findings contradicted Nzambi

(2012) views in a study carried out in Kitui that headteachers' responsibilities in instruction supervision, such as making frequent classroom visitations, making sure that the school is safe and secure, and ensuring a conducive classroom atmosphere as well as ensuring high learning standards were practical towards the provision of child-friendly schools.

3. Materials and Methods

The study aimed to establish the influence of instructional supervision in the promotion of a child-friendly learning environment in rural-based public primary schools in Meru County. The study was guided by transformational leadership and goal-setting theories. A descriptive survey design was adopted. The target population entailed 775 teachers in 155 rural-based public primary schools in Meru County. A simple random sampling technique was used to sample 155 teachers.

Structured questionnaires were used to collect data from the participants. Out of those distributed, 148 were fully completed and were found to meet the criteria for inclusion in data analysis. The participants represented a response rate of 95 percent, out of which 52.7% were female and 47.3% male. Regarding age distribution, 37.2% were aged between 46 and 55 years, 32.4% between 36-45 years, 20.9% between 25-35, years, and 9.5 were above 55 years of age.

Pilot testing of the instrument was conducted in the neighboring Tharaka Nithi County involving 16 teachers. Instrument reliability was determined through Cronbach's alpha, where a value of .89 was obtained pointing to high reliability. Data analysis was carried out in descriptive and inferential statistics. The specific descriptive statistics were frequencies, mean scores, and standard deviation, as well as symmetrical distribution. The inferential statistics and hypothesis testing were done through Pearson's (*r*) correlation coefficient method.

3.1 Abbreviations and Acronyms

CFS	Child-Friendly Schools,
CFLE	Child-friendly Learning Environment,
WASH	Water Sanitation and Hygiene,
MOEST	Ministry of Education Science and Technology.

4. Results

4.1 Description of Instructional Supervision and Promotion of Child-Friendly Learning Environment

The study aimed to establish the influence of instructional supervision on the promotion of CFLE in rural public primary schools in Meru County. The ratings of the participants were sought and analysed to establish the means and standard deviations of each of the measures of instructional supervision as reported in Table 1.

Table 1: Means and Standard Deviations of Instructional Supervision Scores

Variable	Description	M	SD
Instructional Supervision	Adequate instructional supervision practices have enhanced the learning experience by promoting of child-friendly learning environment.	4.18	.76
	The headteachers conduct regular supervision inside classrooms during lesson time, which has enhanced the quality of learning	3.91	.87
	Headteachers have put into operation various guiding principles for teacher professional development.	4.13	.70
	Teacher professional development initiatives established through the headteacher have enhanced child-focused instruction.	4.14	.75
	Headteachers have established mechanisms for teacher empowerment, through involvement and allowing them to make decisions on the determination of school policies based on their professional judgment.	4.26	.73
	Teacher empowerment mechanisms established by the headteacher promote a safer and more protective learning environment.	4.16	.67
	Headteachers promote the current curriculum by supporting teachers through regular assessment and providing instructions.	4.29	.67
	Headteacher initiatives to promote an aligned curriculum through collaboration, instruction, and assessment of instructional models have led to improved inclusive learning.	4.18	.67

Note: N = 148, M = Mean, SD = Standard Deviation.

Table 2 demonstrates that there was consensus among teachers that instructional supervision practices initiated through headteachers had enhanced learning experiences resulting in a more child-friendly learning environment. The results generated a high mean of 4.18 (SD = .76). The results further indicate that teachers, for the most part, agreed with the proposition that headteachers regularly conducted supervision inside classrooms during lesson time, with the results generating a mean score of 3.91 (SD = .87). Concerning whether various guiding principles were put in place to support teachers' professional development, the participants responded with high agreement levels, with the scores generating a mean of 4.13 (SD = .70).

The results also show that for the most part, there was agreement among the participants that the forms of professional development initiatives established for teachers had enhanced child-focused instruction as shown by a mean score of 4.14 (SD = .75). The participants were also asked whether there were mechanisms established by headteachers towards teachers' empowerment such as supporting independent decision-making for determination of school policies in line with individual professional judgment. In response, the results show that there were high levels of agreement as supported by a mean score of 4.26 (SD = .73).

The results further indicate that there was general consensus among the participants that empowerment mechanisms put in place by headteachers to support the teaching staff had promoted a safe and protective learning environment, as exemplified by a high mean score of 4.16 (SD = .67). The participants rated the statement that headteachers promoted current curriculum by ensuring regular assessment on teachers

and providing instructions with a high mean score of 4.29 (SD = .67). Lastly, there was agreement among the participants that the initiatives put in place by headteachers to promote aligned curriculum through processes such as collaboration and assessment of instructional models had promoted inclusive learning as demonstrated through a mean score of 4.18 (SD = .67).

The results indicate that the measure that was rated with the highest scores was that headteacher promoted current curriculum by supporting teachers through regular assessment and providing instructions, with a mean score of 4.26 (SD = .67). On the contrary, the item with the lowest rating was that headteachers usually conduct supervision during lesson time, which generated a mean score of 3.91 (SD= .87). Nonetheless the results generally indicate that headteachers established various approaches for supporting instructional supervision. Such approaches are likely to enhance conditions requisite for quality teaching and learning, resulting in an engaged learning environment and child-focused instruction. The results support the view by Draper (2015) that quality instructional supervision can be instrumental in equipping and empowering teachers toward the delivery of meaningful learning experiences.

The results on the ratings of instructional supervision were summarised to establish the lowest and highest scores, the average score from all the measures, data dispersion, and symmetrical distribution as shown in Table 2.

Table 2: Descriptive Analysis of Instructional Supervision Scores

	Range	Minimum	Maximum	Mean	SD	Skewness	Kurtosis
Instructional Supervision	14.00	26.00	40.00	33.30	3.164	-.39	-.24
Valid N (listwise)							

Note: N = 148, SD = Standard Deviation.

The data in Table 2 demonstrates that the total scores of instructional supervision measures had a range of 14. The minimum score was 26, while the maximum was 40. The scores had a mean of 33.97 (SD = 3.16). The scores had a negative skewness value of -.39, implying that the data was slightly left-skewed, and that the participants rated the measures of instructional supervision highly on the scale. The scores also registered a negative kurtosis value of -.24, suggesting that the data was slightly platykurtic and with low levels of outliers.

The results were further analysed to categorise the participants into different groups, putting into consideration those who rated the measures of instructional supervision with high or low agreement levels. The results are presented in 3.

Table 3: Agreement Levels on Instructional Supervision Scores

Agreement Levels		Frequency	Percent
Valid	Low	73	49.3
	High	75	50.7
	Total	148	100.0

Note: N = 148.

As observed from the results in Table 3, slightly higher than half (50.7%) of the participants rated the measures of instructional supervision as promoting a child-friendly learning environment with high agreement levels, compared to 49.3% of those who rated the same measures with low agreement levels. The results indicate that both the participants with high and low levels were almost equal. The results support those of Nethels (2010) that while the headteachers' role is essential in promoting various aspects of instructional supervision such as teachers' empowerment, and upholding quality instructional time, such essentiality is likely to be exposed to varied challenges that might end up impeding the promotion of positive learning environment.

4.2 Inferential Statistics and Hypothesis Testing

The study sought to determine if there was any relationship between instructional supervision and the promotion of a child-friendly learning environment. To test if such a relationship existed, the following hypothesis was advanced:

H₀₁: There is no significant relationship between instructional supervision in the promotion of a child-friendly learning environment in rural public primary schools in Meru County, Kenya.

The mean scores of the two stated variables were subjected to bivariate correlation through the Pearson product-moment correlation coefficient measure. The results are as demonstrated in the correlation matrix in Table 4.

Table 4: Correlation Matrix for Instructional Supervision and Promotion of CFLE

		Promotion of CFLE	Instructional Supervision
Promotion of CFLE	Pearson Correlation	1	.220**
	Sig. (2-tailed)		.007
	N	148	148
Instructional Supervision	Pearson Correlation	.220**	1
	Sig. (2-tailed)	.007	
	N	148	148
**. Correlation is significant at the 0.01 level (2-tailed).			

Note: N = 148. CFLE = Child-friendly learning environment

The correlation matrix in Table 4 demonstrates that there was a statistically significant relationship between the mean scores of instructional supervision and promotion of a child-friendly learning environment ($r(146) = .22, P = .007$). The results indicate that instructional supervision was correlated with the promotion of a child-friendly learning environment. It can therefore be inferred that aspects of instructional supervision championed by headteachers positively influenced the promotion of a child-friendly learning environment. Hence, the hypothesis that there is no significant relationship between instructional supervision in the promotion of a child-friendly learning environment in rural public primary schools in Meru County, Kenya was rejected. The results support those of Omogi (2019) in Mbita sub-county, Kenya that instructional

supervision makes it possible for teachers to receive relevant instructions from headteachers resulting in improved teaching methodology and classroom environment.

5. Discussion of the Results

From the study's descriptive analysis, it was found that the participants generally agreed that instructional supervision practices championed by headteachers played an essential role in the promotion of a child-friendly learning environment. The results indicated that headteachers' practices like providing instructions and leadership, supporting teachers' empowerment, and assessment of instructional models improved child-focused instruction, quality of learning, and safety of the learning environment. The results indicated that the regular assessment conducted by headteachers and giving instructions concerning curriculum delivery had the highest influence, while visits to classrooms during lessons had the lowest influence on the promotion of CFLE.

The results imply that the instructional practices established by headteachers contributed to teachers' professional practice, and improved instructional strategies and quality of learning. Regular supervision of classroom activities is likely to help headteachers identify gaps in teachers' professional development, resulting in improved instructional processes, teachers' satisfaction, and child-focused learning. The findings of the present study agree with those of Goldring et al. (2018) that regular instructional supervision is essential for building teachers' satisfaction in their work and improving the quality of learning and the school environment.

The results from descriptive analysis also agree with the inferential analysis, which indicated that a statistically significant relationship was established between instructional supervision and the promotion of a child-friendly learning environment ($r(146) = .22, P = .007$). The results implied that increased efforts in instructional practices led to increased odds of making the learning environment more child-friendly. This suggests that instructional supervision practices such as headteachers' regular visits during lessons are likely to produce more empowered teachers, resulting in improved instructional delivery, and better teaching and learning experiences that are supportive and focused on children's diverse learning needs.

The results of the present study are in line with those of Chen (2018) that headteachers' practice of instructional supervision promotes staff development, resulting in better teaching skills, and improved teaching and learning experiences. Such empowered and skilled teachers are likely to be more professional in their interactions with learners, reflective of their actions, as well as being able to maintain positive attitudes. The findings also support those of Soe (2018) in a study from Finland that instructional supervision provided opportunities for headteachers to establish professional development initiatives for teachers. Such programmes and initiatives that may include mentoring programmes, seminars, induction, training, and short courses can be helpful in building skills and confidence requisite for the proper application of

instructional strategies, and classroom management, resulting in supportive and positive learning experiences.

The results of the present study have indicated that approaches of instructional supervision advanced by headteachers can be essential for fostering various conditions that support inclusive, healthy, tolerant, dignified gender-sensitive, and right-based learning environments. The results lend credence to the view by Çobanoğlu et al. (2018) in a study conducted in Turkey that associated headteachers' led initiatives of instructional supervision with principles of effective and child-focused instruction.

The findings are also consistent with those of Abduh and Zainuddin (2016) in a study from Indonesia that approaches arising from instructional supervision, such as improving teacher competencies through professional development activities such as continuous training promote mastery in teaching strategies, resulting in positive classroom interactions and quality learning.

The findings also support those of Nzambi (2012) in an earlier study carried out in Kitui, Kenya. The study established that headteachers' regular visits to classrooms during lessons enhanced children's safety and gave classrooms as learning spaces a conducive climate for quality learning.

The findings of the present study however do not agree with those of Maina (2012), in a study from Nairobi, Kenya, which found the implementation of a child-friendly schools' model to have been negatively impacted by poor instructional supervision strategies and irregular teachers' preparation. The findings of the present study are also inconsistent with those of Kanamba (2014), who in an earlier study carried out in Igembe North, Meru County, Kenya, reported that lack of regular classroom visits by headteachers affected the implementation of the child-friendly learning environment.

5. Recommendations

The practice of instructional supervision focuses on the supervision of teaching and learning processes, professional development initiatives, teachers' empowerment, and guidance and instructions on curriculum delivery. Based on the findings, there is a need to improve on direct supervision of instructional processes towards enhancing teaching conditions and quality of learning. The study recommends that head teachers need to receive more in-service training in the areas of professional development, and curriculum and assessment. The study further recommends that the government needs to avail more resources to be channeled to continuous teacher empowerment and professional development. Since only rural-based public primary schools were involved, further investigation may be done involving private schools and public schools in urban settings.

6. Conclusions

Based on the descriptive analysis results, it was concluded that school-based instructional supervision practices are essential in promoting a child-friendly learning environment.

The study concluded that instructional supervision approaches established by headteachers such as regular visits to classrooms during lessons, providing leadership and guidance to teachers, and establishing continuous assessment and professional development initiatives result in more child-focused instruction, quality of learning, and enhanced learning climate. The study concluded that the practice of supporting teachers through regular assessment and giving instructions concerning curriculum delivery had the highest influence while making regular visits to classrooms during lessons had the lowest influence on the promotion of CFLE.

From inferential statistics and tested hypotheses, the study concluded that there was a positive and significant correlation between instructional supervision and the promotion of a child-friendly environment. The study therefore concluded that there was sufficient evidence to support the assumption that instructional supervision influences the promotion of a child-friendly learning environment in the study locale.

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Conflict of Interest Statement

The authors of this publication disclose no conflict of interest.

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