INSTITUTIONAL FACTORS INFLUENCING HEAD TEACHERS' IMPLEMENTATION OF CURRICULUM CHANGE IN SECONDARY SCHOOLS IN KIPKELION DISTRICT, KENYA
DECLARATION

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

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The research project was submitted with our approval as University Supervisors.

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DEDICATION

I dedicate this research project to my dear wife Nancy Cherotich Kirui, my daughters; Dorcas, Faith, Joan and Naomi, my sons; Kim, Kipkorir and Kipyego.
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I wish to thank the almighty God for freely giving me the intellect to pursue this course and sufficient grace to complete it. Heartfelt gratitude goes to my supervisors Dr. Grace Nyagah and Dr Jeremiah M. Kalai for their guidance, constructive criticisms and support that gave me the energy to complete the study.

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God bless you all.
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<td>BOG</td>
<td>Board of Governors</td>
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<td>CFP</td>
<td>Certification for Principal ship</td>
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<td>HOD</td>
<td>Head of Department</td>
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<td>KESI</td>
<td>Kenya Education Staff Institute (Now KEMI/Kenya Education Management Institute)</td>
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<tr>
<td>PTA</td>
<td>Parent Teachers Association</td>
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ABSTRACT
The success of any educational organization largely depends on implementation of curriculum change. The institutional factors such as, training of school heads, work load of head teachers, school category, availability learning materials and attitude of the teachers influence implementation of change. This study therefore sought to analyses institutional factors influencing secondary school head teachers’ implementation of curriculum change in Kipkelion District. To achieve this aim, the researcher formulated specific objectives and subsequently research questions. Literature relevant to the study topic was reviewed backed by the change theory by Fullan (1992) which was used to interlink between the conceptual framework of the study. Descriptive survey was used with stratified sampling used as the sampling technique. The technique allowed the researcher to use the cases that have the required information with respect to the objectives of the study. The study was carried out in fifteen schools through descriptive survey design. The target population of the study was 30 principals, 30 deputy principals, and 120 heads of departments). A sample of 90 respondents was targeted consisting of 15 principals, 15 deputy principals and 60 HODs. The study employed two questionnaires to collect data, one for head teachers and deputy head teachers and another for heads of departments. The research instruments were self administered by the researcher a pilot study conducted to check reliability and validity of the instruments and several changes made. Data was analyzed using descriptive statistics and processed using the Statistical Package for social sciences (SPSS) and Microsoft excel software’s. The study established that administrative experience and level of education of administrators as the main personal characteristics of administrators influencing implementation curriculum change, while head teachers’ training, head teachers’ workload, learning materials, attitude of teachers and adequacy of facilities were established as the key institutional factors influencing implementation curriculum change. However, physical facilities and learning resources were found to be inadequate. The study concluded that training and administrative experience are therefore important prerequisites for the implementation of implementation of curriculum change if the secondary school are to implement their strategic goals and objectives and keep pace with implementation of curriculum change in secondary schools, free secondary schools needed adequate funding, facilities and learning resources, and school managements were committed to successful implementation of curriculum change. To ensure meaningful success of the curriculum change strategy, it is recommended that elaborate and continuous training programmes be provided for head teachers, deputy head teachers and HODs and increase in the budgetary allocation of free secondary school by government to enable schools meet their strategic objectives and upgrade their facilities. The researcher suggests further research be conducted on the attitude of head teacher and other teachers on curriculum change and training needs in attitude of teachers in curriculum change.
CHAPTER ONE
INTRODUCTION

1.1 Background of the study

In most developed world like USA, England, Sweden and Australia, preparation and development of principals is formally institutionalized with colleges offering training for principals before and after appointment to school leadership. Education is broadly used as an instrument for social change (Gallacher, 2000).

In Asia, Hong Kong and Singapore have been in the forefront of developing institutions and programmes for preparation and development of principals. Most of their programmes are based on institutions and programmes in the developed world countries. For example, in Hong Kong the conceptual foundations for leadership education for principals were established by Hong Kong Education Department in 1999 after study visits to similar programs in England, Scotland, Austria and Singapore (Wong & Chung-Chi, 2004).

Certification for Principal ship (CFP) was introduced in 2002 for aspiring principals as a quality assurance mechanism to ensure that future principals will have met certain leadership requirements in preparing themselves for principal ship (Wong, 2004). In the developing world especially Africa, preparation and development of principals is not as pronounced and systematic as it is in the developed world. In fact in most cases it is either lacking or not formal (Bush & Oduro, 2006). Though most studies on principals in Africa concentrate on the
problems facing principals in the performance of their duties (Oduro & MacBeath, 2003; Kitavi & Van Der Westhuizen, 1997; Njeri, 1996), there are efforts being made by some countries in coming up with programmes for preparation and development of principals to implement curriculum changes.

In South Africa, for example Moloi and Bush (2006), argue that apartheid affected both education and social infrastructure. These effects included ineffective leadership and management practices of public schools. New professional development initiatives for principals and aspiring principals are now covered in the Policy Framework for Leadership Education and Management Development in South Africa. In Kenya, access to secondary education is limited with real transition rate from primary schools to secondary school being 32 percent in 2006 (Ngware, Wamukuru, & Odebero 2007). Secondary school net enrolment rate has remained below 20 percent. Besides, public budgetary allocation to this sub sector is about 1 percent of the gross domestic product (GDP), of which 95 percent goes to recurrent expenditure (Government of Kenya, 2007).

The management of secondary schools has changed considerably. Ngware at al (2007) noted that the curriculum change has been towards a more democratic decision making in schools. Such a curriculum change has come about due to changes in training of school heads, work load of implementers, school category, availability learning materials and attitude of the implementers. The day-to-day management of a secondary school is the responsibility of a school principal
appointed through merit by the Ministry of Education. Each secondary school in Kenya has a Board of Governors (BoG) and a Parent Teachers Association (PTA). The former is largely appointed by the Minister of Education and but has parental representation while the later is elected by parents of the respective school. In addition, Board Of Governors (BOG) enjoys legal backing from the education legislation while PTA does not. The PTA is largely concerned with resource mobilization while the BOG has the overall authority on all school affairs. Conflicts between BOG and PTA over resource use are not uncommon and in some cases are manifested through student strikes and parent demonstration against poor school management.

1.2 Statement of the problem

Implementation of curriculum change and continuous improvement are key to school success in terms of its mission, goal and objectives. It is therefore imperative that school heads put in place mechanisms to ensure that curriculum change is implemented in their schools. However, in Kenyan secondary schools, training of school heads, work load of head teachers, school category, availability learning materials and attitude of the implementers influence implementation of change (Abagi, 2000).

The sessional Paper No. 1 of Government of Kenya (2005) notes that secondary education has been characterized by poor performance in national examinations, high pupil-textbook shortages in mathematics, a shortage of science teachers, overburdened curriculum, and teacher promotion based on qualifications rather than performance.
A study by Ellsworth (2000) pointed out that the issues that Fullan's model helps the change agent to deal with are the implications of change for people or organizations promoting or opposing it at particular levels, different stakeholders do promote change that addresses their needs and priorities. An alternative school of thought argues that teachers, as insiders, are in a much better position to inform as to the implementation of change in school (Painter, 2000).

Koros, Ngware and Sang (2009), established whether parental contribution or the lack of it in the area of school financial management has had any significant contribution in the management of finances in secondary schools in Kenya and specifically in Kericho district, as perceived by school principals and students. It is against this background the researcher will attempt to establish the institutional factors influencing secondary school head teachers’ implementation of change in Kipkelion district since there has been little research work done in the new district and as stated by Fullan and Pomfret (1977); “effective implementation of innovations requires time, personal interaction and contacts, in-service training and other forms of people-based support. Generally the performance in the district in the past three years has been stagnating at mean grade of 4.900 an indicator that there is need study whether availability of teaching and learning resources affect implementation of curriculum change.
1.3 Purpose of the study

This study analyses institutional factors influencing secondary school head teachers' implementation of curriculum change in Kipkelion district with a view of highlighting, embracing them and coming up with recommendations to address the issues.

1.4 Research objectives

The objectives of this study are:

i. Determine the extent to which head teachers training influences implementation of curriculum change in secondary schools in Kipkelion district.

ii. Analyse the extent to which head teachers' workload influences implementation of curriculum change in secondary schools in Kipkelion district.

iii. Establish whether school categories influence head teachers' implementation of curriculum change in secondary schools in Kipkelion district.

iv. To determine how the availability of learning materials influence head teachers implementation of curriculum change in secondary schools in Kipkelion district.

v. To examine the attitude of teachers influences head teachers' implementation of curriculum change in secondary schools in Kipkelion district.
vi. To establish whether adequacy of finances influences head teachers’ implementation of curriculum change in secondary schools in Kipkelion district.

1.5 Research questions

In order to achieve the objectives of the study, the following questions were addressed;

i. To what extent does head teachers’ training influence implementation of curriculum change in secondary schools in Kipkelion district?

ii. To what extent do head teachers’ workload influence implementation of curriculum change in secondary schools in Kipkelion district?

iii. What is the influence of school categories on head teachers’ implementation of curriculum change in secondary schools in Kipkelion district?

iv. To what extent does the availability learning materials influence head teachers implementation of curriculum change in secondary schools in Kipkelion district?

v. To what extent do attitude of teachers influence head teachers’ implementation of curriculum change in secondary schools in Kipkelion district?

vi. To what extent does adequacy of finances influence head teachers’ implementation of curriculum change in secondary schools in Kipkelion district?
The findings of the study could:

i) Help the entire district education officers in Kipkelion District to find ways of solving the challenges faced by secondary school head teachers during implementation of curriculum change.

ii) Be useful to newly appointed principals since they will have an idea of expected challenges they are likely to experience and how to address them when they occur.

iii) Form a basis for scholars to conduct further research in implementation of curriculum change in secondary schools in other counties in Kenya.

1.7 Limitations of the study

There is inadequate research done on institutional factors influencing secondary school head teachers’ implementation of curriculum change, hence it was not possible to use related literature to adequately provide support for this study. However the researcher used literature from other studies that have been conducted within the larger Kericho County, Kipkelion being one of the districts within. Kipkelion being a new district has several challenges that relate to the category of secondary schools meaning that the study cannot be generalized to all other districts in Kenya unless the district has the same characteristics.
1.8 Delimitation of the study
Since Kipkelion have similar characteristics, the study was delimited to public secondary schools' head teachers, deputy head teachers and head of departments in Kipkelion district.

1.9 Basic assumptions of the study
The study assumed that there exist a number of institutional characteristics influencing secondary school head teachers' implementation of change in Kipkelion district and that the information given by the respondents was authentic information pertaining the issue under investigation.

1.10 Operational definitions of significant terms
**Administration** refers to the process of acquiring and allocating resources for the implementation of curriculum change.

**Administrative challenge** refers to a restricting condition in the process of acquiring and allocating resources for the implementation of curriculum change.

**Challenges** refer to problems or difficulties encountered in the process of implementing change in secondary schools, which could negatively impact on quality of education.

**Change** refers to deliberate attempt to improve curriculum implementation in relation to desired objectives.
Head teacher refers to the administrator of a secondary school appointed by the Teachers’ Service Commission in accordance with Education Act Cap 211 to oversee implementation of curriculum.

Management refers to the act of a head teacher engaging in planning, organizing, staffing, directing, controlling, coordinating, and budgeting in a secondary school. It refers to a system of working with and through individual personnel and groups for the purpose of achieving the establishment of goals an organization.

Training refers to professional knowledge in school administration

1.11 Organization of the study

The study was organized into five chapters. Chapter one introduces the study by giving a brief background to the research problem, purpose of the study, objectives and research questions, its significance, limitations, basic assumptions and definition of operational terms. Chapter two included literature review highlighting factors such as the meaning, rationale and outlines institutional factors influencing secondary school head teachers’ implementation of change these are head teachers training, head teachers workload, school category, learning materials, attitude of teachers and adequacy of finance. It also provides a theoretical and conceptual framework of the study. Chapter three explains the research design, target population, sample size and sampling techniques, research instruments, instrument validity and reliability, data collection procedures and
data analysis techniques. Chapter four consists of data analysis, representation and interpretation while Chapter five consists of summary of the study, conclusion, study recommendation and suggestions for further research.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter begins by reviewing the institutional factors. It examines the implementation of curriculum change with special reference to local and global perspective, policy guidelines, and institutional factors influencing implementation. These are, head teachers training, head teachers work load, school category, learning materials, attitude of curriculum implementers and adequacy of finance. It further gives the summary of literature review, theoretical and conceptual frameworks for the study.

2.2 Concept of curriculum implementation

The term curriculum implementation has been defined in different ways by different scholars. Mkpa (1987) defined curriculum implementation as: “The task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned. Garba (2004) viewed curriculum implementation as: “putting the curriculum into work for the achievement of the goals for which the curriculum is designed.” Okebukola (2004) described curriculum implementation as: “the translation of the objectives of the curriculum from paper to practice.” Ivowi (2004) defined curriculum implementation in a nutshell as “the translation of theory into practice, or proposal into action” Onyeachu (2008) viewed curriculum implementation as the process of putting all that have been planned as a curriculum document into
practice in the classroom through the combined effort of the teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environment. All these definitions show that curriculum implementation is the interaction between the teachers, learners and other stake holders in education geared towards achieving the objectives of education.

However, history showed that many – some say: most (e.g. Fullan and Pomfret, 1977) – curriculum projects of the 60s and 70s have not been put into practice in a way curriculum developers had hoped. And those practitioners were not even always aware that they violated the developers' intentions (Reinmann-Rothmeier and Mandl, 1999). For innovating classroom practice, attention must obviously not only be given to the *production phase* of a curriculum, but also to what happens after the production.

**Figure 1.1: A simplified overview of the change process**

![Diagram](Fullan and Stiegelbauer, 1991)

Thus, the term implementation in a broad sense conceptualizes the process through which a proposed concept, model, topic, theory etc. is taken up by some practice. Fullan and Stiegelbauer (1991) distinguished three sub-processes in which an innovation is made work (or not) in order to produce outcomes (Fig. 1). The processes that eventually lead up to and end with the decision to take up a specific innovation proposal have been called *initiation phase* (also mobilization or adoption).
In the implementation phase (i.e. "implementation" in a more narrow sense) participants attempt to use the innovation proposal (or the curriculum in our case) in order to change their practice. Frequently, extra support for translating the innovatory ideas into reality is offered on a project basis. Thus, while the initiation phase is concerned with the nominal use of a curriculum, the implementation phase focuses on the actual use.

The study of implementation processes is concerned "with the nature and extent of actual change, as well as the factors and processes that influence how and what changes are achieved." (Fullan, 1994, p.2839) Thereby, it aims to find out what type of extra support in the 'project phase' is appropriate to promote actual use of the innovation. In the continuation phase (also called institutionalization, incorporation, or routinization) the innovation (or what has been made out of the innovation during implementation) is built into the routine organization, and extra support (if there had been any during the implementation phase) is withdrawn. Thus, while implementation is concerned with initial use of the innovation under project conditions, continuation deals with mature use under standard conditions.

Implementation is the carrying out of something or the practical application of a method, procedure or desired purpose. Loucks and Lieberman (1983) define curriculum implementation as the trying out of a new practice and what it looks like when actually used in a school system. For example, a curriculum plan in enhancing technology integration across the curriculum is introduced and you would want to know whether what was intended in the plan is actually being done in the classroom.
The aim for developing a curriculum is to make a difference to learners. Simply, put, curriculum implementation is bringing about change and hopefully improvement. Change results from new knowledge. However, the presence of new knowledge is not sufficient for change. People generally are reluctant to change because they are comfortable with what they are currently doing. So, to change, they must recognise the need for change.

People are more likely to recognise the need for change if they understand change and how it works. Kurt Lewin (1951), considered to be the father of social psychology suggested a model explaining change. According to him, all persons are faced with two competing forces:

**Driving Forces:** These are forces that that are *driving* or pushing you to do something and change in a particular direction. They tend to initiate a change and keep it going. In the workplace, pressure from your boss, financial incentives and competition for promotion may be examples of driving forces.

**Restraining Forces:** These are forces *restraining* or preventing you from doing something and changing. In the workplace, apathy, hostility, obsolete equipment may be examples of restraining forces.

**Equilibrium:** When these two forces (driving and restraining) are equal, the status quo is maintained. In other words, there is no effort towards change and so you do the same thing you did before.
2.3 Head teachers' training and implementation curriculum change

After graduation from colleges with Diplomas or Degrees in Education, teachers are posted to various public secondary schools in the country by the Teachers Service Commission (TSC). Their promotion to leadership depends on their seniority and performance (Republic of Kenya 1997). According to the National Policy on Appointment, Deployment and Training of School Administrators and Managers (1999), up to 1987 TSC used to appoint principals who were identified as suitable by the principal, politician, school sponsor or TSC field agents.

Additionally, the teacher had to be excellent in teaching with a minimum of three years experience as well as good moral behavior and integrity. However, such arrangement could be abused by principals, politicians or sponsors picking on a person of their choice who may be lacking the qualities cited. Studies have also shown that being a good classroom teacher does not automatically mean one can make an effective school leader (Bush & Oduro, 2006; Harber & Davies 1997; Njeri, 1996).

Nonetheless, in 1988 after the implementation of the schemes of service for graduate and graduate approved teachers, principals' positions became deployable after promotion to job groups L to R where a teacher becomes a head of department, deputy principal, principal, senior principal and chief principal. Currently, headship positions are advertised and teachers subjected to rigorous interviews before they are appointed by the TSC (Raricaya, 2007).
A number of researches have conducted research on head teachers’ training needs and made various recommendations. For example, Okumbe (1999) recommended that for purposes of effectiveness of school teachers, school managers, and curriculum implementers, an effective in-service training should be provided to them. This recommendation was made with the understanding that the appointment of head teachers has generally been done on the basis of teachers’ experience in the work place, at the expense of considering whether they have undergone training to prepare them for their new roles, before assuming office.

2.4 Head teachers’ workload and implementation of curriculum change

According to Olembo, Wanga and Karagu (1992), one of the most important roles of the headteacher is that of supervision of curriculum implementation. Head teachers play a key role in curriculum planning and adoption; classroom management; arrangement of instructional programs and out of school activities in any education system. In other words headteachers are virtually everything in curriculum change implementation. According to Bell and Rhodes (1996), it is the responsibility of the headteacher to ensure that the curriculum is managed effectively through appropriate delegation to other teachers. This means that the head teacher is not only responsible for articulating the school curriculum and objectives, but also delegating and coordinating curriculum implementation as well as monitoring the implementation and evaluating the curriculum.
With the implementation of free secondary education, teachers are expected to have heavy workloads that could negatively impact on curriculum implementation. A recent study by Gatheru (2008) on challenges related to the implementation of FPE in Narok District established that due to the rising number of pupils enrolling in schools, teachers were sometimes overwhelmed and not able to give individualized attention to pupils. Teachers could not mark pupils’ assignments and this contributed to a decline in academic performance. This study will find out whether similar challenges are being experienced at the secondary school level.

2.5 School categories and implementation of curriculum change

Secondary schools in Kenya fall into three categories - government funded harambee and private. Government funded schools are divided into national, provincial and district levels. Public/government schools constitute the largest proportion of schools in the country. The distinctive feature of these schools is that the government is responsible for payment of teachers’ salaries and provides subsidies in terms of textbooks and school feeding. They also receive support in terms of supervision, curriculum development, pedagogical development and in some schools the nonteaching staff salaries are met by local authorities (city or county councils). Most of these schools were initiated through the Harambee (self-help) initiative but were later taken up by the government. Community involvement consists of construction of school buildings, salaries for non-teaching staff and other operational costs (Republic of Kenya, 2005).
Due to the large increase in primary school enrollment the number of students seeking secondary school education has grown significantly. In 1963 there were 151 secondary schools and the total number of students enrolled was 30 120. Today there are about 3000 secondary schools and the enrollment is about 620 000 students. Of these, about 40 percent are female students (UNESCO, 2008). In 2008, the government introduced a free secondary schooling education program that targeted raising student enrolment to 1.4 million by the end of the year. The scheme proposed to pay tuition fees for students while parents would still be required to meet boarding school costs and school uniforms.

2.6 Learning materials and implementation of curriculum change

Bell and Rhodes (1996) noted that school facilities include the administrative office, staff rooms and offices, classrooms laboratories, workshops, equipment, stores libraries, hostels, staff houses and the school grounds. In order for a school to advance the learning opportunities offered to the pupils, it has to adequately utilize the facilities available. It is the responsibility of the headteacher to ensure that there is adequate classroom space to enable the teaching-learning process take place without any hitches. He should ensure that the facilities are used efficiently and effectively. The school grounds e.g. play grounds should be safe and well maintained.

Olembo and Cameron (1986) indicate that school principals face increasing administrative difficulties. These include inadequate and badly constructed buildings; shortage of books and equipment; lack of proper school furniture particularly desks; poor or sometimes non-existent maintenance and repairs;
untrained and half trained teachers who seldom stay long; over-crowded classrooms; poor communications and few supporting services especially health services. As a result the administration of schools has become one of the most taxing jobs in the implementation of curriculum. Mbaabu (1983) revealed that lack of physical facilities, learning materials, equipment and tools are among the major problems that primary school head teachers are faced with in Kenya. The study found out that in most school classes had over 50 children. This study revealed that free education at the primary level brought about problems related to over-enrolment, lack of physical facilities, and inadequate teachers. These problems have persisted since introduction of free secondary education in 2007. The researcher will find out that the same problem will persist depending on the school categories that will affect implementation of change.

2.7 Attitude of teachers and implementation curriculum change

Onyango (2001) emphasizes that human resource is the most important resource in implementation of curriculum change. He adds that teachers comprise the most important staff in the school. However, the contribution made by other staff members such as secretaries, bursars, accounts clerk, matron, nurses, messengers and watchmen is also important in implementation of curriculum. The most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and attitudes of its teachers. Teachers therefore need to be well managed. The head teachers’ responsibility in human resource management involves: Leading and motivating staff; delegating
responsibilities effectively; and conflict management. With increased number of students as a result of free secondary education, teacher-students ratio is likely to be high, leading to increased workload for teachers. This is likely to pose a challenge to head teachers, who are expected to ensure that the quality of education is not compromised.

2.8 Adequacy of finance and implementation of curriculum change

Head teachers play a major role in the management of all school financial activities, which involve the disbursement of money. The money is obtained through various sources such as fees. According to Orlosky (1984), financial management determines the way the school is managed and whether or not the school will meet its objectives. The headteacher is responsible for budgeting, accounting and auditing functions of financial management. With the introduction of free secondary education, schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees (Republic of Kenya, 2005). It is not clear whether this arrangement is friendly to the schools, and the study sought to find out the challenges being experienced in that area.

2.9 Summary of the literature review

Mugiri, (1981) did a study on the factors that affect the implementation of secondary school science curricula programs in Kenya. This study concur with the researchers study but the only difference is Mugiri, (1981) did not look at the
institutional factors influencing secondary school head teachers' implementation of curriculum change hence creating a gap for this study. Wachira (1996) evaluated the preparation of secondary school headteachers and implication on their administrative performance, his findings were that the majority of the headteachers faced problems in performing all the six main tasks of school management, the problems faced by headteachers cut across all categories of schools and the most problematic task for headteachers was finance and business management. Most headteachers lacked technical skills in financial management. This study also did not deal with other institutional factors influencing secondary school head teachers' implementation of curriculum change.

2.10 Theoretical framework

Change theory

Michael Fullan (1982) has focused his work on educational change. His model focused on “human participants taking part in the change process” (Ellsworth, 2000). Fullan (1982, 1991) proposed that there are four broad phases in the change process: Initiation, implementation, continuation and outcome. He went on and gave the factors that affect the innovation as; access to innovations, advocacy from centre administration, teacher advocacy and external change agents. On implementation Fullan and Stigebaurer (1991) identified three areas of major factors affecting implementation: The characteristics of change (need for change, clarity about goals and needs, complexity that is, the extent of change required to those responsible for implementation, quality and practicality of the
programme), local characteristics (The school district, board of community, principal and the teachers) and external factors (government and other agencies).

Continuation is a decision about institutionalization of an innovation based on reaction to the change which may be negative or positive. On the outcome phase attention to the following perspectives on change process may support the achievement of a positive or successful change outcome. Active participation and initiation, pressure, support and negotiation, changes in skills, thinking and commitment actions and problem ownership. Rogers on the other hand focused more on the roles and strategies of various types of change agents. This model implied that change agent is an individual who influences clients' innovation-decision in a direction desirable by a change agency. Fullan's model will be deemed suitable for the study as the model helps change agent to deal with several implications of change in organizations (schools) and to promote change that address their needs and priorities (Ellsworth (2000). This model also views every stakeholder in the educational change as agents of change. In the implementation stage, institutional factors play a major role and influence the outcome
2.11 Conceptual framework

Figure 2.2 Interrelationships between independent and dependent variables

The institutional factors are the independent variables. According to Fullans's (1991) model, once change is initiated there are intervening factors which affect implementation. In this case, these are training of head teachers, their work load, school categories, learning materials, attitude of curriculum implementers and adequacy of finances. Implementation of curriculum change will therefore depend on the outlined institutional factors.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides the description of the process and method used in carrying out the research study. The section is organized along the following subheadings namely; research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

The research employed descriptive survey design. Walker (1989) noted that a descriptive survey design is an appropriate way of assessing educational programmes. Best and Kahn (2000) similarly confirmed that descriptive survey design is an appropriate design for assessing the effectiveness of educational programmes for it uses both qualitative and quantitative data to identify, analyze and interpret conditions that exist in relation to set standards. It involves comparing what would be and what is. This design helped the researcher obtain precise information concerning in institutional characteristics influencing secondary school head teachers’ implementation of change and draw varied general conclusions from the facts that were obtained.
3.3 Target population

Target population is defined as that population to which a researcher wants to generalize the results of the study (Mugenda & Mugenda, 1999). According to the Ministry of Education (2010), there are 30 secondary schools in Kipkelion district. The study therefore targeted 30 principals, 30 deputy principals, and 120 heads of departments; the total being 180.

3.4 Sample size and sampling procedure

According to Mugenda & Mugenda (1999), a sample is a small proportion of the target population, while sampling is a research procedure that is used for selecting a given number of subjects from the target population, as a representative of that population. Stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata. The technique allows the researcher to use the cases that have the required information with respect to the objectives of the study (Mugenda and Mugenda, 1999). Gay (1992) recommends that when the target population is small (less than 1000 members), a minimum sample of 20% is adequate for educational research. The sample size was 50% of the target population.
Table 3.1

Sampling procedure

<table>
<thead>
<tr>
<th>Component/ Categories</th>
<th>Target population</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Principal</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Deputy principals</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Head of department</td>
<td>120</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>210</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>

Author, (2012)

3.5 Research instruments

The study employed head teachers, deputy head teachers and head of department questionnaires to collect data (Appendices II and III). According to Mugenda and Mugenda (1999), a questionnaire is commonly used to obtain important information about the population, with each item in the questionnaire addressing a specific objective. The questionnaire contained both structured and open ended questions to allow more information to be solicited from respondents. The open ended questions related to experiences of the respondents in the institutional characteristics influencing secondary school head teachers' implementation of change, while the structured questions sought information such as demographic information and training background as well as their experiences in institutional characteristics influencing secondary school head teachers' implementation of change. The questionnaire will be subject to validity and reliability tests.
For this study, two sets of questionnaires were used. One set was administered to school principals and deputy principals while the other administered to heads of departments. Best and Kahn (1988) say that interview is often seen as superior to other data collection instruments in that it creates rapport between the respondent and the researcher.

3.6 Piloting

3.6.1 Instrument validity

Validity is the degree to which an instrument measures what it purports to measure. According to Chava and David (1996), validity answers the question, "am I measuring what I intended to measure?" The instrument validity was checked through the pilot by ensuring that responses that may cloud the true effects of the research being done are controlled or removed. A pilot study was conducted to check the validity of the instrument in one school randomly selected about 1% of the sample size as recommended by Mugenda and Mugenda (1999). The number of respondents therefore was six (one headteacher, one deputy headteacher and four HODs). Each respondent was requested to complete the questionnaire within the shortest time possible to help the researcher to calculate the average time required to fill the questionnaire. Any comments arising was discussed and agreed upon. Any item found to be irrelevant, ambiguous or confusing was removed or reconstructed as advised to bring meaning. The two instruments were also validated and made meaningful using factor analysis method.
3.6.2 Instrument reliability

Best and Kahn (1988) define reliability of an instrument as the extent to which it measures consistently. The Test retest method was used to calculate reliability using Spearman Brown Rank prophecy formulae. The test retest was done by administering the set of questionnaire to the selected school then the questionnaire was readministered to the same school. If the reliability index was less than 0.7 then the instruments was deemed not useful and other instruments was constructed or the same was adjusted to be more reliable. If the index is 0.7 and above, then the instrument is deemed reliable and can be used for the research (Best& Kahn, 1988). The index was 0.78 and therefore the instrument was deemed reliable and used for the study.

3.7 Data collection procedures

A permit was obtained from the National Council of Science and Technology. Copies of the permit were presented to the District Commissioner and District Education Officer Kipkelion District who further issued authority to visit schools under their areas of jurisdiction. The researcher contacted the 15 Principals through a letter and thereafter made arrangements for actual school visits. A copy of the letter was included in appendix I. A self administered questionnaire was hand delivered to the Principals and other respondents. The researcher ensured all respondents of confidentiality by indicating in the questionnaire that they should not write their name or the name of their schools. Arrangements were made with the concerned administrators on when to collect the completed questionnaires.
3.8 Data analysis techniques

After data was collected, the researcher checked the instrument for completeness and clarity. Data was analyzed both quantitatively and qualitatively according to the study objectives. Quantitative analysis applied for closed ended questions that provided respondents with alternative responses from which to choose. Descriptive statistics was used to summarize quantitative data. Analyses involved editing the questionnaires, tabulating, and coding the responses. Data was processed using the Statistical Package for Social Science (SPSS) computer software version 17.0. Frequency distributions, percentages, mean scores and standard deviations was computed and entered into a table.

Qualitative analysis will be used for open ended questions from interviews and questionnaires that required respondents to give their own opinions. Qualitative data will be processed by first categorizing and discussing responses for each item according to themes (thematic analysis), before editing and coding (to permit quantitative analysis), and reported through descriptive narrative of the views, experiences and opinions of the respondents. Descriptive statistics namely frequency distributions and percentages were used to analyze the coded responses. From these results, frequency distribution charts will be drawn, emerging trends and patterns detected, conclusions and recommendations will be made about those patterns.
4.1 Introduction

This chapter presents the findings of the study analyses institutional factors influencing secondary school head teachers’ implementation of curriculum change in Kipkelion District, based on the research questions. It includes the questionnaire return rate, demographic and background information of respondents, and data analysis of the views, observations and experiences of the respondents in the secondary school head teachers’ implementation of curriculum change in Kipkelion District. SPSS was used to analyze data.

**Questionnaire return rate**

A total 85 questionnaires were responsive out of 90 administered to respondents. This was 94 percent meaning, that there was good response rate. Inferences were therefore used for the study,

The table 4.2 shows how the questionnaires were responded to.

**Table 4.2**

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returned</td>
<td>85</td>
<td>94</td>
</tr>
<tr>
<td>Not returned</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
4.2 Demographic and background information of respondents

Demographic information of the respondents was based on age, level of education, administrative experience and administrative position.

4.2.1 Age of principals, deputy principals and HODs

Due to the sensitivity involved in inquiring into people’s ages, the study sought to find out the age of the respondents by categorizing them into clusters, and the respondents were asked to indicate their age bracket. Their responses are illustrated in figure 4.3.

Figure 4.3 Age of the Principals, Deputy principals and HODs
Overall, respondents above 40 years of age constituted 94 percent implying that they were mature and experienced enough to appreciate emerging trends, this is because before one is promoted to headship, one must have been involved with teaching career for a period of three years to gain experience on implementation of curriculum change.

4.2.2 Academic Qualification of principals, deputy principals and HODs

The level of education of a professional can influence their level of implementation of curriculum change. In this regard, the respondents were asked to indicate the highest level of education they had attained. Their responses is presented in Table 4.3.

Table 4.3

<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>24</td>
<td>28</td>
</tr>
<tr>
<td>Bachelors</td>
<td>57</td>
<td>67</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>100.00</td>
</tr>
</tbody>
</table>
The data reveals that 67 percent of the respondents had Bachelors degree, 28 percent Masters, four percent Diploma and one percent certificate. Majority of the respondents were therefore holders of bachelors degree and above, implying that they were highly professionally trained and therefore able to have a better understanding of various aspects of implementation of curriculum change. More attention however needs to be focused on diploma and certificate holders, who though statistically insignificant in this study are expected to play their roles effectively, as implementation of curriculum change. More intensified capacity building programmes would for example help them improve their competencies, in terms of operational skills and knowledge to cope with emerging trends and issues implementation of curriculum change.

4.2.3 Administrative positions (Principals, Deputy Principals and Heads of Department)

This was used to differentiate various administrative positions of the respondents. In the questionnaire there were different type of administrators who formed sample size, these were principals, deputy principals and Head of Department, the figure 4.4 show each group of the respondents that were interviewed since they are the one dealing with curriculum implementation.
It emerged that highest percentage of the respondents were Heads of Department, followed by Principals were and Deputy Principals having the lowest. This implies that majority of the respondents (68 percent) were Head of Department, hence they had long enough experience and have direct influence in the implementation of curriculum change and comment on the issues under study, but also to participate more effectively in the implementation of curriculum change.
4.2.4 Administrative experience of administrators; Principals, Deputy Principals and Heads of Department

Work experience can improve employees' performance level. To find out the length of administrative experience of respondents, data was collected and summarized in the figure 4.6 below.

![Administrative experience of respondents](image)

**Figure 4.5 Administrative experience of respondents; Principals, Deputy principals and Heads of Department**

From the findings, 47 percent of the respondents had experience as administrators spanning 5-10 years, 41 percent 10-15 years and 12 percent less than 5 years. This implies that majority of the respondents (88 percent) had served as administrators between 5 and 15 years, hence they had long enough experience to
not only appreciate and comment on the issues under investigation, but also to participate more effectively in the implementation of curriculum change.

Table 4.4

School categories, number of students and teachers

<table>
<thead>
<tr>
<th>School categories</th>
<th>No.</th>
<th>No. Of students</th>
<th>No. Of teachers</th>
<th>Teacher - student ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>District mixed school day</td>
<td>9</td>
<td>1180</td>
<td>59</td>
<td>01:20</td>
</tr>
<tr>
<td>District mixed school day and boarding</td>
<td>3</td>
<td>1420</td>
<td>54</td>
<td>01:26</td>
</tr>
<tr>
<td>District girls school boarding</td>
<td>2</td>
<td>320</td>
<td>15</td>
<td>01:21</td>
</tr>
<tr>
<td>Provincial boys school boarding</td>
<td>1</td>
<td>386</td>
<td>15</td>
<td>01:26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>3306</strong></td>
<td><strong>143</strong></td>
<td></td>
</tr>
</tbody>
</table>

The findings indicate that student enrollment in secondary schools varies between 320 and 1420 students with district mixed school day and boarding and district mixed school day having enrollment of 1000 students and above. The teacher-student ratio varies between 1:20 and 1:26 against the recommended ratio of 1:40.

From the finding it was clear that there was only one provincial school for boys and none for girls and no national schools in the district as at time of the study.

The above analysis shows that all the schools are well staffed. This shows that the schools are better placed in terms of staffing, in implementation of curriculum change.
4.3 Analysis and interpretation of data question by question

To realize the objectives of the study and answer the research questions, responses from respondents were organized and analyzed. Responses measured on likert scale were analyzed using mean scores (M) and standard deviations (Sd). The higher scores for the means indicate higher levels of each dimension. A mean score greater than 4 (M>4) is considered to imply to no extent at all. A mean score greater than 3.5 but less than 4 implies to a small extent while those with mean scores greater than 3.0 but less than 3.5 imply to some extent. A mean score greater than 2 but less than 3.0 implies to a large extent while a mean score less than 2 is considered to imply to a very large extent. A standard deviation greater than 1.5 implies that there was a significant variance in the way the factor was considered. This is interpreted to mean that there was lack of agreement/consensus on the responses while a standard deviation less than 1.5 would imply there was consensus as answers did not differ substantially from one respondent to another.

Research question 1 sought to find the extent to which head teachers’ training influence implementation of curriculum change in secondary schools. The respondents were asked to indicate the extent to which they think certain characteristics of head teachers’ training generally influence in the implementation of curriculum change in secondary schools using the rankings below;

1. To a very large extent 2. To a large extent 3. To some extent
4. To a small extent 5. To no extent at all
Their responses are tabulated in table 4.5.

**Table 4.5:**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion to leadership depends on teachers seniority and performance</td>
<td>2.45</td>
<td>1.05</td>
</tr>
<tr>
<td>Appointment to school leadership is based on merit and interview before appointment</td>
<td>1.9</td>
<td>0.89</td>
</tr>
<tr>
<td>Appointment as a head teacher the teacher have to be excellent in teaching with a minimum of three years experience</td>
<td>1.7</td>
<td>0.79</td>
</tr>
<tr>
<td>Appointment as a head teacher the teacher have to have good moral behavior and integrity</td>
<td>1.69</td>
<td>0.95</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>1.94</td>
<td>0.92</td>
</tr>
</tbody>
</table>

The table shows that appointment as a head teacher, the teacher have to be excellent in teaching with a minimum of three years experience and appointment as a head teacher, the teacher have to have good moral behavior and integrity influencing the implementation of curriculum change to a very large extent ($M=1.7$ and $1.69$, $Sd=0.79$ and $0.95$ respectively) these form some of the positive qualities that once appointed based on these, the teacher will implement curriculum change very easily. The other factors (promotion to leadership depends on teachers seniority and performance and appointment to school leadership is based on merit and interview before appointment) were cited as
influencing the implementation of curriculum change a large extent ($M=2.45$ and 1.9 respectively, $Sd$ ranges from 0.89-1.05). The data reveals that the most critical factors considered influential in the implementation of curriculum change in secondary schools and with high consensus (evidenced by the low $Sd$) were appointment as a head teacher the teacher have to be excellent in teaching with a minimum of three years experience and appointment as a head teacher the teacher have to have good moral behavior and integrity. Overall, there was high consensus that characteristics of training administrators influence implementation of curriculum change to a large extent ($M =1.94$, $Sd=0.92$). The finding is supported by previous observation Okumbe (1999) recommended that for purposes of effectiveness of school teachers, school managers, and curriculum implementers, an effective in-service training should be provided to them. And hence that is why implementation of curriculum change is influenced at very great extent by appointment as a head teacher the teacher has to be excellent in teaching with a minimum of three years experience and appointment as a head teacher the teacher has to have good moral behavior and integrity.

Research question 2 sought to determine the extent to which extent does head teachers’ workload influence implementation of curriculum change in secondary schools. The respondents were requested to indicate the extent to which the head teachers’ workload influences implementation of curriculum change. Their responses are summarized in table 4.6.
Table 4.6:

Head teachers’ workload and implementation of curriculum change

<table>
<thead>
<tr>
<th>Specific roles of head teacher</th>
<th>Mean</th>
<th>Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers play a key role in curriculum planning and adoption</td>
<td>1.33</td>
<td>0.72</td>
</tr>
<tr>
<td>Head teacher is he/she the only responsible for articulating the school curriculum and objectives,</td>
<td>2.2</td>
<td>2.51</td>
</tr>
<tr>
<td>Head teachers play a key role in classroom management;</td>
<td>3.67</td>
<td>1.5</td>
</tr>
<tr>
<td>Head teachers play a key role in arrangement of instructional programs and out of school activities</td>
<td>2.73</td>
<td>1.71</td>
</tr>
</tbody>
</table>

The data indicates that the head teachers play a key role in classroom management influences implementation of curriculum change only to a small extent (M=3.67, Sd=1.5). This makes it the least influential Specific roles of head teacher in implementation of curriculum change in secondary schools, (although there is fairly low consensus on this), possibly because the classroom management alone has no direct influence on implementation of curriculum change, except when examined in relation class teacher workload. The findings correlate with earlier observations of Bell and Rhodes (1996), who shows that the responsibility of the head teacher is to ensure that the curriculum is managed effectively through appropriate delegation to other teachers but not managing
classroom which is the responsibility of class teacher. This means that the head teacher is not only responsible for articulating the school curriculum and objectives, but also delegating and coordinating curriculum implementation as well as monitoring the implementation and evaluating the curriculum.

Question 3 sought to examine the extent to which influence of school’ categories on head teachers’ implementation of curriculum change in secondary schools. The respondents were asked to rate the extent to which their schools’ categories influences head teachers’ implementation of curriculum change in secondary schools.

1- Strongly agree 2- Agree 3- Indifferent 4- Disagree 5- Strongly disagree

Their responses are summarized in Table 4.7

Table 4.7:

School’ categories and head teachers’ implementation of curriculum change

<table>
<thead>
<tr>
<th>School categories characteristics</th>
<th>Std</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>The government is responsible provides subsidies in terms of textbooks and school feeding</td>
<td>1.67</td>
</tr>
<tr>
<td>National school get more resources from the government</td>
<td>2.07</td>
</tr>
<tr>
<td>District schools are less advantaged in terms of fund and staffing</td>
<td>2.73</td>
</tr>
<tr>
<td>All secondary schools receive support in terms of supervision, curriculum development, pedagogical development</td>
<td>1.53</td>
</tr>
<tr>
<td>Average</td>
<td>1.98</td>
</tr>
</tbody>
</table>
The table shows that the school categories characteristics that the respondents were strongly in agreement is that all secondary schools receive support in terms of supervision, curriculum development, pedagogical development, and that the government is responsible with provision of subsidies in terms of textbooks and school feeding (mean ranges from 1.53-1.67 and standard deviation 0.74-0.90 respectively). The school categories characteristics that the respondents to ‘agree’ are district schools are less advantaged in terms of fund and staffing and national school get more resources from the government. (M=2.73 and 2.07 respectively and Sd=1.28 for both). The data indicates that overall and with high consensus level, implementation of curriculum change is related to school categories with strongly agree (mean=1.98, standard deviation=1.01). This concurs with the Republic of Kenya, (2005) report that indicate that in public/government schools, government is responsible for payment of teachers’ salaries and provides subsidies in terms of textbooks and school feeding.

Research question 4 sought the extent to which available learning materials influences head teachers’ implementation of curriculum change in secondary schools. The respondents were asked to indicate the extent to which they think available learning materials influences head teachers’ implementation of curriculum change in secondary schools using the rankings below;
1- Strongly agree 2- Agree 3- Indifferent 4- Disagree 5- Strongly disagree

Their responses are tabulated in table 4.8.

Table 4.8:

Available Learning materials and implementation of curriculum change

<table>
<thead>
<tr>
<th>Characteristic of learning materials</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is the responsibility of the head teacher to ensure that there is adequate classroom space to enable the teaching-learning process take place</td>
<td>2.65</td>
<td>1.15</td>
</tr>
<tr>
<td>shortage of books and equipment influence implementation of curriculum</td>
<td>1.8</td>
<td>0.83</td>
</tr>
<tr>
<td>lack of proper school furniture particularly desks influence implementation of curriculum</td>
<td>1.9</td>
<td>0.99</td>
</tr>
<tr>
<td>poor or non-existent maintenance and repairs influence implementation of curriculum</td>
<td>1.69</td>
<td>0.95</td>
</tr>
<tr>
<td>poor communications and few supporting services influence implementation of curriculum</td>
<td>1.39</td>
<td>0.73</td>
</tr>
<tr>
<td>Average</td>
<td>1.89</td>
<td>0.93</td>
</tr>
</tbody>
</table>

The table shows that poor communications and few supporting services influence implementation of curriculum to a great extent since majority of the respondents agreed. It further shows that many respondents strongly agree that poor or non-existent maintenance and repairs influence implementation of curriculum change. They also strongly agreed that shortage of books and equipment, lack of proper school furniture particularly desks influence implementation of curriculum change.
implementation \((M=1.39, 1.69, 1.8 \text{ and } 1.9, \text{ } Sd=0.73, 0.95, 0.83 \text{ and } 0.93 \text{ respectively})\). The other characteristics of learning materials (it is the responsibility of the head teacher to ensure that there is adequate classroom space to enable the teaching-learning process take place) was cited as influencing implementation of curriculum change to agree \((M=2.65, \text{ } Sd\ 1.15)\). The data reveals that the most critical characteristics of learning materials considered to influential in the implementation of curriculum change in secondary school and with high consensus (evidenced by the low \(Sd\)) were poor communications and few supporting services influence implementation of curriculum, poor or non-existent maintenance and repairs influence implementation of curriculum, shortage of books and equipment influence implementation of curriculum and lack of proper school furniture particularly desks. Overall, there was high consensus that characteristics of learning materials influence implementation of curriculum change to a “strongly agree” \((M=1.89, \text{ } Sd=0.93)\).

The finding is supported by previous observation of Olenbo and Cameron (1986) that school principals face increasing administrative difficulties. These include inadequate and badly constructed buildings; shortage of books and equipment; lack of proper school furniture particularly desks; poor or sometimes non-existent maintenance and repairs; over-crowded classrooms; poor communications and few supporting services especially health services. Overall, there was high consensus that characteristics of learning materials influence implementation of curriculum change to a “agree” \((M=2.09, \text{ } SD=1.65)\).
The respondents were further asked to comment on the availability and quality of facilities and resources in their schools by ranking them according to their current condition using the rating given by Table 4.9.

For Availability

1. Adequate 2. Inadequate 3. Not available

For quality

1. Good 2. Poor 3. Not Applicable

Their responses are summarized in Tables 4.9 and 4.10.

Table 4.9:

Availability of school buildings and furniture and implementation of curriculum change

<table>
<thead>
<tr>
<th>Facilities</th>
<th>classroom</th>
<th>room/offices</th>
<th>Library</th>
<th>Furniture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Adequate</td>
<td>59</td>
<td>69</td>
<td>45</td>
<td>53</td>
</tr>
<tr>
<td>Inadequate</td>
<td>26</td>
<td>31</td>
<td>40</td>
<td>47</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>100.0</td>
<td>85</td>
<td>100.0</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>65</td>
<td>76</td>
<td>47</td>
<td>55</td>
</tr>
<tr>
<td>Poor</td>
<td>20</td>
<td>24</td>
<td>38</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>100.0</td>
<td>85</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Table 4.10:

Availability of Learning resources and implementation of curriculum change

<table>
<thead>
<tr>
<th>Learning resources</th>
<th>Textbooks</th>
<th>Chalks and chalkboards</th>
<th>Computers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Availability</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate</td>
<td>30 F</td>
<td>35 %</td>
<td>60 F</td>
</tr>
<tr>
<td>Inadequate</td>
<td>50</td>
<td>59 %</td>
<td>40</td>
</tr>
<tr>
<td>Not Available</td>
<td>5</td>
<td>6 %</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>85</td>
<td>100.0</td>
<td>85</td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>50</td>
<td>59 %</td>
<td>87</td>
</tr>
<tr>
<td>Poor</td>
<td>25</td>
<td>29 %</td>
<td>13</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>10</td>
<td>12 %</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>85</td>
<td>100.0</td>
<td>85</td>
</tr>
</tbody>
</table>

The above tables show that facilities and learning resources cited by respondents as inadequate were computers, Textbooks and library while those cited as adequate were chalks and chalkboards, staffroom, classrooms, and furniture.

The above analysis reviews that schools did not have adequate physical facilities and learning resources implying that enrollment could have increased over the
years without being matched with equal expansion of facilities. The quality of these facilities is however rated as good. However, these findings unearth the need for review of funding sources in secondary schools with a view to strengthening the financial base of these schools, and therefore providing a favorable working environment for both teachers and students to meet their targets. In addition, there is need for proper planning for increasing enrollments, to avoid strain on physical and learning resources likely to compromise effective implementation of curriculum change.

Research question 5 sought to determine whether the attitude of teachers (curriculum implementers) influences head teachers' implementation of curriculum change in secondary schools. The respondents were asked to indicate the extent to which they think the attitude of curriculum change implementers influences head teachers' implementation of curriculum change in secondary schools using the rankings below. Their responses are summarized in table 4.11.
Table 4.11:

Attitude of curriculum implementers and implementation of curriculum change

<table>
<thead>
<tr>
<th>Attitude of curriculum implementers</th>
<th>Standard Mean</th>
<th>Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human resource is the most important resource in implementation of curriculum change</td>
<td>1.33</td>
<td>0.72</td>
</tr>
<tr>
<td>Most important purpose of a school is to provide children with equal and enhanced opportunities for learning skills and attitudes of its teachers</td>
<td>2.2</td>
<td>2.51</td>
</tr>
<tr>
<td>The head teachers' responsibility in human resource management</td>
<td>2.73</td>
<td>1.71</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>2.09</strong></td>
<td><strong>1.65</strong></td>
</tr>
</tbody>
</table>

The data indicates that the head teachers' responsibility in human resource management, most important purpose of a school is to provide children with equal and enhanced opportunities for learning skills and attitudes of its teachers to agree a \((M=2.73 \text{ and } 2.2 \text{ } Sd=1.71\text{ and } 2.51 \text{ respectively})\). This makes it the least influential attitude of curriculum implementers' characteristic in implementation of curriculum change in secondary schools, (although there is fairly low consensus on this) and human resource is the most important resource in implementation of curriculum change \((M=1.33 \text{ } Sd=0.73)\). The findings correlate
with earlier findings of Onyango (2001) that emphasizes that human resource is the most important resource in implementation of curriculum change. Overall, there was high consensus that characteristics of learning materials influence implementation of curriculum change to a “agree” ($M=2.09, SD=1.65$).

Research question 6 sought to find the extent to which adequacy of finances influences head teachers’ implementation of curriculum change in secondary schools. The respondents were asked to give their experience on the extent that adequacy of finances influence head teachers’ implementation of curriculum change in secondary schools. Their responses are summarized in the table below.

**Table 4.12**

**Adequacy of finances and implementation of curriculum change**

<table>
<thead>
<tr>
<th>Adequacy finance</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers play a major role in the management of all school financial activities, which involve the disbursement of money</td>
<td>1.4</td>
<td>1.1</td>
</tr>
<tr>
<td>financial management determines the way the school is managed and whether or not the school will meet its objectives</td>
<td>2.8</td>
<td>1.3</td>
</tr>
<tr>
<td>The head teacher is responsible for budgeting, accounting and auditing functions of financial management</td>
<td>3.7</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>2.6</strong></td>
<td><strong>1.5</strong></td>
</tr>
</tbody>
</table>
From the findings, head teachers play a major role in the management of all school financial activities, which involve the disbursement of money. Respondents strongly agree ($M = 1.4$ and $Sd = 1.1$), financial management determines the way the school is managed and whether or not the school will meet its objectives agree ($M = 2.8$ and $Sd = 1.3$) and the head teacher is responsible for budgeting, accounting and auditing functions of financial management disagree with a mean of 3.7 and standard deviation of 2.0. Generally, the adequacy in finances influence implementation of curriculum as it's indicated by mean of 2.6 which agree and a low standard deviation of 1.5.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary of the study, the research findings, conclusions, recommendations and suggestions for further research

5.2 Summary of the study

The study aimed at analyses of institutional factors influencing secondary school head teachers' implementation of curriculum change in Kipkelion district. The ultimate aim of the research was to establish a basis for recommendations on certain institutional factors influencing implementation of curriculum change in secondary schools and how they can be reinforced in order to promote efficiency and effectiveness in the implementation process. The objectives of the study therefore were to;

i. Determine the extent to which head teachers training influences implementation of curriculum change in secondary schools in Kipkelion district.

ii. Analyse the extent to which head teachers' workload influences implementation of curriculum change in secondary schools in Kipkelion district.
iii. Establish whether schools’ category influence head teachers’ implementation of curriculum change in secondary schools in Kipkelion district.

iv. To determine how the available learning materials influence head teachers implementation of curriculum change in secondary schools in Kipkelion district.

v. To examine the attitude of implementers influences head teachers’ implementation of curriculum change in secondary schools in Kipkelion district.

vi. To establish whether adequacy of finances influences head teachers’ implementation of curriculum change in secondary schools in Kipkelion district.

The literature reviewed in chapter two focused on the concept of curriculum change, in terms of meaning and rationale, local and global perspective and institutional factors influencing implementation of curriculum. In Chapter Three, descriptive survey design was adopted for the study. A target population of 15 head teachers, 15 deputy head teachers and 60 head of department was used. Purposive sampling was used for the study. The instrument used to collect data was questionnaire. Two sets of questionnaires were used. The first set was administered to head teachers and deputy head teachers and consisted of seven parts. Part A obtained general demographic and background data of respondents
while part B, C, D, E, F and G gathered information on the experiences of the respondents in implementation of curriculum change. The second set was administered to HODs and consisted of seven parts. Part A obtained general demographic and background data of respondents while part B, C, D, E, F and G gathered information on the experiences of the respondents in implementation of curriculum change.

The validity and reliability of the questionnaire was established through a pilot study. A permit was obtained from the National Council of Science and Technology and authority to visit respective schools granted by District Education Officers of Kipkelion districts. Data was processed using the SPSS. Data analysis was undertaken using frequency distributions, percentages, mean scores and standard deviations. After analysis of data from the respondents, the following were the main findings;

5.3 Discussion of the findings

The following are the research findings of the study:-

Influence of Head teachers training on implementation of curriculum change in secondary schools

The study found out that appointment as a head teacher the teacher have to be excellent in teaching with a minimum of three years experience and appointment as a head teacher the teacher have to have good moral behavior and integrity influencing the implementation of curriculum change to a very large extent. The
other factors (promotion to leadership depends on teachers seniority and performance and appointment to school leadership is based on merit and interview before appointment) were cited as influencing the implementation of curriculum change a large extent. The data revealed that the most critical factors considered influential in the implementation of curriculum change in secondary schools and with high consensus were appointment as a head teacher the teacher have to be excellent in teaching with a minimum of three years experience and appointment as a head teacher the teacher have to have good moral behavior and integrity. Overall, there was high consensus that characteristics of training administrators influence implementation of curriculum change to a large extent. The finding is supported by previous observations by Okumbe (1999) recommended that for purposes of effectiveness of school teachers, school managers, and curriculum implementers, an effective in-service training should be provided to them. And hence that why implementation of curriculum change is influence at very great extent by appointment as a head teacher the teacher have to be excellent in teaching with a minimum of three years experience and appointment as a head teacher the teacher have to have good moral behavior and integrity.

Findings further indicated that 83 percent of the respondents had undergone some form of training in implementation of curriculum. Despite this however, lack of adequate information and training, lack of commitment by staff and resistance to change emerged as major challenges experienced in the implementation of
curriculum change. This could point to a gap in capacity building in terms of number of staff trained as well as focus areas of the training programmes, considering that training plays a great role in not only changing the attitudes of employees but also integrating them effectively in day to day management and other procedures.

**Influence of Head teachers' workload on implementation of curriculum change in secondary schools**

The study found out that head teachers play a key role in classroom management influences implementation of curriculum change only to a small extent. This makes it the least influential Specific roles of head teacher in implementation of curriculum change in secondary schools, (although there is fairly low consensus on this), possibly because the classroom management alone has no direct influence on implementation of curriculum change, except when examined in relation class teacher workload. The findings correlate with earlier findings of Bell and Rhodes (1996), who shows that the responsibility of the head teacher is to ensure that the curriculum is managed effectively through appropriate delegation to other teachers but not management classroom which is the responsibility of class teacher. This means that the head teacher is not only responsible for articulating the school curriculum and objectives, but also delegating and coordinating curriculum implementation as well as monitoring the implementation and evaluating the curriculum.
Influence of School categories on head teachers’ implementation of curriculum change in secondary schools

The study found out that school category characteristics that the respondents ‘strongly agree’ all secondary schools receive support in terms of supervision, curriculum development, pedagogical development, and the government is responsible provides subsidies in terms of textbooks and school feeding. The school categories characteristics that the respondents to ‘agree’ are district schools are less advantaged in terms of fund and staffing and national school get more resources from the government. The data indicates that overall and with high consensus level, implementation of curriculum change is related to school categories with strongly agree. This concurs with the Republic of Kenya, (2005) report that indicate that in public/government schools, government is responsible for payment of teachers’ salaries and provides subsidies in terms of textbooks and school feeding.

Availability of learning materials and implementation of curriculum change in secondary schools

The study found out that poor communications and few supporting services influence implementation of curriculum, poor or non-existent maintenance and repairs influence implementation of curriculum, shortage of books and equipment influence implementation of curriculum and lack of proper school furniture particularly desks influence implementation of curriculum respondents strongly agrees. The other characteristics of learning materials (it is the responsibility of
the head teacher to ensure that there is adequate classroom space to enable the
teaching-learning process take place) was cited as influencing implementation of
curriculum change to agrees. The data reveals that the most critical characteristics
of learning materials considered to influential in the implementation of curriculum
change in secondary school and with high consensus were poor communications
and few supporting services influence implementation of curriculum, poor or non­
existent maintenance and repairs influence implementation of curriculum,
shortage of books and equipment influence implementation of curriculum and
lack of proper school furniture particularly desks. Overall, there was high
consensus that characteristics of learning materials influence implementation of
curriculum change to a “strongly agree”. The finding is supported by previous
findings of Olembo and Cameron (1986) indicates that school principals face
increasing administrative difficulties. These include inadequate and badly
constructed buildings; shortage of books and equipment; lack of proper school
furniture particularly desks; poor or sometimes non-existent maintenance and
repairs; over-crowded classrooms; poor communications and few supporting
services especially health services.

Adequacy of finance and learning facilities and implementation of
curriculum change

From the findings, head teachers play a major role in the management of all
school financial activities, which involve the disbursement of money respondents
strongly agrees, financial management determines the way the school is managed
and whether or not the school will meet its objectives agree and the head teacher is responsible for budgeting, accounting and auditing functions of financial management disagree. Generally the adequacy in finances influence implementation of curriculum by agree and a low standard deviation.

From the findings, facilities and learning resources cited by respondents as inadequate were computers, Textbooks and library while those cited as adequate were chalks and chalkboards, staffroom, classrooms and furniture.

The data reviews that schools did not have adequate physical facilities and learning resources implying that enrollment could have increased over the years without being matched with equal expansion of facilities. The quality of these facilities is however rated as good. However, these findings unearth the need for review of funding sources in secondary schools with a view to strengthening the financial base of these schools, and therefore providing a favorable working environment for both teachers and students to meet their targets. In addition, there is need for proper planning for increasing enrollments, to avoid strain on physical and learning resources likely to compromise effective implementation of curriculum change.

**Teachers' attitude and implementation of curriculum change in secondary schools**

The data indicates that the head teachers' responsibility in human resource management, most important purpose of a school is to provide children with equal and enhanced opportunities for learning skills and attitudes of its teachers to a
agree. These make it the least influential attitude of curriculum implementers’ characteristic in implementation of curriculum change in secondary schools, (although there is fairly low consensus on this) and human resource is the most important resource in implementation of curriculum change. Overall, there was high consensus that characteristics of attitude of teachers influence implementation of curriculum change to a “agree”. The findings correlate with earlier findings of Onyango (2001) that emphasizes that human resource is the most important resource in implementation of curriculum change.

5.4 Conclusion of the study

Based on the findings of the study, the following conclusions were arrived at;

That effective implementation of curriculum change is largely influenced by head teachers training. Training is therefore important prerequisites for the implementation of curriculum change in secondary schools if the schools are to meet their strategic goals and objectives on implementation of curriculum change. That schools’ category is also critical factor influencing implementation of curriculum change in secondary schools, since the category of schools determines the support in terms of supervision, curriculum development, pedagogical development, from government. And provincial schools receive more attention in implementation of curriculum than district schools and this more badly in the district day school due lack of enough time for extra class if the need be.

That although sources of learning materials and adequacy of learning facilities are very key factors in the implementation of curriculum change, physical facilities and learning resources in secondary school are largely inadequate, hence the need
for the government and schools to device ways through which the funding status of free secondary can be improved and strengthened. This would avail adequate funds to continuously upgrade and expand existing facilities for more effective implementation of curriculum change. This conclusion is supported by Olembo and Cameron (1986) that school head teachers face increasing administrative difficulties due lack of finances.

That attitude of teachers influences head teachers’ implementation of curriculum change in secondary schools, therefore every effort needs to be made improve the attitude. That most important purpose of a school is to provide children with equal and enhanced opportunities for learning skills and attitudes of its teachers. That finance is an effective tool for improving implementation of curriculum change hence need for all stakeholders to ensure funds are available. However it is imperative that the government and the schools address the financial challenges facing implementation of curriculum change in secondary schools in order to improve performance. This is because challenges inhibit achievement of predetermined targets and constrain delivery of services.

5.5 Recommendations of the study

Based on the conclusions of the study, the following recommendations are made:-

i. This study has established that training of administrators in schools is an important prerequisite for the successful implementation of implementation of curriculum change. The study therefore recommends that both government and secondary school managements develop
elaborate, sound, continuous and well funded training and development programmes. The programmes should be, based on a comprehensive training needs assessment so that administrators are updated and equipped with relevant operational skills, knowledge and attitudes that enable them cope with emerging trends and issues in implementation of curriculum change.

ii. According to the findings of the study, some secondary school lack adequate physical facilities and learning resources. This study recommends an increase in the budgetary allocation of free secondary school by government to enable the schools meet their strategic objectives and upgrade their facilities.

iii. This study has established that implementation of curriculum change is an effective tool for improving the performance of the schools. There is therefore need for the schools to device ways of sustaining this process including development of meaningful and effective incentive systems including training and other non financial incentives.

5.6 Suggestions for further research

Based on the findings and delimitations of the study, the study suggests the following recommendations for further research;

i. This study could be replicated elsewhere including other counties to verify its findings.
ii. Further research could also be conducted on the attitude of head teacher and other teachers on implementation of curriculum change.

iii. Since the study has established a training gap in attitude of curriculum change implementers, further research could investigate training needs in attitude of curriculum change implementers.
REFERENCES


Mugiri, E.M (1981) Factors affecting the implementation of secondary school science curricula programs in Kenya. EDD Thesis University of Massachusetts, USA


APPENDICES

Appendix I: Letter of introduction

Kiplagat Paul Kirui
University of Nairobi
Department of Educational Administration and Planning,
P.O. BOX 30197,
Nairobi

THE PRINCIPAL,

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

Dear Sir/madam,

RE: INSTITUTIONAL FACTORS INFLUENCING HEAD TEACHERS' IMPLEMENTATION OF CHANGE IN SECONDARY SCHOOLS

I am a post graduate student of the University of Nairobi pursuing a degree in Educational Administration and Planning. I am conducting a study on the above stated topic and your school has been chosen to participate in this study. I am hereby requesting your assistance when collecting data in the school. The content of this data will be for academic purpose only. The confidentiality of the respondent will be highly respected.

Thank you in advance.

Yours sincerely,

Kiplagat Paul Kirui
Appendix II: Questionnaire for principals and deputy principals

This questionnaire is for the purpose of research only. Please put a tick (✓) in the appropriate bracket or fill in the information as your response to all the following questions. Do not write your name or the name of your school anywhere. The information will be completely confidential.

Part A: Background information

1) What is your age bracket?
   a) 30-39 years [ ] b) 40-49 years [ ] c) 50-59 years [ ]

2) What is your highest academic qualification?
   a) Masters [ ] b) Bachelor [ ] c) Diploma [ ]
   d) Certificate [ ] e) other (Please specify).............................

3) What is your administrative position?
   Principal [ ] Deputy Principal [ ]

4) How many years have you served as an administrator?
   a) Less than 5 years [ ] b) 5-10 years [ ] c) 10-15 years [ ]

5) Which category is your school?
   i) National school (girls) [ ] (boys) [ ]
ii) Provincial school (girls) [ ] (boys) [ ]

iii) District School (girls) [ ] (boys) [ ]

iv) District day school (girls) [ ] (boys) [ ]

v) Mixed school [ ]

6) When was the school established?........................

7) What is the total number of students in your school?......................

8) What is the total number of subordinate staff in your school?.............

9) Please indicate the number of teachers in your school.....................

Part B: Head teachers’ training and implementation curriculum change

10) On a scale of 1-5 below, please rate the extent to which head teachers’
    implementation of change is influenced by level of education

    1- To a very large extent  2- To a large extent  3- To some extent
    4- To a small extent  5- To no extent at all
i. Promotion to leadership depends on teachers' seniority and performance

ii. Appointment to school leadership is based on merit and interview before appointment

iii. Appointment as a head teacher the teacher have to be excellent in teaching with a minimum of three years experience

iv. Appointment as a head teacher the teacher have to have good moral behavior and integrity

Part C: Head teachers’ workload and implementation of curriculum change

11) On a scale of 1-5 below, please rate the extent to which head teachers’ implementation of change is influenced by their work load.

1- To a very large extent  2- To a large extent  3- To some extent  4- To a small extent  5- To no extent at all

i) Head teachers play a key role in curriculum planning and adoption

ii) Head teachers play a key role in classroom management;
iii) Head teachers play a key role in arrangement of instructional programs and out of school activities.

iv) Head teacher is he/she the only responsible for articulating the school curriculum and objectives.

**Part D: School categories and implementation of curriculum change**

12) Please indicate on the scale of 1-5 below how School categories and implementation of curriculum change affect implementation of curriculum change.

1- Strongly agree 2- Agree 3- Indifferent 4- Disagree 5- Strongly disagree

i. The government is responsible provides subsidies in terms of textbooks and school feeding.

ii. National school get more resources from the government.

iii. District schools are less advantaged in terms of fund and staffing.

iv. All secondary schools receive support in terms of supervision, curriculum development, pedagogical development.

**Part E: Learning materials and implementation of curriculum change**

13) Please indicate on the scale of 1-5 below how Learning materials influence implementation of curriculum change.

1- Strongly agree 2- Agree 3- Indifferent 4- Disagree 5- Strongly disagree
i. It is the responsibility of the head teacher to ensure that there is adequate classroom space to enable the teaching-learning process take place.

ii. Shortage of books and equipment influence implementation of curriculum.

iii. Lack of proper school furniture particularly desks influence implementation of curriculum.

iv. Poor or non-existent maintenance and repairs influence implementation of curriculum.

v. Poor communications and few supporting services influence implementation of curriculum.

Availability and quality of facilities and resources

Please comment on the availability and quality of facilities and resources in your schools by ranking them according to their current condition. Rank them by ticking 1, 2, or 3 in the appropriate columns for both availability and quality.

For availability

1. Adequate 2. Inadequate 3. Not available

For quality

1. Good 2. Poor 3. Not applicable
<table>
<thead>
<tr>
<th>School facility</th>
<th>Availability</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>A. School buildings and furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Staffroom/ offices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Learning resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Lecturers textbooks and teaching aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Chalks and chalkboards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Computers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part F: Attitude of curriculum implementers

14) Please indicate on the scale of 1-5 below how Learning materials influence implementation of curriculum change.

1- Strongly agree 2- Agree 3- Indifferent 4- Disagree 5- Strongly disagree

i. human resource is the most important resource 1 2 3 4 5
in implementation of curriculum change

ii. most important purpose of a school is to 1 2 3 4 5
provide children with equal and enhanced opportunities for learning skills and attitudes of its teachers
Part G: Adequate finance and implementation of curriculum change

1) Please indicate on the scale of 1-5 below how Adequate finance influence implementation of curriculum change.

1- Strongly agree 2- Agree 3- Indifferent 4- Disagree 5- Strongly disagree

i. Head teachers play a major role in the management of all school financial activities, which involve the disbursement of money

ii. Financial management determines the way the school is managed and whether or not the school will meet its objectives

iii. The head teacher is responsible for budgeting, accounting and auditing functions of financial management

16 How many trainings have you attended this year

17 How do you perceive the attitude of teachers on curriculum change implementation?
Appendix III: Questionnaire for heads of department (HODS')

This questionnaire is for the purpose of research only. Please put a tick (✓) in the appropriate bracket or fill in the information as your response to all the following questions. Do not write your name or the name of your school anywhere. The information will be completely confidential.

Part A: Background information

1) What is your age bracket?
   a) 30-39 years [ ]  b) 40-49 years [ ]  c) 50-59 years [ ]
   d) Above 60 years [ ]

2) What is your highest academic qualification?
   a) Masters [ ]  b) Bachelor [ ]  c) Diploma [ ]
   d) Certificate [ ]  e) other (Please specify) ........................................

3) How many years have you served as a HOD?
   a) Less than 5 years [ ]  b) 5-10 years [ ]  c) 10-15 years [ ]

4) What is the total number of students in your school...

5) Please indicate the number of teachers in your department ............

Part B: Head teachers training and implementation curriculum change

6) On a scale of 1-5 below, please rate the extent whether head teachers' training and implementation curriculum change.
   1- To a very large extent  2- To a large extent  3- To some extent
   4- To a small extent  5- To no extent at all
Characteristic

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

i. Promotion to leadership depends on teachers' seniority and performance

ii. Appointment to school leadership is based on merit where they have to be interviewed before appointment

iii. Appointment as a head teacher the teacher have to be excellent in teaching with a minimum of three years experience

iv. Appointment as a head teacher the teacher have to have good moral behavior and integrity

Part C: Head teachers’ workload and implementation of curriculum change

7) On a scale of 1-5 below, please rate the extent whether head teachers’ implementation of change is influenced by their work load.

1- To a very large extent  2- To a large extent  3- To some extent  4- To a small extent  5- To no extent at all
i) Head teachers play a key role in curriculum planning and adoption

ii) Head teachers play a key role in classroom management;

iii) Head teachers play a key role in arrangement of instructional programs and out of school activities

iv) Head teacher is he/she the only responsible for articulating the school curriculum and objectives,

**Part D: School categories and implementation of curriculum change**

8) Please indicate on the scale of 1-5 below how School categories and implementation of curriculum change affect implementation of curriculum change.

1- Strongly agree 2- Agree 3- Indifferent 4- Disagree 5- Strongly disagree

i. The government is responsible provides subsidies in terms of textbooks and school feeding

ii. National school get more resources from the government

iii. District schools are less advantaged in terms of fund and staffing
iv. All secondary schools receive support in terms of supervision, curriculum development, pedagogical development.

**Part E: Learning materials implementation of curriculum change**

9) Please indicate on the scale of 1-5 below how Learning materials influence implementation of curriculum change.

   1- Strongly agree 2- Agree 3- Indifferent 4- Disagree 5- Strongly disagree

i. It is the responsibility of the headteacher to ensure that there is adequate classroom space to enable the teaching-learning process take place.

ii. shortage of books and equipment influence implementation of curriculum

iii. lack of proper school furniture particularly desks influence implementation of curriculum

iv. poor or non-existent maintenance and repairs influence implementation of curriculum

v. poor communications and few supporting services influence implementation of curriculum
Availability and quality of facilities and resources

11 Please comment on the availability and quality of facilities and resources in your schools by ranking them according to their current condition. Rank them by ticking 1, 2, or 3 in the appropriate columns for both availability and quality.

For availability For quality


<table>
<thead>
<tr>
<th>school facility</th>
<th>Availability</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>A. School buildings and furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Classrooms</td>
<td></td>
<td></td>
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<tr>
<td>2. Staffroom/ offices</td>
<td></td>
<td></td>
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<tr>
<td>3. Library</td>
<td></td>
<td></td>
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<tr>
<td>4. Furniture</td>
<td></td>
<td></td>
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<tr>
<td>B. learning resources</td>
<td></td>
<td></td>
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<tr>
<td>1. Lecturers textbooks and teaching aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Chalks and chalkboards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Computers</td>
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</tr>
</tbody>
</table>

Part F: Attitude of curriculum implementers

10) Please indicate on the scale of 1-5 below how Learning materials influence implementation of curriculum change.
1- Strongly agree  2- Agree  3- Indifferent  4- Disagree  5- Strongly disagree

i.  human resource is the most important resource  1  2  3  4  5
   in implementation of curriculum change

ii. most important purpose of a school is to  1  2  3  4  5
    provide children with equal and enhanced
    opportunities for learning skills and attitudes of
    its teachers

iii. The head teachers’ responsibility in human  1  2  3  4  5
    resource management

Part G: Adequate finance and implementation of curriculum change

2) Please indicate on the scale of 1-5 below how Adequate finance influence
   implementation of curriculum change.

1- Strongly agree  2- Agree  3- Indifferent  4- Disagree  5- Strongly disagree

i. Head teachers play a major role in the  1  2  3  4  5
   management of all school financial activities,
   which involve the disbursement of money

ii. financial management determines the way the  1  2  3  4  5
    school is managed and whether or not the
    school will meet its objectives

iii. The head teacher is responsible for budgeting,  1  2  3  4  5
    accounting and auditing functions of financial
    management
12 How many trainings have you attended this year

13 How do you perceive the attitude of teachers in your department on curriculum change implementation?
NCST/RCD/14/012/845

Paul Kirui Kiplagat
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Institutional factors influencing head teachers’ implementation of curriculum change in secondary schools in Kipkelion District, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kipkelion District for a period ending 31st August, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Kipkelion District before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSc.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Kipkelion District.
Appendix V: Research permit

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Paul Kiriuk Kiplagat
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in

Kipkellion
Rift Valley
District
Province

on the topic: Institutional factors influencing head teachers implementation of curriculum change in secondary schools in Kipkellion District, Kenya.


CONDITIONS

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

Republic of Kenya
RESEARCH CLEARANCE PERMIT

Page 3
Research Permit No. NCST/RCD/14/012/84
Date of issue 27th June, 2012
Fee received KSH. 1,000

Applicant's Signature

Secretary, National Council for Science & Technology

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PAGE 3
(CONDITIONS—see back page)