THE ROLE OF HEADTEACHERS IN CURRICULUM AND INSTRUCTIONAL MANAGEMENT: A CASE OF SECONDARY SCHOOLS, IN GATUNDU DISTRICT, KIAMBU COUNTY, KENYA

PRESENTED BY

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DECLARATION

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

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DEDICATION

When the thoughts of a man reach out their tentacles to the depths of the unknown, the power of reasoning is aroused. To all my children who will love the power of the pen, this research project is dedicated.
ACKNOWLEDGEMENTS

I wish to express my gratitude to my husband James and my dear children Tracy; Teddy; and Victor for all their support, love, understanding and sacrifice. Without them this work would not have been a reality.

I also cannot forget the support offered by Dr. Sr. Itolondo and Dr. G.A Onyango for the patience, guidance, valuable criticism and corrections given over the entire period. Special thanks go to Alphonse for the typing, criticism and the editorial work done throughout the period of the research. I am sincerely grateful.

Lastly, but not the least I thanks the Almighty God for his grace, strength and enablement.
TABLE ON CONTENTS

Title Page ......................................................................................................................i
Declaration .................................................................................................................. ii
Dedication .................................................................................................................... iii
Acknowledgement ...................................................................................................... iv
Table of Contents ....................................................................................................... v
List of Tables ............................................................................................................... viii
Abbreviations and Acronyms ..................................................................................... ix
Abstract ...................................................................................................................... x

CHAPTER ONE: INTRODUCTION

1.1 Chapter Organization .......................................................................................... 1
1.2 Background to the Study ................................................................................... 1
1.3 Statement of the Problem .................................................................................. 5
1.4 Purpose of the Study .......................................................................................... 6
1.5 Objectives of the Study .................................................................................... 6
1.6 Research Questions ............................................................................................ 6
1.7 Significance of the Study .................................................................................. 7
1.8 Assumptions of the Study ................................................................................ 7
1.9 Scope/Limitations of the Study ........................................................................ 8
1.10 Theoretical Framework ................................................................................... 8
1.11 Conceptual Framework .................................................................................. 10
1.12 Operational Definition of Terms ..................................................................... 13

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction ......................................................................................................... 14
2.2 Evaluation of Teachers ..................................................................................... 14
2.3 Teaching and Learning Materials ..................................................................... 18
2.4 Motivation of Teachers .................................................................................... 20
2.5 Communication Channels ................................................................................ 21
2.6 Delegation of Duties ....................................................................................... 23
2.7 In-service Training .......................................................................................... 25
2.8 Summary .......................................................................................................... 28
APPENDICES

Appendix one: Letter of Introduction .................................................................64
Appendix two: Questionnaires for the Teachers .............................................65
Appendix three: Questionnaire for Head of Departments ............................68
Appendix four: Headteacher Interview Schedule ...........................................71
Appendix five: Authorization letter .................................................................74
LIST OF TABLES

Table 3.1: Subject of the study ......................................................... 31
Table 3.2: Schools Strata ................................................................. 31
Table 4.1: Evaluation of teachers by headteachers ................................. 38
Table 4.2: Teachers responses on frequency in which headteachers’ engage in 
curriculum and instruction practices ................................................. 39
Table 4.3: H.o.Ds responses on frequency in which headteachers’ engage in 
curriculum and instruction ............................................................... 40
Table 4.4 Teachers responses on adequacy and availability of teaching and 
learning resources ............................................................................. 42
Table 4.5: H.o.Ds responses on adequacy and availability of teaching and 
learning resources ............................................................................. 43
Table 4.6: Teachers and H.o.Ds responses on methods used by the headteachers 
to motivate the staff ........................................................................... 44
Table 4.7: The number of staff meetings held per term .................................. 46
Table 4.8: Forums used by the headteachers to communicate information on 
curriculum and instruction .................................................................. 47
ABBREVIATIONS AND ACRONYMS

C.A.T : Continuous Assessment Test

K.E.S.I : Kenya Education Staff Institute.

K.I.E : Kenya Institute of Education.

MOEST : Ministry of Education Science and Technology.

QASO : Quality Assurance and Standards Officer

TSC : Teachers Service Commission
ABSTRACT

The study sought to assess the role of headteachers in curriculum and instruction management of secondary schools in Gatundu District. The purpose of the study was to assess the role of headteachers in curriculum instruction management with a view to finding out their commitment to the important task of closely monitoring the implementation of curriculum instruction to improve curriculum delivery. The objectives of the study were to examine how headteachers evaluate teachers to check teaching and learning standards, avail instructional materials, motivate the staff and find out the communication channels put in place in school. The study may be of benefit to the policy makers in formulating future policies aimed at enhancing curriculum and instruction management. The review of literature related to this study was based on the following areas: Evaluation of teachers, teaching and learning materials, motivation of teachers, communication channels, delegation of duties and in-service training. The study used descriptive survey design. The target population of the study comprised of all the 59 headteachers, 237 H.O.Ds and 460 teachers from the 59 secondary school in Gatundu District. Samples size was at least 10% of the accessible population: 76 subjects (10 headteachers, 28 H.O.Ds and 38 teachers). Simple random sampling was used to select the ten schools to prevent bias. Systematic sampling was used to select the respondents because they were many, to prevent error and biases. The measuring instruments used were, interview schedule for headteachers, questionnaires for Head of departments and teachers. The reliability of instruments was established by piloting the instrument in two schools using test re-test method. Data obtained was subjected to analysis using descriptive statistics to enable the study come up with conclusions and recommendations. The data was presented using frequency tables. The study established that most of the headteachers were rarely or never engaging in their roles on curriculum and instruction. It was also established that teaching and learning resources in schools were available in schools but they were not adequate. This affected implementation of the curriculum in schools which as a result affected students’ performance. Regarding the methods of communication in schools, the study concludes that schools heads were discussing issues on curriculum instructions with staff during the staff meetings. It also emerged that most schools were holding staff meetings twice per term. Finally, the study established that schools motivated staff members by delegating responsibilities to them, consulting them regularly, recognizing their achievements and appreciating their work. The study recommends that; school heads should improve on; frequency of visiting lesson sessions, checking teachers’ lesson notes, inviting teachers to observe him/her teach and checking students assignments and C.A.T scripts to ensure regular marking takes place; quality Assurance and Standard officers should sensitize teachers on the importance of classroom observations; government through Ministry of Education should increase funds allocated in schools to cater for teaching and learning resources; among other recommendations.
CHAPTER ONE
INTRODUCTION

1.1 Chapter Organization
This chapter presents, background to the study; statement to the problem; purpose of the study; objectives of the study; research questions; significance of the study; limitations of the study; delimitation of the study; basic assumption of the study; theoretical framework and conceptual framework

1.2 Background to the Study
The school management is directly involved in curriculum implementation and supervision. This is the basic operation area of all school administration. Owen (1992) says all school managers must ensure that there is improvement in instruction by developing effective instructional leadership on the part of the headteacher. The headteacher must ensure that the educational objectives of their school and the means of achieving them are clearly spelt out by the professional staff. Olembo (1975) says the headteacher must ensure effective teaching is observed in the school through regular supervision of classroom instruction.

The headteacher has a role to select and produce instructional materials which help the teacher to perform their duties better and improve instruction through effective instruction leadership. Mbiti (1999) support this by saying it is contented that the success of every school curriculum design depend to a great extent on the administration. As a school manager the headteacher should make teaching possible by stimulating desired changes in the professional behavior of the teachers. Effective instructional leadership demand that he or she must be a competent teacher and
should keep abreast to recent developments in curriculum in general and instruction supervision in particular.

Secondary education mainly caters for primary school leavers ranging between 14-18 years. It is both terminal and preparatory for learners who proceed to the university or middle level colleges for further education and training. It therefore plays an important role in preparing learners either for the world of work or for further education and training. Ministry of Education Science and Technology strategic plan 2003-2007 reveals that transition from primary to secondary level has been 44% to 48.7% over the last 10 years. The low transition rate are mainly due to the limited secondary school places available, and the high cost of secondary education. The headteachers therefore need to manage education well for students to realize high academic achievement.

Due to poverty levels prevailing within households, the development of schools and children learning is assumed to improve when education is managed well, if aims and objectives are clear, if resources are properly distributed. Furthermore relationships, self evaluation, assessment, planning and reporting must be well thought out and carefully put into operation, students will be better educated and this characterize effective school. According to Emerson (1993), effective school has a productive school culture which involves orderly environment; faculty commitment to a shared and articulated mission focused on achievement; problem solving orientation; faculty cohesion collaboration; consensus communication and collegiality.

The headteacher has a vital role in bringing about school effectiveness through effective management of curriculum instruction by focusing on student acquisition of central learning skills and ensuring proper time management for learning and mastery.
of skills. Headteacher should also ensure appropriate monitoring of student progress which entails continuous evaluation and feedback. This will lead to good performance linked to effective curriculum instruction management.

According to Pollard (2002) effective headteachers are firm and purposeful, appoint effective teachers, create consensus and unity of purpose, they share and delegate responsibilities and involve all teachers in decision making. In addition, headteachers are leading professionals with an understanding of classrooms and how teaching and learning can be improved. Efficiency of headteachers leads to effective management of schools where teachers as well as pupils continue to provide feedback for improvement. Owen (1992) further asserts that, good education is a product of good curriculum management entails; initiating and stimulating. This means creating and developing incentive for curriculum implementation, creates an atmosphere in which teachers can freely interact professionally, develop team work and encourage potential leaders among the staff member. Teachers will therefore be motivated and implement curriculum effectively.

The headteacher should be able to give direction and control, that is, ensure that there is an exercise of authority in the relationship with the staff regarding individual and group purposes, responsibilities and behaviors, and the development of productive relationship between creativity and conformity. As a manager therefore, the headteacher should explain tasks to the staff and make follow up accordingly. Concerning analysis and appraisal of staff, headteacher should be careful about selection of instruments for facilitating the analysis of products of the teacher learner relationship, the development of techniques for processing available data and the
selection of criteria by which evaluation may be accomplished. This is important to avoid biasness for the purpose of job satisfaction among staff.

Coordination and planning are other key functions where the headteacher is expected to provide mutually acceptable relationship between the school and the community personnel, the declared and acceptable purposes of the school, and the outcome of instructional effort. When these functions are carried out effectively by the headteacher, it leads to the improvement in teaching and learning, the basis upon which the headteacher performance is evaluated.

Republic of Kenya (2001) stress the role of headteacher by stating that “the organization and control of staff, teaching and non- teaching are all part of the Heads duty as the immediate supervisor of the schools”. In particular, she or he must check the teaching standards by reference to scheme of work, lesson notes, and records of works, pupil’s exercise books, and also actual visit to classroom to see the individual teachers teach. This means that effective and efficient running of the school depends on the headteacher’s Instructional management role. Headteacher must schedule, assign work, coordinate and oversee performance and make sure that work is done in time (Republic of Kenya, 2001).

Current trend in education sector require a headteacher to be conversant with the management skills before deployment. The regular teachers have become more educated than before, population has increased and the current introduction of performance contract by the government requires headteachers to acquire more knowledge, skills and experience. According to Wideen, (1987), “schools now require that even experienced principals improve their leadership skills through seminars, workshops and refresher courses on classroom organization, teaching methods
outcome based instruction and teacher evaluation.” In analyzing the curriculum that the school wishes to deliver and the associated management structure needed to support it, Education authorities in Kenya should consider seriously giving professional education to headteachers in matters related to curriculum instruction management.

Ministry of Education, The Kenya Secondary School Heads Association, (2010) National Conference in Mombasa, the Permanent secretary asserted that, headteachers are expected to closely monitor the performance of teachers, ensure that competent teachers are teaching respective subjects and offer professional advice through mentoring. Headteachers must also be ready to incorporate views and ideas from multiplicity of stakeholders in their schools. They must place the child at the centre of all activities for the benefit of the child. The headteachers were reminded that the country looks upon them to give guidance and direction otherwise the national examinations in secondary schools will always register improvement or decline depending on their commitment to the curriculum instruction management roles they undertake in their schools.

1.10 Statement of the Problem

It is the curriculum management plan that provides the structure to ensure quality control of curriculum and instruction process. Schools have been established as the means through which teaching and learning takes place. Headteachers have been given the responsibility to provide instructional leadership to enhance quality in curriculum implementation.

Education standards remain a great concern in developing countries. Poor school management is identified as one of the causes of poor performance alongside with the
policies and education management. Ministry of Education (Central Province, 2009) K.C.S.E. examination results analysis shows that, over the years the performance standards in Gatundu District have been very low. The mean score for the last four years has been as follows; 3.133 for 2006, 2.476 for 2007, 4.784 for 2008 and 4.688 for 2009. The statistical evidence shows that, performance in the District is wanting and so the need to assess the role of headteachers in the management of curriculum and instruction

1.1 Purpose of the Study

The purpose of the study was to establish the role of headteachers in curriculum and instruction management in Gatundu District, with a view to finding out how often headteachers evaluate teachers, provide adequate learning resources, motivate staff and the channels of communication used to enhance curriculum instruction.

1.5 Objectives of the Study

i. Examine how often the headteacher evaluate teachers in curriculum and instruction implementation.

ii. Find out if headteachers provide adequate learning resources.

iii. Establish methods used by headteacher to motivate staff.

iv. Establish channels of communication used by headteachers to enhance curriculum instruction?

1.6 Research Questions

The following questions guided the study

i. How often do headteachers evaluate teachers in curriculum and instruction implementation?

ii. How adequately are teaching and learning resources provided by headteachers?
iii. Which methods do headteachers use to motivate the teachers?

iv. What channels of communication are used by headteachers to enhance curriculum instruction?

1.7 Significance of the Study

The study may contribute to the advancement of knowledge about the role of headteachers in the management of curriculum and instruction. The study may be of immediate benefit to the Ministry of Education, Science and Technology in the formulation of future policies aimed at enhancing curriculum and instruction management. The study may help the MoE, SAGAS like Kenya Education Staff Institute, Kenya Institute of Education and Teachers Service Commission in coming up with methods of training principals, and teachers to improve schools supervision to enhance academic performance in national examination. The findings may also enable the TSC to improve the criteria for appointing secondary school principals and deputies on competitive terms to manage curriculum and instructional service delivery. The teachers of secondary schools may also get to know the instructional role of their head teachers and adjust their roles accordingly.

1.8 Assumptions of the Study

The following assumptions guided the researcher in her assessment.

i. That Headteacher ignores curriculum instruction management and concentrates more on financial management.

ii. That high motivation increases effort in teaching and learning leading to good performance.
1.9 Scope/Limitations of the study

The study sought to find out the role of headteachers in curriculum and instructional management. The study was carried out in ten selected public school in Gatundu district. Data was collected from headteachers, H.o.Ds and teachers only. Other members of the secondary school community who included students, parents, non-teaching staff, B.O.G were left out as they were not in a position to give responses addressing the research questions.

Time was a constraint due to the fact that the researcher was teaching and studying at the same time. Transport was another limitation as the schools were situated far apart and this interfered with the researcher’s data collection schedule.

1.10 Theoretical Framework

This study was based on Role Theory proposed by Goffman (1961) and later developed by (Biddle, 1986). The role theory is concerned with how rules, norms and expectations associated with positions held influence behaviour of individuals in an organization. The social position a person holds in a group or organization is referred to as status. Status is analyzed in terms of how society regards and rewards the holders of various positions, and the motivation that causes people to assume the positions.

Roles consist of a set of rules or norms that function as plans or blueprints to guide behaviour. Roles specify what goals should be pursued, what tasks must be accomplished, and what performances are required in a given scenario or situation.

The theory illustrates the school in two dimensions: the normative/nomothetic/institutional dimension and the ideographic/personality dimension in a social system. The school has certain offices occupied by individuals with role
expectations e.g. the Headteachers, Deputy Headteachers and teachers. This is the nomothetic dimension of the school organization. The individuals who occupy the different offices and positions have their own personalities and needs. Each personality is characterized by certain traits. Need dispositions are characterized by satisfaction or frustration. Hence, observable behaviour may be explained by understanding the individual’s satisfaction. Expectations define roles. This is the ideographic dimension. Observable behaviour is due to interaction between the nomothetic and ideographic dimensions of the school organization.

Role expectations are of three categories: formal, informal, and self-established. Formal role expectations provide guidelines in the form of written contracts of employment, rules and regulations, standards or directives from superiors. They may in part be defined legally, for example the Education Act. Informal role expectations may be imposed on a person by members of a group. A person lives and works with various people who make role demands on him. These role partners collectively comprise a person’s role-set. For example in a school organization, the teacher-counsellors relate to a role-set made up of the Headteacher, students, parents, teachers, Board of Governors, Teachers Service Commission, Ministry Officials and even the local community.

Informal role expectations include: general conduct, mutual support, attitudes towards superiors, means of communication, dress, and appearance. They also include the ‘psychological contract’ between the individual and the organization in form of duties, obligations, rights and privileges.

Role effectiveness is determined by the fit between role demands and role results. Role satisfaction depends on fit between role desire and role rewards. It is common
for role incumbents to fail to operate equally well in all aspects of their role-set. Role failure takes place when individuals occupying certain positions fail to live up to the expectations of their status.

The Role Theory is of great relevance to this study. The study sought to find out the role of the headteachers in curriculum instruction management. The headteacher has a role to select and produce instructional materials which help the teacher to perform their duties better and improve instruction through effective instruction leadership. It is evident that the success of every school curriculum design depend to great extent on the administration, as a school manager the headteacher should make teaching possible by stimulating desired changes in the professional behavior of the teachers he or she has to provide adequate textbooks supplies and equipment. Effective instructional leadership demand that he or she must be a competent teacher and should keep informed to recent developments in curriculum in general and instruction supervision in particular. The school headteacher has a vital role in bringing about school effectiveness through effective management of curriculum instruction. This can be done by focusing on student acquisition of central learning skills, ensuring there is maximum availability and use of time for learning and mastery of skills, there is appropriate monitoring of student progress which entails continuous evaluation and feedback. This leads to good performance linked to effective curriculum instruction management.

1.11 Conceptual Framework

Conceptual framework of the various roles performed by the headteacher in instructional management. Headteachers’ role in curriculum instructional
management (independent variables) influences the output (dependent variables) in the education process.

*Source: Researcher’s Own (2012)

Figure 1: Conceptual framework of the various roles performed by the headteacher in instructional management

In this conceptual framework it was conceptualized that high academic achievement was influenced by effective curriculum instructional management. The focus was on the headteacher who was the central independent variable. Effective curriculum instruction management depended on the headteacher and eventually determined the desired results. This model is diagrammatically demonstrated in Figure 1. The headteachers’ curriculum instructional management leads to effective teaching resulting into high academic achievement. Curriculum instructional management includes management plan for carrying out curriculum goals, regular checking of teachers’ professional records, and regular class supervision.
The headteacher has a role to select and produce instructional materials which help the teacher to perform their duties better and improve instruction through effective instruction leadership. Mbiti (1999) support this by saying it is contented that the success of every school curriculum design depend to great extent on the administration, as a school manager the headteacher should make teaching possible by stimulating desired changes in the professional behavior of the teachers he or she has to provide adequate textbooks supplies and equipments. Effective instructional leadership demand that he or she must be a competent teacher and should keep abreast to recent developments in curriculum in general and instruction supervision in particular. Owen (1992) further asserts that, good education is a product of good curriculum management. Curriculum management entails; Initiating and stimulating, this means creating and developing incentive for curriculum implementation, creating an atmosphere in which teachers can freely interact professionally, developing team work and encouraging potential leaders among the staff member.
### 1.12 Operational Definition of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Conference</td>
<td>Meeting that instructional supervisor hold with teachers after class observation.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>All that is planned to enable the learners acquire and develop the required knowledge, skills and attitudes under the auspices of the school.</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>This means the extent to which the set goals or the objectives of the school programmes are accomplished.</td>
</tr>
<tr>
<td>Empowerment</td>
<td>This is a process through which one can acquire knowledge skills and attitudes to critically analyze their situations and take appropriate action to improve their status.</td>
</tr>
<tr>
<td>Induction</td>
<td>Means providing the new employees with all the relevant information or details about school organization</td>
</tr>
<tr>
<td>Instruction</td>
<td>The conditions which can be implemented to foster the acquisition of competence.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Is the process through which a person tries to get organizational members to do something that should be done. Leadership can also be explained as the process of influencing individual or group activities toward the accomplishment of desired goals.</td>
</tr>
<tr>
<td>Management</td>
<td>Is the process of working with and through others to effectively achieve organizational objectives or goals through efficient use of resources.</td>
</tr>
<tr>
<td>Performance appraisal</td>
<td>Is the name given to the regular formalised and record review of the way in which an individual is performing in his job.</td>
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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of the study is to establish the role of headteachers in the management of curriculum and instruction in secondary schools in Gatundu District given that the main purpose of management is the improvement of teaching and learning, the key for judging the effectiveness of management programme are instructional improvement. The review of literature related to this topic will be based on the following areas: Evaluation of teachers, teaching and learning materials, motivation of teachers, communication channels, delegation of duties and in-service training.

2.2 Evaluation of Teachers

Evaluation is defined by Wiles (1975) as: the process of making judgements that are to be used as a basis for planning. It is a procedure for improving the product, the process and even the goals themselves. Evaluation is an important phase in group leadership. It is a procedure through which supervision can bring about group self-improvement. Nevo (1995) Observes that teacher evaluation is the process of describing and judging the merit and worth of teachers on the basis of their knowledge, skills, behaviour and the results of their teaching. Teacher evaluation is part of the life of teachers. It’s an integral component in the life-cycle of teachers from the time they decide to join the profession through the process of training, their certification, their employment and their professional development.

The teachers service commission code of regulations for teachers (Republic of Kenya, 2005), states that, “each headteacher is required to summit an annual confidential report on each teacher in the school at least once a year in the form
Without this type of evaluation, supervision will depend on personal opinions which can be very subjective. To avoid this, supervisors should be part and parcel of the evaluation procedure. This would ensure that evaluation is valid, reliable and objective. Wanga (1984), emphasizing this point says: attempting to get feedback for improvement without evaluation, we depend upon personal opinion and biases. We must therefore ensure adequate, valid and criteria based data and records are available.

Purposes of teacher evaluation according to Dull (1981) include:

- Helping teachers improve their teaching performance
- Selecting teachers for promotion, to supervisory or administrative positions
- Qualifying teachers for regular salary increment
- Selecting teachers to special recommendations

Given the above background on what evaluation is and why it is necessary, the information below discusses the headteachers activities to ensure that he/she get useful feedback which intern improves the institution in which he/she works.

Nevo further asserts that it is crucial that this use of teacher evaluation be conducted in a constructive and non threatening way. Therefore, teachers should be encouraged to take initiatives in seeking and using evaluation for self improvement rather than waiting for their principals to impose it on them.

Dull (1981), opens his chapter on evaluation by grating a famous Indian prayer which says: “O great spirit grant me that I may not criticise my neighbour until I have walked a mile in his moccasins”. This means that before the headteacher make any value judgement about the teacher, he/she must have a criteria based data to judge the teacher’s performance, this is possible through classroom observation. The
headteacher should visit the classroom as a professional equal with the teacher. When the teacher is treated as learner who does not know much by the headteacher, the teacher becomes docile. This can and does lead to bitterness and often rebellion.

The contemporary approaches to the teacher evaluation can be characterised as follows as indicated by (Dull, 1981). Growth oriented as opposed to deficiency based. Instead of being directed toward finding what is wrong with a teacher in order to justify dismissal, contemporary model are premised on such assumptions as the following: The vast majority of teachers have the ability, knowledge and skills to teach well and responsibly, most teachers want information about their behaviour and its possible consequences for students and colleagues, and most teachers want to change behaviour that are in conflict with basic educational values or are deemed inappropriate for the students involved.

Data based as opposed to myth bound. Instead of assuming that the headteacher can identify the effective and the ineffective teacher simply looking through the classroom door, headteachers now observe, the behaviour of both students and teachers, the culture of the classroom, the student outcomes both intended and unintended, in order to better understand what is and is not taking place and to make decisions above what should be changed.

A holistic and complex view of teachers and teaching as opposed to an atomistic and simplistic perspective that focuses on a teacher’s personal attributes classroom appearance or lesson plan. The holistic view Incorporate the developmental needs of teachers within a multidimensional conceptualization of teaching that include planning, preparation evaluation, counselling instructional behaviour. In evaluating the teaching competence of teachers, Wiles and Lovell (1975), says, for a valid
evaluation judgement to be made many type of evidence concerning the work of the teacher must be collected from such areas as class observation, teacher’s formative evaluation records such as weekly quizzes, terminal tests, mid year examination, pupils exercise books, sample of pupils creative efforts and follow up records of poor pupils.

The headteachers needs to explain to the teacher the purpose of the classroom visit as that of enabling him/her to understand the educational programme. Chiemela (1982) emphasises that when the headteacher observes the teaching learning process he/she should have specific items to observe like methods presentation, motivation for learning aids student interest and attention, classroom atmosphere, this ensures that the headteacher has a criteria for judging each area of the teacher’s performance. Establishment of rapport with the teacher before class observation by such activities as making short visit to deliver materials, early announcement of the visit to the teacher, conference with the teacher following the classroom visit, and giving the teachers a copy of observation report.

Teacher evaluation can also be carried out through clinical supervision. According Chiemele (1982) to clinical supervision can be summarised into the following steps;

i. Establishing teacher supervision relationship.

ii. Planning with the teacher.

iii. Planning the strategy for observation.

iv. Observation of instruction and recording of events that take place.

All the foregoing literature indicates that for effective teacher evaluation to take place, the headteacher should carry out the following activities: Establish good relationship with the teacher, informing the teacher before seeing him /her teach in class the
purpose and areas that you will supervise, observing the teachers performance in
class, meeting the teacher in a quiet place after observation to advice teacher
accordingly. The study therefore sought to establish the role of headteachers in
evaluating teachers to ensure effective curriculum implementation.

2.3 Teaching and Learning Materials

Kasambira (1993), defines teaching aids as any kind of material whether Audio or
Visual, used by the class teacher to improve the quality of teaching and learning. The
first group of teaching aids include the chalkboard, graphic visual aids such as graphs,
charts, diagrams, posters, maps and globes. The second group include films, films
strips and slides, overhead projector, audio and video tapes, printed materials, and art
and craft. In relation to selection of instructional materials, Tindail (1973), says, that
the selection of appropriate instructional materials to use in any particular teaching
situation is guided by the relative effectiveness of that material in accomplishing the
desired educational objective.

Kasambira (1993), in support of this view says, "in selecting the teaching aid ,one
should consider, in addition to its suitability, such things as visibility, clearness, level
of understanding, ease of presentation and availability of materials."

Instruction materials are means to an end; the teacher is expected to devote time in
locating, appraising, ordering and processing materials needed for class, and
individual work. It is important to assess its adequacy. Olembo (1992), observes that
one means of assisting the teachers to acquire new knowledge and skills is by
involving them in direct participation in the planning and development of syllabuses
and new materials for new programmes before implementation. This has an advantage
in that, it ensures that all materials are produced at a level which pupils can
understand and teachers can handle. The equipment must be suitable and sufficient having regard for the subject to be taught and the activities provided at the school. The pupil can not cope with abstract concepts, they need materials to handle and since much of their learning is achieved by visual stimulation, they need books and pictures.

According to Asiedu (1981), a good text book has three uses for the teacher and the learner: it contains pictures and diagrams which explain the written page; the interpretation of the reading becomes easy and the text book gives the learner a common experience in reading thus able to share experiences. It gives the teacher the opportunity of teaching learners how to study written materials and students learn how to use their own words. Pictorial Materials can be regarded as the backbone of the visual materials available to the teacher because variety is available and no machine or equipment is required for its display. Tindail (1973), asserts that, "pictures are not real things, they have illusion of reality, since those who read pictures will interpret them according to their past experiences and association, we must consider pupil’s previous experiences when choosing materials with which to visualise our teaching. Every picture tells more than one story, and one is able to see many things even in an ink blot. A good chart must be big enough to be seen by the whole class or group, it must have clarity, the lay out must make the message perfectly clear, it must be simple and attractive enough to capture and hold pupils attentions. This study sought to find how adequate teaching/learning resources are provided by headteachers to enhance the quality of teaching/learning.
2.4 Motivation of Teachers

Teachers occupy such a central and significant position in our education system that their attitude and morale is a major concern not only to education authorities but also to the general public. Being critical classroom facilitators and curriculum implementers, they are key determinants of education quality (Republic of Kenya, 2003). Teachers interpret educational philosophy and objectives. They select knowledge and skills and impart them to students. Therefore, no country can afford to underscore this fountain-head of her educational structure and still hope to improve the quality and quantity of the education system (Republic of Kenya, 1976).

Motivation is a very important aspect in the life of any organization where results are valued. In a school it is not only important to students but also the staff members, whether directly or indirectly. It is important that instructional supervisors be well grouped in the psychology of motivation. Motivation involve according to D'Souza (2003) ensuring an open organizational climate, which is supportive, considerate, provide satisfying and relevant job distribution, provide consultative and co-operative decision making and is open to change. D'Souza further observes that highly productive leaders spend more time than others motivating their employees, providing structure, keeping employees informed, getting ideas and suggestions on important matters before going ahead training employees for more responsibilities. According to Emerson (1993) teachers are motivated when they have: A feeling of acceptance and inclusion, opportunity for personal growth, recognition of achievement, an awareness of being needed, and opportunities to influence events, a sense of ownership

UNESCO (1993) observes that staff members will perform effectively when they are assured of: Salary, job Security, regular consultation with the head, their work being
appreciated, fact full discipline and when they receive sympathetic help when dealing with problems. Some of the ways in which a headteacher can meet his staff motivational needs according to the Ministry of Education (1999) include:

- Giving teachers a chance to attend in-service training and other activities
- Delegating important responsibilities such as chairing subject panels
- Inviting role models to talk to teachers, students and supportive staff

To foster motivation, therefore, a facilitating environment must be created. This often requires affirmative action by the senior management team to engender the required climate. According to Emerson (1993) the headteacher should strive to encourage collegiality and develop confidence and self respect among staff. Consequently, this study sought to establish methods used by headteachers to motivate staff.

2.5 Communication Channels

D’ Souza (1994) defines communication as the exchange of information involving mutual understanding. It is a common human activity whereby thoughts and feelings are exchanged constantly as interactions takes place. Good management practice requires headteacher to act and disseminate information promptly to avoid breakdown of communication. The headteacher should ensure good communication so that the teachers are fully informed of what is going on in the school. Dull (1981) says that communication is very important to supervisory personnel because they spend a large portion of their time talking to colleagues, dictating letters, participating in meetings, consulting with parents and other community people, providing news releases and preparing reports.

The manager should develop and maintain a system of communication that provide for an upward flow to benefit decision making, a downward flow to benefit the
implementation of policy, and a horizontal flow to facilitate coordination of all
departments of the organization. Emerson (1993) observes that successful
communication requires that every member of the organization has all the information
required, at the appropriate time in order to undertake their duties. However
successful communication demands that all members shall have the opportunity to
question, comment, inform and engage. Staff relations are influenced by
communication, failure to inform staff members can lead to misunderstanding, false
rumours and confusion. If the staff members are not informed by leaders about
matters that affect their work, they make their own assumptions or turn to outside
sources. UNESCO (1993) observes that the headteachers require both oral and written
communication skills in order to communicate effectively to all stake holders at
different times. Effective communication helps to control behaviour. It provides
feedback to the personnel on how to improve. It facilitates decision making and fulfil
the social need of expression of feelings.

Oral communication can be done in assemblies, while written communication can be
done through proposals, report, minutes, internal memo and correspondence,
newsletter, suggestion box, fax, telex etc. D’Sauza (1994) describes that to ensure
effective communication, the head should ensure clarity of information and courteous
language. He/She should choose an adequate channel to communicate and
communicate in time for the appropriate response. He/She should also provide a
proper atmosphere for feedback. Owen (1992) observes that notice-boards need to be
large enough to hold notices, and divide into sections so that staff knows where to
look to find the information they need, including the section marked ‘Urgent’! Memos
from Head and deputy head can be printed on different coloured paper, to make them
easier to distinguish. The larger the school, the more imperative it is to make sure that
any changes in routine are notified through the proper channels. When pupils are taken on an educational visit, staff otherwise concerned in teaching them need to know, as it does not promote good staff relations to race from a considerable distance away to take a class that could be visiting the Airport, nor does the matron take kindly to having thirty surplus lunches. Time-table changes must be kept up to date so that one can be sure of finding Miss X in room 15 if that is where the time-table says she is, instead of any one of the other rooms scattered over the compound.

Pupils, too, need to be informed and involved in the affairs of the school. The headgirl and headboy, usually meet frequently with the senior master/mistress/or deputy head, and at regular intervals with house captains and sports captains. Those holding house responsibilities consult regularly with heads of houses. Pupils throughout the school meet and communicate with each other in a variety of ways. Owen (1992) further asserts that the delegation of responsibility should leave the Head free to attend to staff problems, to move about the school sensing the atmosphere, to be seen to be available. Far from being dehumanised or remote, if the chain of communication is working efficiently, he/she should be relieved of the burden of administration in order to be seen and known as a person, not dismissed as a mere business manager. The study therefore sought to find out channels of communication used by headteachers to communicate information on curriculum instruction.

2.6 Delegation of Duties

Instructional leadership means working with teachers and non-teaching staff to decide on the most important needs of the school. Fullan (1992) observes that, delegation is an aspect of time management. It amounts to the advice to try not to do anything that someone else in the school can do, because headteachers need to spend their time on
what others in the school are not in a position to do. The headteacher job is to ensure things get done, not to do them, all himself or herself. Otherwise the whole day would be spent running around with nothing to show for the effort, except stress and with no sense of accomplishment, other than short-term survival.

Successful schools are characterised by headteacher who support and stimulate initiatives taking by others, who set up cross-hierarchical steering group consisting of teachers, and sometimes students and who delegate authority and resources to the steering group, when maintaining active involvement in or liaison with the group. Fullan further asserts that people become empowered when they count on the support of the boss, can make or influence, decisions affecting them and have access to information and resources enabling them to implement decision. The increasing size and complexity of organization have made it quite evident that one person at the apex of administration pyramid cannot continue to assume more and more responsibilities hence delegation functions must be exercised. Owen (1992) observes that, a school is as good as its management that goes beyond the head into the area of sharing, where other partners need to know, to agree and to criticise.

Headteacher should delegate for the following reasons:

- In order to provide for the efficient working of the school
- To free oneself for the complex issues
- To create more time for problems which demand the personal attention of the Head

Hughes (2002), observes that, the headteacher is ultimately responsible for every aspect of school life, he/she must ensure that each task is adequately covered, that all areas of responsibility are Clearly defined and that line of communication are
established in order to ensure that the headteacher is always well informed and the staff and the pupil are not left in small pockets of isolation.

It is essential that areas of responsibilities are clearly defined and understood, and this is of paramount important to members of the staff performing new roles. It is as well, therefore to state quite clearly where responsibility lies. It is important to ensure that no member of staff opts out of responsibility because he/she thinks that, there are plenty of others to do the job for him or her.

Eye (1995), observes that, if delegation has to succeed, the headteacher must be prepared to trust those to whom he/she has given responsibility, must allow them to make decision which he/she must support, and efficient system of communication must therefore be established. One delegated to has to realise his/her importance as a member of staff in maintaining the standards of conduct and discipline expected by the school. As the Head delegate duties and responsibility, the function must be closely related to their professional preparation and experience. Eye (1995), asserts that “it is the responsibility of the headteacher to provide those working conditions which include primarily the assignment to posts where the expectation is appropriate to the talents of the person placed in those positions”.

2.7 In-service Training

Olembo, (1992), defines in-service teacher education as, all those planned courses and activities in which a serving teacher, headteacher, school inspector may participate for the purpose of improving his/her instructional or professional knowledge, interest and skills. He further summarises the purpose of in-service as follows; Acquisition of new knowledge and new skills for the purpose of empowerment, consolidation and better
understanding of existing curriculum, updating teachers in new curriculum, and identified problems existing in the curriculum such as:

- Preparation for new roles
- Preparation for working in new areas, levels and new teaching apparatus
- Re-orientation of former teachers
- Improvement of public image towards teachers

In-service teacher education shows explicitly, that the education of teachers does not end with the award of a degree, a diploma or a certificate at the end of initial training. It further shows that a single course of pre-service teacher education, however long it lasts, and however excellent it may be, can no longer suffice in the face of many major changes taking place in education.

Education preparedness refers to the pre-service and in-service academic or professional preparation specifically designed to help supervisors in their job as school administrators and supervisors. Maranga (1993), in discussing guidelines for training educational supervisors in Kenya made some important observations. He says that “lack of training is one factor which contributes to lack of effective and efficient performance of supervisory roles. Improvement of educational activities is difficult, if not impossible, without corresponding improvement in the quality of supervision.

Under the current rapid quantitative development of education, improvement of quality of education is impossible without continuous expert guidance of headteachers in the effective handling of numerous instructional problems. The headteacher needs academic and professional training as administrators and supervisors because it provides theory and practice necessary in carrying out their tasks of curriculum and instruction management. In the absence of such knowledge headteacher would pick
up methods through blind trial and error. Maranga (1993) gives a warning concerning this in the following statement.

“We cannot allow supervisory functions to be acquired through trial and error; there appear to be a pressing need for supervisory training, the functions of supervision are too critical to leave to trial and error. Learning systematic instruction is fundamental in supervision and warrants a high place in any list of training requirements.” Olembo (1975) amplifies the above training when he gives a rationale for professional development for headteachers as summarised below:

- The public has invested a lot of money in the education of young people in this country.
- The increase in student population.
- The increase in number of the teaching staff
- The nation and individual citizen expectation from educational system are greater and more complicated.

He further observes that in view of the continuous innovation, and development of teaching knowledge and the constant change taking place within education systems, it does not seem possible to equip the teacher trainee during the short years of pre-service training with all the knowledge and skills required for an entire professional life and thus the need for in-service. According to Emerson (1993), headteachers are often heard to say, that their teachers are the most valuable resources. It is necessary, surely, to provide planned opportunities to develop that resource so that it can become even more effective. Professional development does not just end with the headteacher, Wideen (1992) observes that, the teacher is the central figure in curriculum and school development. There can be no development without the development of the teacher. A
teacher who is not growing professionally is unlikely to make significant development improvement in the classroom programmes.

If education is to meet both the rapid requirement of the demand for new curriculum and methods of teaching, there is urgent need for a comprehensive policy that will consider the ways and the means of increasing the supply of teachers and renewing their skills, in such a way as to face the challenges of changing needs. Ernise (1990) observes that the headteacher must accept accountability over all training, this may involve targeting training priorities, making time and resources available for training.

2.8 Summary

The literature review presented in this section shows that effective curriculum instruction management depend on the headteacher and eventually determined the desired results. Curriculum instructional management includes management plan for carrying out curriculum goals, regular checking of teachers’ professional records, and regular class observation. Nevo (1995) emphasizes that before the headteacher make any value judgement about the teacher, he\she must have a criteria based data to judge the teacher’s performance, this is possible through classroom observation.

The literature reviewed also shows that headteacher has a role to select and produce instructional materials which help the teacher to perform their duties better and improve instruction through effective instruction leadership. In support of this view, Kasambira (1993) says that, "in selecting the teaching aid, one should consider, suitability, visibility, clearness, level of understanding, ease of presentation and availability of materials". Mbiti (1999) further support this by saying, the headteacher should make teaching possible by stimulating desired changes in the professional behavior of the teachers by providing adequate textbooks supplies and equipments. In
relation to motivation, the literature reviewed that motivation is very important aspect in the life of any organization where results are valued. Owen (1992) asserts that, good education is a product of good curriculum management. Curriculum management entails creating and developing incentive for curriculum implementation, creating an atmosphere in which teachers can freely interact professionally, developing team work and encouraging potential leaders among the staff members.

On communication the review has shown that the manager should develop and maintain a system of communication that provide for upward flow to benefit decision making and downward flow to benefit implementation of policy, and horizontal flow to facilitate coordination of all departments of the organization (Emerson, 1993). The most dominant system of communication is downward flow to benefit the implementation of policy and horizontal flow to facilitate coordination of all departments of the organization. However the upward flow is difficult to achieve and too often is sparse. The study tried to sort out these gaps and add the body of knowledge to the findings resulting from the study.

These concerns if not responded to can contribute to poor performance in secondary schools in Kenya, especially those in Gatundu district, Kiambu County whose performance standards has been very low over the years. There are however no empirical studies on this, and especially on the role of headteacher in curriculum instruction management. Consequently, this study sought to establish the role of headteachers in curriculum and instructional management in Gatundu district, Kiambu County.
CHAPTER THREE
METHODOLOGY

3.1 Introduction
The primary purpose of this study was to establish the role of headteachers in curriculum instruction management. A case of secondary schools in Gatundu District. This chapter addressed the following; Research design, location of the study, target population, sampling technique and sample size, research instruments, piloting, validity of the instrument, data collection, data analysis.

3.2 Design of the Study
The study used a descriptive survey design aiming at establishing role of headteachers in curriculum and instructional management in Gatundu district. According to Orodho (2005), survey research deals with incidence, distribution and interrelation of educational variables. It is a method of collecting data by interviewing or administering a questionnaire to a sample of individuals. The choice of the survey research design is based on the fact that the variables in the study cannot be actively manipulated and that the participants cannot be randomly assigned to treatment conditions. Based on this design the researcher constructed questions which helped solicit the desired information, contribute to accurate and fair interpretation of results, deeper insight and better understanding of the performance of headteachers in curriculum instruction management. Further more it helped in fact findings and formulation of principles of knowledge and solution to the study.

3.3 Location of the Study
The study was conducted in Gatundu District which has only two Divisions, Gatundu and Kamwangi Division. The district was chosen because schools in the area have
posted poor KCSE results in the past few years. The researcher’s familiarity with the region also influenced the choice of the Gatundu District. Singleton (1993) noted that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. The researcher therefore had an opportunity to carry out an in depth survey due to easy interaction with the respondents of the study.

3.4 Target Population

The study was conducted in Gatundu District. The target population for the study was as summarised below.

Table 3.1: Subject of the study

<table>
<thead>
<tr>
<th>Division</th>
<th>Headteacher</th>
<th>H.O.D</th>
<th>Teachers</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gatundu</td>
<td>31</td>
<td>125</td>
<td>246</td>
<td>402</td>
</tr>
<tr>
<td>Kamwangi</td>
<td>28</td>
<td>112</td>
<td>214</td>
<td>354</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
<td><strong>237</strong></td>
<td><strong>460</strong></td>
<td><strong>756</strong></td>
</tr>
</tbody>
</table>

Kombo and Tromp (2006) define population as a group of individuals from which samples are taken for measurement. The target population of the study comprise of all the 59 headteachers, 237 HODs and 460 teachers from the 59 secondary school in Gatundu District.

Table 3.2: Schools Strata

<table>
<thead>
<tr>
<th>School type</th>
<th>Principals</th>
<th>HODs</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Population</td>
<td>Sample</td>
<td>Population</td>
</tr>
<tr>
<td>Boys only</td>
<td>8</td>
<td>2</td>
<td>49</td>
</tr>
<tr>
<td>Girls only</td>
<td>5</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Mixed</td>
<td>46</td>
<td>6</td>
<td>158</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
<td><strong>10</strong></td>
<td><strong>237</strong></td>
</tr>
</tbody>
</table>
3.5 Sample and Sampling Technique

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). Stratified random sampling was used to select 10 participating schools; each strata representing mixed, boys only and girls only schools. Purposive sampling was used to select all the 10 headteachers from the sampled schools while simple random sampling was used to select 28 HoDs and 38 subject teachers, giving a total of 76 participants. The sample size was at least 10% of the accessible population.

Headteachers were used to establish the various management activities that they carry out in managing curriculum instruction to realise good performance while Head of departments were used to find out the various management activities the headteachers engage in to improve teaching and learning process in their departments and how curriculum instruction management can be improved. On the other hand, teachers were used to give information in order to establish the strategies headteachers have put in place to improve teaching and learning.

3.6 Research Instruments

The main tools of data collection for this study were questionnaires and interview schedules. The researcher considered using a questionnaire because data can be collected from a large population within a short time and fewer personnel thus reducing cost. On the other hand, interview schedules are useful to obtain detailed information about personal opinions. Two sets of questionnaires were used, one for heads of departments and one for teachers. An interview schedule was used to collect data from the headteachers details about each instrument are as follows:
3.6.1 Questionnaires for Head of Departments
The researcher prepared semi-structured and open ended questions for the H.o.Ds. Bless and Achola (1987) in their book “fundamentals of social research methods”. An African approach asserts that, a questionnaire is suitable as a method of data collection. The questionnaire for Heads of Department had two parts: part one collected demographic data of the HoDs and their schools. Part two collected data on various aspects of management activities. The views of HoDs were sought on extent to which headteachers are involved in the management of curriculum instruction.

3.6.2 Questionnaires for Teachers
The questionnaire for teachers had two parts. Each part collected data as stated: part one collected demographic data of the teachers, including academic and professional qualifications and teaching experience while part two gathered data on extent to which headteachers are involved in the management of curriculum instruction.

3.6.3 Interview Schedule for Headteachers
An interview is an oral administration of questionnaires or an interview schedule. Headteachers were used to establish from them the various activities they carry out in curriculum instruction management, establish how they evaluate teachers, how they develop the teaching and learning materials, how they motivate their staff and establish how they communicate information on curriculum instruction. Interview provided in depth, data which was not possible to get using questionnaires. Structured questions were asked together with some open ended ones. This was preferred because the respondent gave their own opinion and used their own words. There was face to face interaction between the researcher and headteachers.
3.7 Pilot Study

The researcher conducted a pilot study in two secondary schools in Gatundu district before the actual study. The main purpose of the pilot study was to check on suitability and the clarity of the questions on the designed instruments, relevance of the Information being sought, the language used and the content validity of the instruments from the responses given.

3.7.1 Validity and Reliability of the Instruments

- **Validity of the instruments**

Orodho (2009) defines validity as the accuracy and meaningfulness of inference, which are based on the research results. In other words, it is the degree to which results obtained from the analysis of the data actually represent the phenomenon under investigation. The researcher discussed with colleagues, consult and get expert judgment from the supervisors to enhance the validity of the instruments. After discussing with colleagues and the supervisors, the researcher incorporated the recommendations in the final questionnaires.

- **Reliability of the instruments**

According to Mugenda and Mugenda (2003), for a research instrument to be considered reliable and a true measure for what is being established it must be tried several times in the field. There are various methods used to test reliability of a research instrument, these are test-retest equivalent form, split half and internal consistency. The researcher used test-retest method to measure the reliability of the instruments. To asses reliability of data the same instruments were administered twice to the same group of subjects. The time lapse between the first and the second administration was a week. Once the exercise was carried out twice, the researcher
used the data obtained to test the reliability and to make necessary changes of the research instrument using the Spearman’s Rank Order Correlation Coefficient (r) formula:

\[ r = 1 - \frac{6 \sum (D)^2}{N(N^2 - 1)} \]

The researcher got reliability co-efficient of 0.928 which indicates there was high degree of reliability of data. If it was below 0.70, then the conclusion would have been low reliability which calls for adjustment of the instrument.

3.8 Data Collection Procedure

The researcher obtained an introduction letter from Kenyatta University and a research permit from the National Council of Science and Technology. After this, the researcher booked an appointment with the headteachers of the sampled schools to administer the questionnaire to the Head of Departments and teachers. The researcher then visited each of the sampled schools and administered the questionnaires herself. As the teachers filled the questionnaires the researcher conducted a face-to-face interview with the headteachers as guided by the interview schedule. The respondents were given instructions and assured of confidentiality after which they were given enough time to fill in the questionnaires. The researcher collected the filled-in questionnaires after one and half weeks.

3.9 Data Analysis Plan

Before the actual data analysis, the gathered data from the various instruments, transcripts and schedules were validated, edited, coded and them entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS), version 17. In the validation process, the collected questionnaires were checked to
determine whether an accurate or acceptable sample has been obtained in terms of proportion of the issued instruments. They were also checked for completeness.

Interview schedules were transcribed and then arranged as per the items and responses in thematic manner, relating these themes to the research questions. Data analysis was then performed using both quantitative and qualitative techniques. Quantitative data was subjected to descriptive statistics that yielded mean scores, frequencies and percentages. Percentages are the most widely used and understood standard proportions (Best and Kahn 1993). To facilitate the making of recommendations of the study, the findings were presented using tables.
CHAPTER FOUR
FINDINGS AND DISCUSSION

4.1 Introduction

The purpose of the study was to assess the role of headteachers in the management of curriculum and instruction of secondary schools in Gatundu district with a view to finding out their commitment to the important task of closely monitoring the implementation of curriculum and instruction to improve academic performance in the district. The findings of this study are presented according to themes derived from the following objectives:

i. Examine how often the headteacher evaluate teachers in curriculum and instruction implementation.

ii. Find out if headteachers provide adequate learning resources.

iii. Establish methods used by headteachers to motivate staff.

iv. Establish channels of communication used by headteachers.

4.2 Ways used by Headteachers to Evaluate Teachers

The first objective of the study sought to examine how the headteachers evaluate the teachers to check the teaching and learning standards. To address this research objective, headteachers were asked to indicate frequency in which they engaged in the following activities; record keeping on teachers’ performance, inspection of syllabus coverage, involving teachers in making school programmes and consulting heads of department on areas that needs improvement. Table 4.1 illustrates their responses.
Table 4.1: Evaluation of teachers by headteachers

<table>
<thead>
<tr>
<th>Curriculum and instruction practices</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Total no. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify competent teachers and assign them responsibilities</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Keep written records of individual staff performance</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>20.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Guide teachers on weak areas</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Organize meetings and involve teachers in making school programmes</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Periodical inspection of coverage of teaching syllabus</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Consult heads of department on teachers’ areas that require improvement in teaching and learning</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>40.0</td>
</tr>
</tbody>
</table>

As shown in Table 4.1, majority of the headteacher reported that they always organize meetings and involve teachers in making school programmes (80.0%). A significant proportion of them also indicated that they always engage in periodical inspection of coverage of teaching syllabus (70.0%) whereas 60.0% indicated that they often keep written records of individual performance. This shows that most of the headteachers were frequently engaging in the three aspects. However, half of the proportion confirmed that they rarely guide teachers on weak areas.
The following are teachers and H.o.Ds responses on frequency in which headteachers’ engage in curriculum and instruction management. Presented in Table 4.2 are teachers’ responses.

Table 4.2: Teachers responses on frequency in which headteachers’ engage in curriculum and instruction practices

<table>
<thead>
<tr>
<th>Curriculum and instruction practices</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Total no. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks records and schemes of work</td>
<td>2</td>
<td>5.3</td>
<td>2</td>
<td>5.3</td>
<td>9</td>
<td>23.7</td>
</tr>
<tr>
<td>Occasionally visit lesson sessions in classroom</td>
<td>18</td>
<td>47.4</td>
<td>14</td>
<td>36.8</td>
<td>2</td>
<td>5.3</td>
</tr>
<tr>
<td>Checks student assignment and C.A.T scripts to ensure regular marking takes place</td>
<td>9</td>
<td>23.7</td>
<td>11</td>
<td>29.0</td>
<td>6</td>
<td>15.8</td>
</tr>
<tr>
<td>Provide adequate teaching and learning materials</td>
<td>4</td>
<td>10.5</td>
<td>0</td>
<td>0.0</td>
<td>9</td>
<td>23.7</td>
</tr>
<tr>
<td>Encourage effective use of academic time</td>
<td>1</td>
<td>2.6</td>
<td>4</td>
<td>10.5</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>Checks teachers lesson notes</td>
<td>16</td>
<td>42.1</td>
<td>8</td>
<td>21.1</td>
<td>7</td>
<td>18.4</td>
</tr>
<tr>
<td>Invite teachers to observe him/her teach</td>
<td>28</td>
<td>73.7</td>
<td>5</td>
<td>13.2</td>
<td>2</td>
<td>5.3</td>
</tr>
</tbody>
</table>
As shown in Table 4.2, 39.5% of teachers felt that school heads often checked records and schemes of work and always encouraged effective use of academic time (47.4%). However, 73.7% of teachers reported that headteachers never invited teachers to observe them when teaching, 47.4% reported that headteachers never visited lesson sessions in classroom, 42.1% indicated they never checked teachers lesson notes while 29.0% indicated they rarely checked student assignment and C.A.T scripts to ensure regular marking takes place. This was an indication that most of the headteachers rarely or never engaged in evaluation of teachers’ performance in classrooms.

Table 4.3: H.o.Ds responses on frequency in which headteachers’ engage in curriculum and instruction

<table>
<thead>
<tr>
<th>Curriculum and instruction practices</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Total no. of H.o.Ds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks records and schemes of work</td>
<td>2</td>
<td>7.1</td>
<td>2</td>
<td>7.1</td>
<td>8</td>
<td>28.6</td>
</tr>
<tr>
<td>Occasionally visit lesson sessions in classroom</td>
<td>17</td>
<td>60.7</td>
<td>5</td>
<td>17.9</td>
<td>3</td>
<td>10.7</td>
</tr>
<tr>
<td>Checks student assignment and C.A.T scripts to ensure regular marking takes place</td>
<td>7</td>
<td>25.0</td>
<td>4</td>
<td>14.3</td>
<td>6</td>
<td>21.4</td>
</tr>
<tr>
<td>Provide adequate teaching and learning materials</td>
<td>2</td>
<td>7.1</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
<td>21.4</td>
</tr>
<tr>
<td>Encourage effective use of academic time</td>
<td>2</td>
<td>7.1</td>
<td>2</td>
<td>7.1</td>
<td>4</td>
<td>14.3</td>
</tr>
<tr>
<td>Checks teachers lesson notes</td>
<td>17</td>
<td>60.7</td>
<td>5</td>
<td>17.9</td>
<td>5</td>
<td>17.9</td>
</tr>
<tr>
<td>Invite teachers to observe him/her teach</td>
<td>23</td>
<td>82.1</td>
<td>3</td>
<td>10.7</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
As shown in Table 4.3, 46.4% of the H.o.Ds reported that headteachers often provide adequate teaching and learning materials, 35.7% indicated they always checked student assignment and C.A.T scripts to ensure regular marking takes place whereas 39.3% reported that they always encourage effective use of academic time. On the other hand, over 60.0% of the H.o.Ds reported that headteachers never; invited teachers to observe him/her teach (82.1%), checks teachers’ lesson notes (60.7%) and visit lesson sessions in classroom. Based on the above findings, it emerges that most headteachers partially engaged in curriculum and instruction practices.

During the interview, the researcher sought to determine how headteachers evaluated teachers to check on the teaching and learning standards. In response, headteachers reported that they used K.C.S.E. results for teachers’ evaluation, checked on teachers’ attendance of lessons and performance of individual students and class as a whole. On the issue of whether the headteacher checked records and schemes of work, the headteachers responded that they always checked them.

Schools heads were asked to indicate how they solved the problem of teachers who do not complete the syllabus in time. Following their responses, most of them first tried to identify some of the reasons that could have contributed to incompletion of syllabus. Then advice teachers on how to solve the problems e.g. create more time for teaching and minimize the work loads if possible.

4.3 Provision of Curriculum Support Learning Resources by the Head-Teachers

The second objective of the study was to find out if headteachers provided adequate curriculum support materials to ensure quality in curriculum and instruction implementation. In order to address this objective, teachers and HoDs were presented with a number of items showing resources that could influence smooth
learning/teaching process in schools. They were to asked to indicate whether each of these resources were available and adequate in their schools. Table 4.4 illustrates teachers’ responses

**Table 4.4 Teachers responses on adequacy and availability of teaching and learning resources**

<table>
<thead>
<tr>
<th>Teaching and learning resources</th>
<th>Availability</th>
<th>Adequacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Teaching aids e.g. charts, diagrams and maps</td>
<td>38</td>
<td>100.0</td>
</tr>
<tr>
<td>Library</td>
<td>19</td>
<td>50.0</td>
</tr>
<tr>
<td>Textbooks</td>
<td>38</td>
<td>100.0</td>
</tr>
<tr>
<td>Stationery</td>
<td>38</td>
<td>100.0</td>
</tr>
<tr>
<td>Classrooms</td>
<td>38</td>
<td>100.0</td>
</tr>
<tr>
<td>Classroom furniture</td>
<td>38</td>
<td>100.0</td>
</tr>
<tr>
<td>Laboratory</td>
<td>31</td>
<td>81.7</td>
</tr>
<tr>
<td>Laboratory Equipments</td>
<td>38</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in Table 4.4, all (100.0%) teachers who participated in the study reported that the following resources were available in schools; teaching aids, textbooks, Stationery, classroom furniture and laboratory equipments. On the other hand, over 50.0% of them reported that the most inadequate resources were; library (78.9%), teachers (57.9%) and laboratory (52.6%). The result implies that teaching and learning resources in schools were available in schools but they were not adequate. This affected effective implementation of the curriculum in schools which as a result affected students’ performance. There can be no effective supervision of instruction without instructional materials.
Table 4.5: H.o.Ds responses on adequacy and availability of teaching and learning resources

<table>
<thead>
<tr>
<th>Teaching and learning resources</th>
<th>Availability</th>
<th>Adequacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Teaching aids e.g. charts, diagrams and maps</td>
<td>28</td>
<td>100</td>
</tr>
<tr>
<td>Library</td>
<td>21</td>
<td>75</td>
</tr>
<tr>
<td>Textbooks</td>
<td>28</td>
<td>100</td>
</tr>
<tr>
<td>Stationery</td>
<td>27</td>
<td>96.4</td>
</tr>
<tr>
<td>Classrooms</td>
<td>28</td>
<td>100</td>
</tr>
<tr>
<td>Classroom furniture</td>
<td>28</td>
<td>100</td>
</tr>
<tr>
<td>Laboratory</td>
<td>26</td>
<td>92.9</td>
</tr>
<tr>
<td>Laboratory Equipments</td>
<td>26</td>
<td>92.9</td>
</tr>
</tbody>
</table>

Table 4.5 above shows that, all (100.0%) the H.o.Ds responded that; teaching aids, textbooks, classrooms and classroom furniture were available in schools. Majority of them also reported that Stationery (96.4%), laboratory (92.9%) and laboratory equipments (92.9%) were also available. However, despite most of the H.o.Ds confirming that teaching and learning resources were available in schools, most of them further indicated that they were not adequate. The most inadequate resources were: library (82.1%), laboratory equipments (78.6%), teachers (75.0%) and laboratory (64.3%). This implies that most of the facilities were inadequate, which may adversely affect the teaching-learning process in schools and finally the performance of students would also be affected. It also emerged that in all schools there were inadequate resources to ensure quality curriculum implementation.
During the interviews, headteachers reported that to ensure effective teaching and learning process in school, the schools improvise available resources and also ensured there is provision of more resources purchased through school fees and government funds. The researcher also noted that from headteachers responses, only 50.0% of the teachers used teaching aid in classroom. This could be contributed by the inadequacy of teaching/learning resources in schools. It was also noted that most of the teachers had an average of 24 lessons teaching load per week. This shows that teachers were sometimes overwhelmed and not able to give individualised attention to students. Consequently, this led to poor content delivery in classrooms and also teachers were unable to mark students’ assignments which as a result translated to decline in academic performance.

4.4 Methods used by Headteachers to Motivate Staff

The third objective of the study was to establish ways headteachers motivate the staff to promote effective curriculum and instruction implementation. Table 4.6 illustrates teachers and H.o.Ds responses on methods used by the headteachers to motivate staff.

Table 4.6: Teachers and H.o.Ds responses on methods used by the headteachers to motivate the staff

<table>
<thead>
<tr>
<th>Methods of motivating staff members</th>
<th>Teachers n=38</th>
<th></th>
<th></th>
<th>Head of Departments n=28</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Attend in-service training</td>
<td>21</td>
<td>55.3</td>
<td>12</td>
<td>42.9</td>
<td></td>
</tr>
<tr>
<td>Their work is appreciated</td>
<td>21</td>
<td>55.3</td>
<td>16</td>
<td>57.1</td>
<td></td>
</tr>
<tr>
<td>Responsibility are delegated to them</td>
<td>26</td>
<td>68.4</td>
<td>15</td>
<td>53.6</td>
<td></td>
</tr>
<tr>
<td>Achievements recognized</td>
<td>17</td>
<td>44.7</td>
<td>17</td>
<td>60.7</td>
<td></td>
</tr>
<tr>
<td>Head regularly consult them</td>
<td>22</td>
<td>57.9</td>
<td>8</td>
<td>28.6</td>
<td></td>
</tr>
<tr>
<td>Sympathized with while in problems</td>
<td>21</td>
<td>55.3</td>
<td>13</td>
<td>46.4</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.6 above illustrates that over 55.0% of the teachers indicated that headteachers motivated them through: delegating responsibilities to them (68.4%) and consulting them regularly (57.9%). Similarly, they added that school heads appreciated them (55.3%), sympathized with them while in problems (55.3%) and gave them opportunity to attend in-service training (55.3%). In addition, HoDs were of the views that headteachers motivated teachers by recognizing their achievements (60.7%), appreciating their work (57.1%) and delegating responsibilities (53.6%). This was an indication that at least half of the proportion of teachers who participated in the study felt motivated while in schools.

In service training helps teachers to acquire new knowledge and new skills for the purpose of empowerment, consolidation and better understanding of existing curriculum, updating teachers in new curriculum, and identified problems existing in the curriculum. As a way of motivating staffs, the researcher sought to establish whether Teacher and H.o.Ds were had ever attended any in service training and courses covered.

The result reviewed shows that, at least half of the proportion (50.0%) of teachers and H.o.Ds who participated in the study have ever attended in service training course. The courses that were covered included; Keeping and updating schemes of work, teaching methodology, preparation of lesson plans and schemes of work, progressive records and development of teaching/learning resources, strengthening Mathematics and Science subjects in education (SMASSE).

Through interview schedule the researcher sought to determine how schools headteachers initiated and stimulated incentives to the teachers. In response, school heads reported that they motivated teachers through; giving them incentives for good
performance, taking them out for lunch, commending them orally and through written letters for appreciation.

4.5 Channels of Communication between Headteachers and Teachers

The fourth objective of the study sought to establish channels of communication used by headteachers to communicate curriculum information. To respond to this objective, the study respondents (Teachers and Heads of Departments) were requested to indicate number of times schools heads held staff meetings. Table 4.7 shows their responses

Table 4.7: The number of staff meetings held per term

<table>
<thead>
<tr>
<th>Number of times school holds staff meetings</th>
<th>Teachers</th>
<th>Head of departments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Once per term</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>Twice per Term</td>
<td>31</td>
<td>81.6</td>
</tr>
<tr>
<td>Thrice per term</td>
<td>3</td>
<td>7.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>38</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As shown in Table 4.7, 31 (81.6%) teachers and 19 (67.9%) H.o.Ds reported that schools held staff meetings twice per term. A small number of teachers (10.5%) and H.o.Ds (28.6%) also noted that schools held staff meetings once per term. Staff meetings should be formal and focused on the learning of the school. Headteacher should adopt participatory approach during meetings and as much as possible comprehend personal and professional views. Table 4.8 illustrates respondents’ responses on forums used by the headteacher to communicate information on curriculum and instruction.
Table 4.8: Forums used by the headteachers to communicate information on curriculum and instruction

<table>
<thead>
<tr>
<th>Forums</th>
<th>Teachers n=38</th>
<th>Head of Departments n=28</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Internal Memo/Circular</td>
<td>20</td>
<td>52.6</td>
</tr>
<tr>
<td>Notice board</td>
<td>19</td>
<td>50.0</td>
</tr>
<tr>
<td>School assemblies</td>
<td>20</td>
<td>52.6</td>
</tr>
<tr>
<td>Staff Meeting</td>
<td>36</td>
<td>94.7</td>
</tr>
</tbody>
</table>

Table 4.8 above illustrates according to teachers (94.7%) and HoDs (89.3%) most of the headteachers used staff meetings to communicate information on curriculum implementation. Over 50.0% of them also reported that they passed information during school assemblies. This was an indication that most schools heads were discussing issues on curriculum and instructions with staffs during the staff meetings. To verify HoDs and teachers responses on forums used by headteachers to communicate information, the researcher asked the headteachers to indicate forums they used to pass information. In response, they reported that they communicated information on curriculum and instruction during staff meetings and during the assemblies.

4.6 Interpretation and Discussion of Findings

Ways used by Headteachers to Evaluate Teachers

Majority of the headteacher reported that they always organize meetings and involve teachers in making school programmes (80.0%). A significant proportion of them also indicated that they always engage in periodical inspection of coverage of teaching syllabus (70.0%) whereas 60.0% indicated that they often keep written records of
individual performance. This shows that most of the headteachers were frequently engaging in the three aspects. However, half of the proportion confirmed that they rarely guide teachers on weak areas. The Manual for Head of secondary school in Kenya (1987), stress the role of headteacher by stating that “the organization and control of staff, teaching and non-teaching are all part of the Heads duty as the immediate supervisor of the schools”. In particular, she or he must check the teaching standards by reference to scheme of work, lesson notes, and records of works, pupil’s exercise books, and also actual visit to classroom to see the individual teacher teach. This means that effective and efficient running of the school depends on the headteacher’s Instructional management role. Headteacher must schedule, assign work, coordinate and oversee performance and make sure that work is done in time.

The purpose of teacher evaluation according to Dull (1981) is to help teachers improve their teaching performance, identify training needs and get useful feedback which intern improves the institutions. Ministry of Education, The Kenya Secondary School Heads Association, (2010) during the National Conference in Mombasa, the Permanent secretary asserted that, headteachers are expected to closely monitor the performance of teachers, to ensure that the right teachers are teaching the right subject and to offer professional advice through mentoring. They must be ready to incorporate views and ideas from multiplicity of stakeholders in their schools. They must place the child at the centre of all activities for the benefit of the child. They were reminded that the country look upon them to give guidance and direction otherwise the national examinations in secondary schools will always register improvement or decline depending on their commitment to the curriculum instruction management roles they undertake in their schools.
According to 39.5% of teachers, school heads often checked records and schemes of work and always encouraged effective use of academic time (47.4%). However, 73.7% of teachers reported that headteachers never invited teachers to observe them when teaching. This was an indication that most of the headteachers rarely or never engaged in evaluation of teachers’ performance in classrooms. Wanga (1984) observes that in attempting to get feedback for improvement without evaluation, we depend on personal opinion and biases, we must therefore ensure adequate valid and criteria based data is available.

The H.o.Ds (46.4%) reported that headteachers often provide adequate teaching and learning materials whereas 39.3% reported that they always encourage effective use of academic time. On the other hand, 82.1% of the H.o.Ds reported that headteachers never invited teachers to observe him/her teach while 60.7% reported that they never checked teachers’ lesson notes. Based on the above findings, it emerges that most headteachers partially engaged in curriculum and instruction practices. The quality of leadership makes the difference between the success and failure of a school (Millette, 1988). Millette further explains that research and inspection clarify the extent to which the quality of leadership is crucial to improvement. In highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement, it is the head-teacher who sets the pace, leading and motivating pupils and staff to perform to their highest potential.

In relation to the interview schedule, headteachers reported that they used K.C.S.E. results for teachers’ evaluation, checked on teachers’ attendance of lessons and performance of individual students and class as a whole. On the issue of whether the headteacher checked records and schemes of work, the headteachers responded that
they always checked them. Regarding the above findings, Wiles and Lovell (1975), says, for a valid evaluation judgement to be made many type of evidence concerning the work of the teacher must be collected from such areas as class observation, teacher’s formative evaluation records such as weekly quizzes, terminal tests, mid year examination, pupils exercise books, sample of pupils creative efforts and follow up records of poor pupils.

Regarding classroom observation, the researcher noted that headteachers rarely visited classroom to observe individual teacher when teaching, reason being that teachers had negative attitude towards classroom observation. According to Jones (1993:69), classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the appraiser and appraisee to work hand in hand before and even after the observation process.

**Provision of Curriculum Support Learning Resources by the Head-Teachers**

According to Wanga (1984), the quality of curriculum implementation in a school is closely related to the nature and quality of resources available and how they are used. Additionally, Oluoch (1960) says curriculum support materials stimulates learners’ imagination and enhances memory of what is learned. All (100.0%) teachers who participated in the study reported that the following resources were available in schools; teachers, textbooks, Stationery, classroom furniture and laboratory equipments. On the other hand, 78.9% and 57.9% of the teacher reported that school library and teachers were the most inadequate resources respectively. The result implies that teaching and learning resources in schools were available in schools but they were not adequate. This affected effective implementation of the curriculum in schools which as a result affected students’ performance. There can be no effective
supervision of instruction without instructional materials. Oluoch (1990) emphasizes on the importance of teaching and learning materials by saying that curriculum support materials clarifies concepts and new ideas, makes teaching interesting and enjoyable and promote active participation of the learner during the lesson. Similarly, Ayoo (2002) did a study on factors affecting student’s performance in KCSE in public schools in Maseno Division. He noted that adequate facilities recorded satisfactory or good performance. He concluded that the presence or absence of school facilities distinguished between high and low achieving schools.

All (100.0%) the H.o.Ds responded that; teachers, textbooks, classrooms and classroom furniture were available in schools. However, despite most of the H.o.Ds confirming that teaching and learning resources were available in schools, most of them further indicated that they were not adequate. The most inadequate resources were: library (82.1%), laboratory equipments (78.6%) and teachers (75.0%). This implies that most of the facilities were inadequate, which may adversely affect the teaching-learning process in schools and finally the performance of students would also be affected. It also emerged that in all schools there were inadequate resources to ensure quality curriculum implementation. Oluoch (1990) observes that quality curriculum implementation demands that adequate teaching and learning resources are made available. Therefore having appropriate tools at their disposal makes teachers even more confident of doing a good job, thus increasing effectiveness and productivity.

The headteacher has a role to select and produce instructional materials which help the teacher to perform their duties better and improve instruction through effective instruction leadership Mbiti (1999) support this by saying it is contented that the
success of every school curriculum design depend to great extent on the administration, as a school manager the headteacher should make teaching possible by stimulating desired changes in the professional behavior of the teachers he or she has to provide adequate textbooks supplies and equipments

**Methods used by Headteachers to Motivate Staff**

Motivation is a very important aspect in the operations of any organization where results are valued. In a school, it is not only important to students but also the staff members, whether directly or indirectly. It is important that instructional supervisors be well grouped in the psychology of motivation. Motivation involves ensuring an open organizational climate, which is supportive, considerate, provides satisfaction and relevant job distribution, provide consultative and co-operative decision making and is open to change (D’Souza, 2003).

The study findings revealed that over 55.0% of the teachers indicated that headteachers motivated them through: delegating responsibilities to them (68.4%) and consulting them regularly (57.9%). In addition, 60.7% and 57.1% of the HoDs were of the views that headteachers motivated teachers by recognizing their achievements and appreciating their work respectively. This was an indication that at least half of the proportion of teachers who participated in the study felt motivated while in schools. The above results were in line with Emerson (1993) findings that, teachers are motivated when they have a feeling of acceptance and inclusion, opportunity for personal growth, recognition of achievement, an awareness of being needed, and an opportunity to influence events. Similarly, Organization for Economic Co-operation and development (OECD) (2009b) review found out that meaningful teacher evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths
and areas for development, followed by feedback, coaching, support and opportunities for professional development. It is also essential to celebrate, recognise and reward the work of teachers. The results reviewed also shows that majority of teachers reports that appraisal and feedback they receive is beneficial, fair and helpful for their development as teachers.

**Channels of Communication between Headteachers and Teachers**

An effective communication system establishes the relationships between and among teachers, non teaching staff and students within the school. The role of the head teacher, as an administrator, can only be realized by an established comprehensive system of communication. Communication is essentially a bridge of understanding between people in any institution (Mbiti, 1999).

According to teachers (94.7%) and HoDs (89.3%) most of the headteachers used staff meetings to communicate information on curriculum implementation. This was an indication that most schools heads were discussing issues on curriculum and instructions with staffs during the staff meetings. To verify HoDs and teachers responses, headteachers reported that they communicated information on curriculum and instruction during staff meetings and during the assemblies. Emerson (1993) asserts that oral communication can be done in assemblies, while written communication can be done through reports, minutes, internal memo, and news letter. Owen (1992) also observes that notice-boards need to be large enough to hold notices, and divide into sections so that staff knows where to look to find the information they need, including the section marked ‘Urgent’! Memos from Head and deputy head can be printed on different coloured paper, to make them easier to
distinguish. The larger the school, the more imperative it is to make sure that any changes in routine are notified through the proper channels.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the study findings. It also gives implication of the study and conclusion arrived at. Finally, recommendations and suggestions for further research were presented based on the following restated objectives:

- Examine how the headteacher evaluate teachers in curriculum and instruction implementation.
- Find out if headteachers provide adequate learning resources.
- Establish strategies headteacher use to motivate staff
- Establish channels of communication used by headteachers

5.2 Summary

The purpose of this study was to assess the role of headteachers in the management of curriculum and instruction a case of secondary schools, in Gatundu District with a view to finding out their commitment to the important task of closely monitoring the implementation of curriculum to improve curriculum delivery. The study was guided by Goffman’s (1961) Role Theory. The study employed a descriptive survey design targeting 59 headteachers, 237 HoDs and 460 teachers. Stratified random sampling was used to select 10 schools to participate in the actual study. Purposive sampling was used to select 10 headteachers and 28 HoDs while simple random sampling was used to select 38 teachers, giving a total of 76 participants. A questionnaire was designed for HoDs and teachers while interview schedule was designed for headteachers as the main tools for data collection. The following are the main study findings:-
Ways used by Headteachers to Evaluate Teachers

The study established that majority of the headteacher reported that they always organized meetings and involved teachers in making school programmes (80.0%). A significant proportion of them also indicated that they always engaged in periodical inspection of coverage of teaching syllabus (70.0%) whereas 60.0% indicated that they often keep written records of individual performance. This shows that most of the headteachers were frequently engaging in the three aspects.

The study findings also revealed that HoDs and teachers responses in curriculum and instruction practices contradicted. According to teachers, most of the headteachers rarely or never engaged in evaluation of teachers’ performance in classrooms while HoDs reported that most headteachers engaged in curriculum and instruction practices. This implies that if headteachers put more emphasis on instructional supervision practices teachers would improve their work performances which would translate to improvement in academic performance in Gatundu district. The study found out that headteachers used K.C.S.E. results for teachers’ evaluation, checked on teachers’ attendance of lessons and performance of individual students and class as a whole.

Provision of Curriculum Support Learning Resources by the Headteacher

The study revealed that teaching and learning resources were available in schools but they were not adequate. According to teachers, the most inadequate resources were library (78.9%), teaching aids (57.9%) and laboratory (52.6%). In addition, majority of the HoDs confirmed that the most inadequate resources were: library (82.1%), laboratory equipments (78.6%), teaching aids (75.0%) and laboratory (64.3%).
Inadequacy of teachers led to most teachers teaching an average of 24 lessons per week. This was a clear indication that teachers were sometimes overwhelmed and not able to give individualised attention to students. Consequently, this led to poor content delivery in classrooms and also teachers were unable to mark students’ assignments which as a result translated to decline in academic performance.

To ensure effective teaching and learning process in school, the schools improvise available resources and also ensured there is provision of more resources purchased through school fees and government funds.

**Methods used by Headteachers to Motivate Staff**

The study findings revealed that over 55.0% of the teachers indicated that headteachers motivated them through; delegating responsibilities to them (68.4%) and consulting them regularly (57.9%). According to the HoDs, headteachers motivated teachers by recognizing their achievements (60.7%), appreciating their work (57.1%) and delegating responsibilities (53.6%). This was an indication that at least half of the proportion of teachers who participated in the study felt motivated while in schools.

According to headteachers, school motivated staff members by; giving them incentives for good performance, taking them out for lunch, commending them orally and through written letters for appreciation. Further, the study established that teachers were motivated by being accorded chances to attend in-service training.

**Channels of Communication between Headteachers and Teachers**

The study established that majority of the teachers (94.7%) and HoDs (89.3%) reported that most of the headteachers used staff meetings to communicate information on curriculum implementation. Other channels of communication used in schools were assemblies and through writing in the notice boards.
5.3 Conclusions

Based on the findings as summarized above, the study concludes that;

i. Most of the headteachers were rarely or never engaging in their roles on curriculum and instruction. The study established that according to HoDs, headteachers partially engaged in curriculum and instruction practices while teachers’ reported that they rarely or never engaged in curriculum and instructions. This therefore concludes that, if headteachers put more emphasis on curriculum and instructional supervision practices teachers would improve their work performances which would translate to improvement in academic performance.

ii. The study concluded that inadequacy of resources affected effectiveness of curriculum implementation in schools which as a result affected students’ performance. It was established that teaching and learning resources in schools were available in schools but they were not adequate for use.

iii. Regarding the channels of communication in schools, the study concludes that schools heads were discussing issues on curriculum and instructions during staff meetings and school assemblies. This shows that communication channels in school were effective.

iv. The study established that schools motivated staff members by delegating responsibilities to them, consulting them regularly, recognizing their achievements and appreciating their work.
5.4 Recommendations

Based on the findings above, the following recommendations were made:

For improvement of curriculum and instructional management, school heads should improve on; frequency of visiting lesson sessions, checking teachers’ lesson notes, inviting teachers to observe him/her teach and checking students assignments and C.A.T scripts to ensure regular marking takes place.

Quality Assurance and Standard officers should sensitize teachers on the importance of classroom observations.

On the issue of curriculum support and learning resources, it was established that schools were ill equipped with the resources and this undermined headteachers performance in curriculum and instruction evaluation. Government through Ministry of Education should therefore increase funds allocated in schools to cater for teaching and learning resources.

School heads should develop and maintain a system of communication that provide for an upward flow to benefit decision making, a downward flow to benefit the implementation of policy, and a horizontal flow to facilitate coordination of all departments of the organization.

5.5 Recommendation for Further Research

Another study should be carried out to find out whether headteachers role in management of curriculum instruction influence students academic performance.

A study should be conducted to find out if parental factors and community factors influence headteachers role in management of curriculum instruction in schools.
Another study should be carried out to find out how instructional supervision affects students discipline.

A similar study should be conducted in other districts to find out whether the same findings would be obtained.
REFERENCES


Hughes, J. (2002). Education Management, New York, the Free Press


APPENDIX ONE

LETTER OF INTRODUCTION

Grace Wanjiku Gichobi
P.O BOX 274-01030
GATUNDU

The Headteacher

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GATUNDU

Dear Sir/Madam,

REF: LETTER OF INTRODUCTION

I am a student at Kenyatta University pursuing a MED Degree in EducationalAdministration under the School Based Program. The researcher will be carrying out a research entitled: The Role of headteachers in Curriculum Instruction Management in Gatundu District.

I hereby kindly request you to fill in this questionnaire which will enable the researcher to obtain important information for the research. The information offered will be treated with the utmost confidentiality and will not be unduly disclosed. The information will only be used as pertaining to this study and not otherwise.

Your assistance and cooperation will be greatly appreciated.

Yours faithfully

Grace Gichobi

Signature________________
APPENDIX TWO

QUESTIONNAIRES FOR THE TEACHERS

Dear teacher,

The purpose of this study is to assess the role headteachers in curriculum instruction management. The researcher is a post graduate student [M.E.D] at Kenyatta University. The questions are meant to assist the researcher obtain the necessary information to enable her effectively conduct the study. The results of the study will be beneficial to education stakeholders since they may use them to improve curriculum management. Please fill in responses as truthfully as you can.

Part A: Demographic Data

1. Name of the school……………………………………………………..
2. Professional Qualification …………………………………………………
3. Years of experience as teacher…………………………………………

Part B: Management Activities

4. The following are the activities that a headteacher performs in managing curriculum instruction. Rate your headteacher in a five point scale 1-5 by putting a tick [✓] where appropriate to reflect your opinion.

Key: 1 never  2 rarely  3 sometimes  4 often  5 always

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks records and schemes of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occasionally visit lesson sessions in classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checks student assignment and C.A.T scripts to ensure regular marking takes place</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide adequate teaching and learning materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage effective use of academic time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checks teachers lesson notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invite teachers to observe him/her teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Indicate whether the following learning materials are available and adequate in your school. (Tick at the column)

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>Availability</th>
<th>Adequacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stationery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory equipment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. The following are methods used to motivate teachers for good performance. Tick the methods headteacher use in your school. (Tick where appropriate)

- Attend in-service training
- Their work is appreciated
- Responsibilities are delegated to them
- Achievement recognised
- Head regularly consult them
- Sympathized with while in problems

7. How often are staffs meeting held in your school? (Tick where appropriate).

- One per term
- Twice per term
- Thrice per term

8. Indicate whether the headteacher uses any of the following forum to communicate information on curriculum instruction.
<table>
<thead>
<tr>
<th>Method</th>
<th>Tick where appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal memo\Circulars</td>
<td></td>
</tr>
<tr>
<td>Notice board</td>
<td></td>
</tr>
<tr>
<td>School assembly</td>
<td></td>
</tr>
<tr>
<td>Staff meeting</td>
<td></td>
</tr>
</tbody>
</table>

9. Have you ever attended any in-service training? If yes specify.

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APPENDIX THREE

QUESTIONNAIRE FOR HEAD OF DEPARTMENTS

Dear H.o.D,

The purpose of this study is to assess the role of headteachers in curriculum instruction management. The researcher is a post graduate student [M.E.D] at Kenyatta University. The questions are meant to assist the researcher obtain the necessary information to enable her effectively conduct the study. The results of the study will be beneficial to education stake holders since they may use them to improve curriculum management.

Please fill in responses as truthfully as you can.

Please use a tick (✓) to fill in responses.

Part A: Demographic Data

1. Name of the school………………………………………………………………………………

2. Professional Qualification ………………………………………………………………………

3. Years of experience as a teacher…………………………………………………………

Part B: Management Activities

4. The following are the activities that a headteacher performs in managing curriculum instruction. Rate your headteacher in a five point scale 1-5 by putting a tick [✓] where appropriate to reflect your opinion.

<table>
<thead>
<tr>
<th>Rating</th>
<th>1 never</th>
<th>2 rarely</th>
<th>3 sometimes</th>
<th>4 often</th>
<th>5 always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks records and schemes of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occasionally visit lesson sessions in classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checks student assignment and C.A.T scripts to ensure regular marking takes place</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Provide adequate teaching and learning materials
Encourage effective use of academic time
Checks teachers lesson notes
Invite teachers to observe him/her teach

5. Indicate whether the following learning materials are available and adequate in your school. (Tick at the column)

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>Availability</th>
<th>Adequacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stationery</td>
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<td>Classrooms</td>
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<tr>
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<td>Laboratory</td>
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<tr>
<td>Laboratory equipment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. The following are methods used to motivate teachers for good performance.
   Tick the methods headteacher use in your school. (Tick where appropriate)

<table>
<thead>
<tr>
<th>Methods</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend in-service training</td>
<td></td>
</tr>
<tr>
<td>Their work is appreciated</td>
<td></td>
</tr>
<tr>
<td>Responsibilities are delegated to them</td>
<td></td>
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<tr>
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<tr>
<td>Head regularly consult them</td>
<td></td>
</tr>
<tr>
<td>Sympathized with while in problems</td>
<td></td>
</tr>
</tbody>
</table>

7. How often are staffs meeting held in your school? (Tick where appropriate).

<table>
<thead>
<tr>
<th>One per term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice per term</td>
<td></td>
</tr>
<tr>
<td>Thrice per term</td>
<td></td>
</tr>
</tbody>
</table>

8. Are exam timetable displayed in time?
9. Indicate whether the headteacher uses any of the following forums to communicate information on curriculum instruction.

<table>
<thead>
<tr>
<th>Method</th>
<th>Tick where appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal memo\Circulars</td>
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<tr>
<td>School assembly</td>
<td></td>
</tr>
<tr>
<td>Staff meeting</td>
<td></td>
</tr>
</tbody>
</table>

10. Have you ever attended any in-service training? If yes specify.

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APPENDIX FOUR
HEADTEACHER INTERVIEW SCHEDULE

Dear Headteacher,

Thank you for agreeing to take part in this interview. The purpose of this interview is to obtain information from the headteacher about how they perform their role of curriculum instruction management in their respective schools. I assure you that everything said in this interview will be confidential.

1. Have you been trained on curriculum instruction management since you became a headteacher?

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2. What methods do you use to evaluate teachers efficiency?

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3. At what time of the year are schemes of work ready?

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4. Do you check records and schemes of work?

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5 Do you visit classroom to observe individual teacher teach?

6 What is the teacher attitude towards class observation?

7 Do you check students’ assignments and CAT scripts to ensure regular marking takes place?

8 How do you deal with teachers who do not complete the syllabus in time?

9 How do you develop teaching and learning resources?

10 Do you provide adequate teaching and learning resources?
11 What percentage of teachers has teaching aids in school?

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…………………………………………………………………………………………
…………………………………………………………………………………………

12 What is the average teaching load for the teachers?

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…………………………………………………………………………………………

13 How do you motivate your teacher?

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…………………………………………………………………………………………
…………………………………………………………………………………………

14 Which forums do you use to communicate information on curriculum instruction in your school?

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15 Suggest possible ways of improving the management of curriculum instruction

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