THE ROLE OF PRINCIPALS IN CURRICULUM IMPLEMENTATION
FOR QUALITY STUDENTS ACHIEVEMENT IN SECONDARY
SCHOOLS IN MURANG'A COUNTY, KENYA.

BY

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DECLARATION

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

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This research project is dedicated to my husband David Kabiro and our children Muya, Wanjiku and Yvonne. Special thanks to Nicholas for typing the document.
ACKNOWLEDGEMENT

I am grateful to God for enabling me to do the work and to my supervisors Prof. John Aluko Orodho and Dr Charles Magoma of Department of Educational Management, Policy and Curriculum Studies, School of Education Kenyatta University for sparing their time to discuss my work. Special thanks go to my family for sacrificing valuable time we could have shared together as I carried out this study. May the almighty God, bless you abundantly.
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ACRONYMS AND ABBREVIATIONS

BOM    Board of Management
DEO    District Education Officer
DQUASO District Quality Assurance and Standards Officer
HOD    Head of Department
ICT    Information and Communication Technologies
KCSE   Kenya Certificate of Secondary Education
KEMI   Kenya Education Management Institute
KESI   Kenya Education Staff Institute
KICD   Kenya Institute of Curriculum Development
KNEC   Kenya National Examination Council
KNUT   Kenya National Union of Teachers
PTA    Parent Teachers Association
TSC    Teachers Service Commission
ABSTRACT

The study sought to investigate the role of secondary school principals in curriculum implementation for quality students' achievement in Murang'a County. The study had four main objectives namely: To determine the principals’ preparedness to implement the curriculum; to find out how principals perform their role as curriculum implementers; identify challenges faced by Principals while ensuring curriculum implementation in secondary school and to find out the coping mechanism employed by principals to overcome challenges in curriculum implementation. The study was based on the Fullan’s model which underlines six themes necessary for successful implementation of a curriculum including: Vision building; Initiative taking; Staff development and empowering; Resource management; Monitoring; Problem solving and planning. The study employed a cross-sectional survey design that employed mixed methods of qualitative and quantitative approach. The target population was 412 consisting of 27 principals, 32 Head of Departments, the District Education Officer, the District Quality Assurance and Standards Officer and 351 members of the Board of Management. The data was collected using interviews and questionnaires. The interviews were conducted with the District Education Officer, the District Quality Assurance and Standards Officer and the principals. Self-administered questionnaire were issued to Heads of Department and members of the Board of Management. The study had a sample size of 52 consisting of 10 principals, 10 head of departments one DEO, one DQUASO and 30 members of the Board of Management (three from each school). The quantitative data collected through the questionnaire was analyzed using Statistical package for Social Sciences to generate frequency and percentages. The data collected through interviews were analyzed thematically where themes that emerged in the course of transcription of the interviews text were categorized and interpreted. The study found out that the specific roles of the principals in curriculum implementation was provision of resources, motivation and guiding the teachers. The challenges that principals face include: lack of financial and human resources; and a broad syllabus that cannot be covered within the given time. However, principals have adopted some coping mechanisms which include: seeking for alternative financial resources; and allocating extra time to cover the syllabus. The study concluded that principals are well aware of their curriculum implementation role and fairly prepared professionally to carry out the role. However, lack of physical, financial and human resources hinders proper implementation.
CHAPTER ONE

INTRODUCTION

1.1 Introduction

In this chapter, background information that gives rise to the research problem is provided. The research problem under investigation is explained, justified and the objectives stated. The chapter provides the study’s guiding theoretical framework and a conceptual framework showing the variables under investigation and their relationship.

1.2 Background to the Study

The desire to provide quality education for all Kenyan children was one of the major objectives of the struggle for independence. The government has continuously been implementing measures to improve the quality of education in secondary schools. Previous researchers have suggested that a number of factors contribute to the establishment of quality education in schools. For example, Digolo (2003) and Eshiwani (1993) observed that the maintenance of factors such as curriculum, instructional materials and equipment are pivotal in ensuring quality education.

Curriculum is specifically an important instrument which acts as a guide towards provision of quality and relevant education. There is a close relationship between curriculum and society; it reflects the societies’ economic, political and technological situation. The curriculum should also be a dynamic instrument which changes to reflect the transformation of the societies with time. In Kenya, for instance, the curriculum at
all level of education is being currently realigned to achieve the national goals of education as envisioned in Vision 2030. In its report on aligning the education to the new constitution and Vision 2030, the Ministry of Education (2012: 43) observes that ‘at the heart of this vision is a curriculum which will provide knowledge, skills, competencies and values to enable learners to move seamlessly from the education system into the world of work.’ It is therefore clear that curriculum development and implementation is a critical aspect not only in the education sector but also provides an important platform on which the country launches its development agenda.

In Kenya the responsibility of curriculum development, research and curriculum review is bestowed upon the Kenya Institute of Curriculum Development (KICD). Kenya Institute of Curriculum Development is a semi-autonomous government agency within the Ministry of Education. To carry out this enormous mandate, KICD works in close consultation with other stakeholders in curriculum matters like teachers through subject panels (Otunga and Nyandusi, 2010). Other agencies involved include: Kenya National Examination Council (KNEC), Kenya National Union of Teachers (KNUT), religious organizations and Directorate of Quality Assurance and Standards which is charged with the responsible of supervising and ensuring quality control of the curriculum.

Curriculum development, however, standing alone is not adequate for providing high quality of education rather there is a need for implementers of the developed curricula. The attention and energy of curriculum developers should not focus on the production side only. Instead, a comprehensive and deliberate effort to ensure the implementation
of the curriculum is critical. Curriculum implementation is an essential aspect of curriculum development process and a very important stage in the educational process. This is because it involves the actualization of the curriculum Kosgey (2011). Further, Mampuru (2001) and Kobia (2009), argue that curriculum implementation is the most difficult phase of curriculum development but the most critical since it's at this stage that curriculum is consumed by its target users especially the learners. Fullan and Pomfret (1977), observe that over the years, curriculum projects have not been put into practice in a way curriculum developers had hoped. Often practitioners are not even aware that they have violated the developers' intentions (Altrichter, 2000).

The management of the education in Kenya and to some extent the implementation of curriculum is presided over by the Ministry of Education. The Ministry carries out its mandate through a network extending from the headquarters to the Counties, districts, divisions and zones. The Director of Education, Quality Assurance and Standards Officer and a battery of other officers are the main players. The Directorate of Quality Assurance and Standards is specifically charged with the role of curriculum delivery, implementation and evaluation. The Board of Management (BOM) may also represent the interest of the community and parents. However, in whichever way we look at it, curriculum implementation involves two major stakeholders: the teachers and the learners. This is because teachers are the main implementers and the learners are the main targets or direct consumers of the curriculum.
Specifically, the role of a principal as the school’s executive officer is crucial in ensuring proper curriculum implementation. Doharly (1993) observes that the principal should ensure quality curricula supervision in order to support teaching and learning processes. Further, Shiundu and Omulando (1992) emphasize that on a daily basis, principals have the responsibility to ensure that teachers implement the set curriculum and that learning activities take place. Olembo, et al. (1992) also suggests that provision of quality education requires that principals be involved in translation of education policies and objectives into viable program within the school.

Specifically Shoba (2009) outlines the role of school leaders in curriculum implementation as overseeing curriculum planning, developing assessment strategies and managing teaching and learning. Further a principal should plan and organize a staff program, discuss educational policy with educators and manage curriculum resources such as human resource, physical infrastructure and finances. Though the principals cannot implement the curriculum on their own, they are the single most influential group of persons who can make the process fail or succeed. The implementation processes require the management's active support and participation (Fullan, 1983).

Despite the crucial role of the principals in curriculum implementation, they face a myriad of challenges. In a study of secondary school principals as curriculum leaders in New Zealand, Cardno (2003) observes that workload, work complexity and sheer enormity of the work involved were among the factors that made it most difficult to perform the curriculum leadership role as effectively as they would like. The
administrative workload, financial management, dealing with conflict involving staff, students and parents are among other duties that interfere with the principal’s role as a curriculum leader. The principal’s work by nature involves frequent interruption due to heavy demands on their time by others, including parents, staff, students, board members and community organizations. In general, most secondary school principals believe that their key role is curriculum leadership. However, it is a challenge to maintain clear focus on this role while at the same time carrying out the functions of the school’s chief executive officer (Cardno, 2003).

1.3 Statement of the Problem

There has been public hue and cry for long due to continued poor performance in Kenya Certificate of Secondary Education (KCSE) examinations in many schools and hence high wastage rate due to costly investment entailed in financing secondary education. Among the reasons attributed to poor performance is poor curriculum delivery, which include unfinished syllabus, lack of understanding by learners on certain aspects of the subjects such as mathematics, among others.

While teachers are the main curriculum implementers and the learners are the main targets, the role of the principal in the implementation is critical. As Olembo (1992) observes, a principal plays an important role in supervision of curriculum implementation. However school principals have a multiple role in their capacity as the chief executive of the schools. Principals often fail to strike a balance in their roles because the roles are packed with a variety of other related activities that cannot be
separated from the whole school functioning. As such there is no defined role for the principal as a curriculum implementer. Sayed & Jansen (2001), points out that clarity of roles for the principals is a precondition for effective curriculum management in schools.

1.4 Purpose of the Study

The purpose of the study was to establish the role of the principals in curriculum implementation, by establishing their preparedness, the methods they use, challenges faced, and coping mechanism as they implement the curriculum.

1.5 Specific Objectives of the Study

Specific objectives of the study were to:

1. Determine the Principals professional preparedness to implement the secondary school curriculum.
2. Find out the principals modes of operations in performing their role as curriculum implementers.
3. Identify challenges faced by Principals while ensuring curriculum implementation in secondary school in Murang’a District.
4. Find out the coping mechanism employed by principals to overcome challenges in curriculum implementation.
1.6 Research Questions

1. What is the understanding of the principals regarding their curriculum implementation functions?

2. What professional preparedness do the principals require to implement the school curriculum?

3. What are the leadership roles that principals play to ensure effective curriculum implementation?

4. What challenges do the principals face in ensuring effective curriculum implementation?

5. What are the strategies /ways that the principals put in place in order to cope with the challenges they face while implementing the curriculum?

1.7 Significance of the Study

Proper curriculum implementation is an area that is neglected in some schools because most principals and senior staff members have no specific preparations for their roles and therefore fail to execute them. The research attempted to assess the preparedness of the principal in carrying out the curriculum implementation which may enable the policy makers to devise means to fill the gap existing in training, focusing on curriculum implementation. Further, principals juggle with a myriad of responsibility and may get confused about their roles relating to curriculum implementation. Consequently the study explored how the principals understand their roles in curriculum implementations with aim of providing essential information to school principals on their role as curriculum implementers.
It is hoped that the information generated may be useful in enhancing effective implementation of the curriculum and identify challenges faced during the implementation process. The research findings can help the Quality Assurance and Standard Officers on how best to prepare and support principals to be able to handle curriculum implementation in their respective schools.

1.9 Limitations of the Study

It would have been the researcher's wish to cover more public secondary schools and also private secondary schools in the study. This would have enriched the study's findings given the different circumstances under which different categories of schools operate in respect to curriculum implementation. However, due to limited time and financial constraint the researcher was only able to cover 10 public secondary schools.

1.10 Delimitations of the Study

There are many aspects of curriculum implementation and several other stakeholders involved in the process. However, this study focused only on the crucial roles of the principals in curriculum implementation. The study also sought information on curriculum implementation from District Education Officer (DEO), District Quality Assurance and Standards Officer (DQUASO), Head of Department (HOD) and Board of Management (BOM). The focus on these particular officials was based on the fact that they are the ones concerned with day to day curriculum implementation at school levels. Therefore, they were well placed to provide relevant information to solve the research problem.
1.11 Theoretical Framework

The underpinning theoretical framework of this study was based on Fullan’s model. Fullan (1991) identifies six themes which are necessary for successful implementation of a curriculum. These themes are: vision building, initiative taking and empowering, staff development / resource provision, restructuring, monitoring, problem solving and planning. In successful changes, these themes depend on each other throughout the implementation process. The themes provide a strategy for both the what (activities) and how (methodologies) of improvement (Fullan, 1991). The stated themes are briefly described below.

Vision building is the process whereby organizations develop a shared vision which provides the direction and strategies for successful implementation. Fullan (1991) suggests that vision building should include all users (principals, teachers, learners and parents) so as to develop a sense of ownership, which is favorable for commitment and development. In this case, the principal needs to offer visionary leadership and involve all the stakeholders including teachers, parents and the community.

Fullan (1991) suggests that administrators must be conversant about the innovation's requirements. He further points out that successful school are supported by expert administrators throughout the implementation process. The principal in this case should
possess the necessary professional and academic qualifications to be able to understand and communicate the curriculum to the teachers.

Fullan (1991) asserts that staff development is central to successful change in practice. There is need for both pre-implementation training and continuous training during the implementation process. Time should be created to allow for both workshops and interaction of teachers. The principals need to monitor staff development programs so as to assist the staff accordingly. Monitoring is important for successful implementation because it provides the limitations and the suitability of new ideas during the implementation process (Fullan, 1991). Through monitoring, the principals can restructure the implementers’ roles to suit the innovation.

According to Fullan (1991:86) schools that are geared for improvement restructure their roles, governance and organizational arrangements. Curriculum is a dynamic instrument that changes over time to cater for country’s needs. In this case the principal should be flexible and restructure his or her implementation plan as per the changes.
1.12 Conceptual Framework

A conceptual framework is a diagrammatic presentation showing the relationship between the independent and dependent variables. Based on the theoretical background and the objectives of the study the relationship between the independent and dependent variables is presented in Figure 1.1 below.

As shown in Figure 1 above the success of curriculum implementation largely depends on the curriculum leadership skills, professional preparedness, staff development and resource management which are the core roles of the principals in schools. Successfully implemented curriculum is indicated by yielding successful learners, confident students and teachers, and responsible citizens. The variables are explained below.
If a curriculum leader has a vision, he/she will be able to infuse the organization with value and purpose which give direction and driving power for development (Fullan 1994). According to Louis and Miles (1990) vision has two aspects: an image of the organization to be changed (i.e. what it could or should look like); and an image of the change process (i.e. the strategy for getting there). In the context of this study, the principal should offer visionary leadership by identifying the current status of the school, envision the desired status and design a road-map to attain such desired status. More importantly, the principal should involve all the stakeholders and effectively communicate the vision.

Knowledge, skills and attitudes are essential for educational innovation and to enhance effective management in particular, the curriculum (Nsibande, 2002). The principals are expected to be pedagogical leaders who constantly update their knowledge in areas of curriculum, including appropriate teaching methodologies. Apart from the in-service training offered by the government, personal initiative to gain the necessary knowledge aid the principals to be adequately prepared to handle the roles of curriculum implementation.

Curriculum is a dynamic instrument that changes with time to adapt to the changing needs of the learners. Thus, curriculum implementation involves a process of relearning competencies and attitudes for the existing personnel. Training approaches to implementation are successful when they combine concrete teacher-specific training
activities, ongoing continuous assistance and support during the process of implementation, and regular meetings with peers and others (Fullan, 1994). The principals should ensure regular updating of the staff skills. By constantly monitoring and evaluating the staff, the principal will identify existing gaps and seek the appropriate training mechanism.

Financial, material, physical and human resources play a major role in facilitating the implementation process. However, the mere abundance of resources is not enough; Instead, it’s the prudent management of the available resources that matters. Principals should combine pressure and support in order to achieve the efficient and maximum utilization of the resources. Resource and moral support should be availed while pressure to perform should be a must. As Artikel (2000) observes, the two should be balanced since pressure without support may lead to resistance; support without pressure leads to drift or waste of resources.

An effective principal, who applies visionary leadership, is professionally prepared, develops and motivates the staff while efficiently managing the resources stands a chance of successfully implementing the curriculum. The end results; are successful learners, confident individuals, effective contributors, good performance in KCSE and thereafter responsible Citizens.
1.13 Operational Definition of Key Terms

In this study some concepts have been used to guide the study. In this section, therefore, the understanding of these concepts in the context of the study is provided below.

1.13.1 Curriculum

An attempt to define curriculum reveals differences in opinions from various writers. Similarly, the notion can also be used in different contexts. However, in this study, curriculum is taken as programs by teachers and learners, designed in such a way that learners will as far as possible achieve specific educational and other school objectives.

1.13.2 Implementation

The term implementation in a broad sense conceptualizes the process through which a proposed concept, model, topic, theory etc. is taken up by some practice (Altrichter, 2000). Thus, in this study curriculum implementation will be taken to mean the process which focuses on the actual use of the proposed school curriculum (as defined earlier) with the aim of achieving the desired outcome.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the existing curriculum implementation literature by discussing what scholars in the local and international arena say about it. Specifically the chapter focuses on the literature on the role of the principals in curriculum implementation. The principals understanding of their roles, professional preparedness and challenges faced in the process of curriculum implementation are considered. The chapter closes with a summary of curriculum implementation discussions that emerged from the literature.

2.2 School leadership

The challenge of equipping young people with necessary skills to effectively participate in development of their respective countries and to cope with and respond to change throughout their lives have been a major focus globally. Individual countries need to respond to this challenge with approaches that are appropriate to their capacities and long-term development objectives. Secondary education takes on special significance in this respect. According to the World Bank (2005), secondary education has been positioned as a subsidiary to higher education in developed countries, a reason that have shaped policy formulation and curriculum development of secondary education in these countries.

Secondary school principals are the key to the development and success in provision of quality education (Zammit, 2004). Strong leadership in an educational setting means that
school principals and other school leaders must play a leading role in the change process (Payne, 2000; Wallace, et al., 2007). In Kenya education stakeholders have very high expectations of public secondary school principals because they believe that the success of a school is measured in terms of good performance in national examinations and the person responsible for this is the principal. Papanaoun, Johansson, and Pashiardis (2007) state that, school leadership has become more complex as curricular demands have grown.

Principals are among other things instructional supervisors in their respective schools. Van Deventer and Kruger (2003) stated that the five basic elements of instructional supervisory roles of principals are: defining the school mission, managing the curriculum and instruction, supervising teaching, monitoring learner progress and promoting instructional climate. Budhal (2000), Van Deventer and Kruger (2003) adds that, the Principal provides direction, resources and supports the teacher as an instructional leader.

2.3 Principal’s Professional Preparedness as Implementers of the Curriculum

According to Olembo (1992), one of the most important roles of the principals is that of supervision of curriculum implementation. Principals play a role in curriculum planning and adoption; classroom management; arrangement of instructional programs and out of school activities in any education system. According to Marlow and Minehira (2006), it is the responsibility of the principals to ensure that the curriculum is managed effectively through appropriate delegation to other teachers. This means that the principal is not only responsible for articulating the school curriculum and objectives,
but also delegating and coordinating curriculum implementation as well as monitoring the implementation and evaluating the curriculum.

The performance of curriculum implementation roles requires that principals be well versed with skills, expertise, and knowledge of the curriculum. Taylor (2006) contends that, when school management lacks knowledge of the curriculum, it results in teachers failing to plan certain aspects of the curriculum. Lack of curriculum knowledge and not being clear about terminology in the curriculum by principals, lead to poor lesson planning and teachers lack confidence when they deliver their lessons because curriculum leaders lack knowledge to guide them (Nsibande, 2002). Therefore, it becomes important that curriculum leaders are knowledgeable in the field of curriculum management so as to lead teachers and address problematic curriculum areas.

West-Burnham (1993) and Cardno (2003) observe that the role of principals as curriculum leaders is broad and requires dynamism. Consequently, they are expected to be co-coordinators who constantly update their knowledge in areas of curriculum, including appropriate teaching methodologies. Principals should demonstrate a thorough understanding of contemporary approaches to effective teaching and learning by effectively conveying, providing and coordinating information about the latest ideas and approaches of subjects and assessment strategies to staff members. By and large, the principals should provide a supportive environment by giving professional direction to the work of teachers through developmental workshops, in-service training while at the same time encouraging innovation in classroom practice. In order to do this principals
need to apply effective leadership approaches for proper curriculum implementation, reflect on their performance, appraise and demonstrate a commitment to ongoing learning in order to improve their performance and to motivate teachers to do likewise (Cardno, 2003).

In Kenya, according to Summative Evaluation of the Secondary School Education Curriculum Report by the Ministry of Education (2009), majority of curriculum implementers have the required academic and professional qualifications with 84.9% of Principals having attended some kind of management courses. The Ministry of Education according to Kinduku, (2009), has provided in-service management training for principals of schools. In 1988, the Government of Kenya established Kenya Education Staff Institute (KESI currently known as Kenya Education Management Institute (KEMI) to offer in-service training for heads of educational institutions including school principals.

Further, the KEMI mandate was diversified to train both serving and potential school leaders. Similarly, in a study on secondary school Principals’ quality assurance strategies and challenges in Gucha district, Mobegi, et al., (2010), indicated that 90% of principals had undertaken initial training courses (e.g. Diploma and first Degree). The study also noted that a half of the principals had received short in-service courses in school and financial management. However, only about 6.4% of principals had managed to further their education to master’s level (Mobegi, et al., 2010).
However, the continuous capacity development of principals remains haphazard, and in-service training of teachers is hampered by irregular and unscheduled training and inadequate time (Ministry of Education, 2009). This is attributed to lack of capacity due to inadequate funding to KEMI and lack of full time training facilities.

Apart from academic and professional qualification which positions the principals for the role of curriculum implementation, the criterion for appointing principals is also critical. According to Okumbe (1999), Teachers Service Commission (TSC) appoints principals based on experience of the teacher - the more the numbers of years one has taught the higher the chance of promotion to principal level. This ensures that the teacher has prior experience with curriculum implementation. In his study, Ogembo (2005) observes that for one to be a principal, he/she must be a qualified teacher, and must have been in an administrative post already such as a deputy principal.

However, newly appointed heads usually assume their roles in the office without having undergone formal training to prepare them for their new roles. Lack of training could contribute to incompetence in their roles. As pointed out in the previous section, training is a prerequisite for successful curriculum implementation (Sang, 2010).

2.4 Principals and Curriculum Implementation

To ensure effective curriculum implementation, the principals must adopt several strategies. According to Fullan (1991), administrators must engage in vision building, initiative taking and empowering, staff development, resource management, monitoring,
problem solving and evaluation. These themes depend on each other throughout the implementation process. The themes provide a strategy for both the what (activities) and how (methodologies) of implementation (Fullan, 1991).

2.4.1 Leadership and Vision Building

The vision building processes involves developing of a shared vision by a school which provides the direction and strategies for successful implementation. Fullan (1991:81) suggests that vision building should include all users (principals, teachers, learners and parents) so as to develop a sense of ownership, which is favorable for commitment and development. According to Roehrig, et al., (2007), principals and staff should generate input and share in shaping and clarifying the vision. The principal should create an even ground for the involvement of all stakeholders in vision building.

The involvement of all stakeholders develops a sense of ownership and commitment. The clarification or definition of policy goals to users is an important process during vision building and should be a priority in all schools. Shoba (2009) also observes that school management needs to adopt visionary leadership which guides curriculum management in schools. This mandates school management to develop and interpret the school's vision in line with curriculum needs. Cardno (2003) also concurs that the school's vision should guide and motivate teachers and learners in upholding high standards of achievement for their schools.
2.4.2 Human Resource Management

Human resources are the most important kind of resource that the schools have. Therefore, it is important that the principal manages these resources in such a way that quality teaching and learning is guaranteed. Onyango (2007) emphasizes that teachers comprise the most important staff in the school. However, the contribution made by other staff members such as secretaries, bursars, accounts clerks, matrons, nurses, messengers and watchmen is also important. Okumbe (1999) observes that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers. In this respect therefore teachers are the most critical players in the process of curriculum implementation. As Becher and Maclure (1978) posits the work of curriculum development is not completed till it has actually penetrated the classroom and influenced what goes on between teachers and individual learners.

However, this depends largely on how human resources (teachers and non-teaching staff) are managed and appreciated by the management. Of paramount importance, therefore, is the proper management of teachers for its absence will invariably lead to low productivity on the part of the teachers (Republic of Kenya, 1988). The principals’ responsibility in human resource management involves: leading and motivating staff; delegating responsibilities effectively; and conflict management. Principals in effective schools involve themselves in improving instruction and training and are responsible for
day-to-day assignment of duties and supervision of the teachers (Republic of Kenya, 1988)

According to Chipenyu (2007), to ensure that the curriculum is uninterrupted, the principals should engage in various human resources management activities, for example, mentoring, managing absent educators, and relating to parents. Mentoring happens when an experienced educator in a learning area assist inexperienced teachers. The new teacher observes his/her mentor when he/she teaches so that teaching skills are transferred from the experienced to the less experienced teacher so that curriculum standards of a school are not compromised. Furthermore, the principals should manage absent teachers because learners ought not to be in a classroom without an educator to teach them. Therefore, the principals have a serious responsibility to ensure that each class has an educator at all times (Chipenyu, 2007). In this way, the curriculum may not be disturbed.

In a school environment discipline issues are bound to crop up and if left uncorrected they may disrupt school curriculum implementation. The principals must actively be involved in handling of teachers’, students’ and workers’ discipline. While student discipline is a school based issue, when it comes to handling the teachers discipline, Kindiki (2009) observes that many heads of schools would often prefer to deal either with a third party to help them face a teacher whom they believe is errant or they would prefer to seek intervention of the Teachers Service Commission, which are always more often than not transfer letters for the teachers to other areas that the teachers may not
prefer. However, many schools in Kenya are involved in handling the teachers discipline by themselves at times unless the problems are out of hand.

2.4.3 Financial Resources Management

From the above discussion as well as the literature study, it is clear that financial resources play a major role in facilitating the implementation process. Based on the curriculum requirement, the principal is expected to draw up a plan of implementation based on the available resources. The principal should therefore mobilize adequate financial resources. If there are no funds to facilitate the implementation process like books, classroom and other infrastructures it cannot be successful.

In Kenya principals play a major role in the management of all school financial activities, which involve the budgeting of money. The money is obtained through various sources such as fees and disbursement from the central government. According to Orlosky (1984), financial management determines whether or not the school will meet its objectives including curriculum implementation. The Principals is responsible for budgeting, accounting and auditing functions of financial management. With the introduction of free Day Secondary Education, schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees (Republic of Kenya, 2000).

2.4.4 Material and Physical Resources Management

Generally schools have basic physical resources that support curriculum implementation and these include classrooms and teaching material (Shoba, 2009). Teaching and
learning materials are especially very essential for effective teaching, which are directly linked to the curriculum implementation. They help learners to achieve the specific objectives constructed for the content. Curriculum developers point out that no curriculum can be adequate and effectively implemented without adequate teaching and learning materials.

The management of material resources entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials. Onyango (2007) states that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials whether by individuals or groups. With the introduction of Free Day Secondary Education, schools could have registered over-enrolment, which means that the resources available in schools are constrained.

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

Verspoor (2008) argues that increases in public spending will be inadequate to generate increases in education attainment and learning achievement unless accompanied by efficient use of available resources. Apart from management of the available resources principals are also required to find sources of additional funding.

2.4.5 Curriculum Implementation Outcomes

The education system in Kenya is largely examination oriented. The quality of education tends to be evaluated in terms of the number of students passing national examinations (Eshiwani, 1993). Individual student achievements are similarly gauged on the grade attained. Educators and the general public have time and again expressed concern over factors that influence student performance in examinations. The most outstanding factor has to do with the organizational management of schools. For instance, Rutter, et al. (1979) and Wekesa (1993) note that to improve students' performance principals are required first to improve the management of the schools. This can be done by setting a clear vision for the schools and communicate this vision to students, support its achievement by giving instructional leadership (curriculum implementation), provision of resources and being visible in every part of the institution.

The quality of education as measured by student achievement in national examinations is however considered as below average standards (Ongiri and Abdi, 2004). Essentially
curriculum implementation is meant to actualize aspirations to achieve ambitious and future focused goals for students and education generally (Sinnema, 2011). Goals for education include building an education system for the 21st century and securing Kenya a place in the global knowledge society of the future. Goals for students include that they experience the most effective, powerful and engaging teaching possible and are prepared for complexity, change and diversity in information, technology, work and social conditions. The students are also expected to be lifelong learners who are confident and creative, connected, and actively involved. Realizing these goals, and this vision, requires educators to have deep understandings both about the discrete curriculum elements (such as Values, Learning Areas, ‘Teaching as Inquiry’, and Key Competencies), and the implications of those elements when considered in combination (Sinnema, 2011).

Schools can make a difference to students’ holistic achievements. The principals’ leadership especially on curriculum management is one of the factors which contribute to success or failure. In the process of curriculum implementation the principals ought to address many varied factors due to their influence on students’ behavior and scholastic achievement. Such factors include: Amount of teaching and degree of academic emphasis; the extent and nature of ability groupings; teacher expectation; styles of teaching and classroom management; size of the school; patterns of discipline and characteristics of school climate (Rutter, et al., 1979).
2.5 Challenges to Effective Curriculum Implementation

2.5.1 Introduction

This section discusses several challenges to curriculum implementation that emerged in the reviewed literature. These are; lack of knowledge because of lack of continuous training of principals, lack of resources conflicting roles and attitudes among others.

2.5.2 Conflicting of Roles

Clarity of roles for the principals is a precondition for effective curriculum management in schools (Newlove, 2004; Sayed & Jansen, 2001). Principals often encounter problems in understanding what it means to be a curriculum manager and have expressed uncertainty about the specific nature of curriculum leadership. Moreover, principals fail to strike a balance in their roles because the roles are packed with a variety of other related activities that cannot be separated from the whole school functioning. For instance, principals have key roles in the education system and in the wider community. They perform what can be referred to as roles full of confusion and ambiguity.

Principals are educational leaders, managers of people and resources, advocates of their schools and of education generally to the community at large. They are negotiators and agents of government authorities. They act as experts and exemplars to members of the school community. They exercise authority to teachers and learners. Thus, Kwakwa (1973) describes the principal as the keeper of keys, the director of transportation, the coordinator of correspondence, the quartermaster of stores, the divisor of intricate
schedules, the publisher of handbooks, the director of public relations and the instructional leader.

According to Cardno (2003) the administrative workload, financial management and dealing with conflict involving staff, students and parents are among activities that interferes with the principal’s role as a curriculum leader. The principal’s work by nature involves frequent interruption due to heavy demands on their time by others, including parents, staff, students, board members and community organizations. Accountability to education authorities also put enormous pressure on principals in schools, thus impeding curriculum management (Marsh, 2003).

In general, most secondary school principals believe that their key role is curriculum leadership. However, it is a challenge to maintain clear focus on this role while at the same time carrying out the functions of the school’s chief executive officer (Cardno, 2003).

2.5.3 Lack of Resources

Lack of resources is a primary factor that impedes curriculum management, and is widely experienced in most developing countries, including Kenya. Most public secondary schools in Kenya have a shortage of almost every teaching and learning aid, including human resources. These are one among the most serious problems that principals struggle with in their endeavor to manage the curriculum. According to Kobia (2009), this may be attributed to introduction of Free Primary Education in 2003 and
subsequent introduction of Free Day Secondary Education in 2006. This strained the available resources, physical facilities and human resources. Shiundu and Omulando (1992) are of the opinion that, a new program requires relevant and adequate facilities. Even before its implementation, physical facilities must be prepared and materials purchased to ensure the successful activation of the program. However, this was not the case, when Free Primary Education and Free Day Secondary Education were introduced in Kenya.

Overcrowded classrooms make it difficult to teach and because of inadequate school finances, principals cannot employ extra teachers in order to reduce the learner teacher ratio in the classrooms (Shoba, 2009). This results to inadequate number of teachers to implement curriculum.

Lack of adequate Information and Communication Technologies (ICT) infrastructure in schools limits the engagement of teachers and learners in modern forms of knowledge acquisition and participation that are so critical in the knowledge society. Provision of the necessary infrastructure as well as e-learning materials is an urgent need which should go hand in hand with adequate training of teachers in use of ICT. This will ensure that the education sector is prepared for the task of moving the country towards attainment of the targets set forth in Vision 2030.
2.5.4 Lack of Knowledge

Cardno (2003) observes that the barriers that principals encounter in curriculum management are the rapid pace of change in the national system in the area of curriculum change and policy implementation. There have been many curriculum changes in Kenya since independence. These changes are usually implemented after a report of a commission appointed by the government. For example, in 1985, Kenya changed its education system from 7:4:2:3 to 8:4:4 which required a different approach from the previous system. When the changes were introduced especially in Kenyan secondary schools, teachers were inadequately in-serviceed.

Research has shown that without in-service course, teachers encounter problems in implementing a new curriculum innovation (Porter, 1975; Hawes, 1979; Malusu, 1997). Further, pre-service training alone is insufficient to provide teachers with all the skills and knowledge needed in implementing the school curriculum (Porter, 1975; Oluoch, 1982). The success of a curriculum innovation, therefore, depends on the preparedness of the implementers including, the principals (Oluoch, 1982).

Similarly, principals play a major role in interpreting the educational policies in general as well as policy documents for the curriculum and therefore their knowledge is vital. Knowledge, skills and attitudes are essential for educational innovation and to enhance effective management of the change process, in particular, the curriculum (Nsibande, 2002). However, some principals who should have knowledge and expertise of the curriculum lack necessary skills. Taylor (2006) for instance maintains that Principals in
schools lack knowledge of the curriculum and therefore they fail to provide effective curriculum leadership to teachers because they do not understand the curriculum.

This weakness still continues despite principals' in-service training (as earlier explained) provided by Kenya Education Management Institute. According to Nsibande (2002), Shallow content of the course, the terminology and language complexity used in the curriculum remains a problem for those who attend.

Principals (as explained earlier) assign duties and supervise teachers to ensure curriculum implementation. However, if such teachers are not well prepared to handle the curriculum, the principal's efforts come to naught. Various scholars in curriculum studies like Hawes (1972), Bishop (1985), Urevbu (1999) and Syomwene (2003) authenticate the important role of teachers in curriculum implementation. For teachers to effectively carry out the role of curriculum implementation, adequate and elaborate training is a must. Despite the important role a teacher plays in curriculum implementation, most teachers lack in-depth training and in-service (Kobia, 2002). Principals are bound to be frustrated in implementation of the curriculum, if no mechanisms are put in place to explain syllabus changes or revisions to teachers, and to train them in new techniques (Kennedy, 1987).

2.5.5 Attitudes towards Change

As explained elsewhere in this paper curricula keep on changing time and time again. But as Sayed and Jansen (2001) argue, during curriculum reform, teachers' existing
beliefs, practices and interests are not explored sufficiently by curriculum developers to ensure successful implementation of the policy. This is because, according to Glatthom (2000), the translation of policy into practice depends crucially on the teachers who have the power to change meanings in different ways. Concurring to this is Van der Westhuizen (2004), who points out that people may have varying capacities to adapt and differing concerns when they are bombarded with change because it is difficult to amend personal values and beliefs that are entrenched in teachers' past experiences and practices. As it is, principals are the ones charged with the responsibility to influence people to respond positively to change.

2.6 Principals’ Coping Mechanisms

To cope with challenges of curriculum implementation (as explained above) principals employs a variety of strategies. Cardno (2003), for instance observes that delegation is considered as a key element in the effective implementation of the curriculum leadership role. The principals’ potential workload is lightened when competent staff has a desire to share the leadership of the school. Principals’ individual capabilities, good time management along with the principals’ own experience and training ensure their effectiveness as leaders.

Principals may also seek advice from other Principals through fora such as the Principals’ annual conferences. Ibrahim (2011) observes that such fora play a very big role in the development of principals in that it enables them to socialize, share and exchange ideas on their experiences on how they run their schools, the challenges they
face and their efforts in unraveling them. Some principals built networks with their contemporaries through which they continue sharing, advising and supporting each other after the conferences. Harding, et al., (1987) aver that networks build the capacities of members to identify, solve their problems, share their experiences, exchange information and provide moral and professional support.

In the literature review, it’s quite clear that principals have critical role in curriculum implementation. Though their success depends on several internal (school based) and external factors, it’s the ability of individual principal to leverage resources available and offer leadership which makes the difference between failure and success. Majority of the studies carried out on implementation dwells on other factors affecting implementation of the curriculum with few emphasizing on the actual role of the principal. The researcher identified the need to comprehensively investigate this aspect of the curriculum implementation, given the critical role played by the principal.

2.7 Summary of Literature Review

It is evident from the review of literature that curriculum implementation is a role that school principals must assume in schools in order to manage teaching and learning. A deeper understanding of curriculum implementation by principals is a prerequisite for effective curriculum implementation. Principals should have visionary leadership and become proactive leaders in the process. This is only possible if they understand theories that guide the management of the curriculum as discussed above. Apart from the necessary qualifications required to assume the position of a principals they should also
receive regular training on curriculum management because curriculum is dynamic and keeps on changing with time as the needs of the society changes.

It emerges that conflict of roles, lack of resources and adequate knowledge are the major challenges facing principals in their endeavor to implement curriculum for quality achievement of the students. However, given the multiple roles of a principal the specific role of a principal as a curriculum implementer is blurred. While many studies are clear on what must be done to fully implement the curriculum the role of the principal in this respect have not received adequate attention especially in Kenya. Every year after the announcement of the Kenya Certificate for Secondary Education results, there is always complaints due to poor performance in some schools. Though other external factors may affect performance, the poor performance is often attributed to poor management where the principal is put on the spot. To isolate the problems affecting poor performance principals must understand their roles in curriculum implementation and perform diligently.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methods used for the research design, data collection and analysis. The chapter is subdivided into eleven sections covering the following subtopics: Research design, location of the study, target population, sampling techniques, sample size, construction of research instrument, pilot study, data collection techniques, data analysis, logistical considerations and ethical Consideration.

3.2 Research design

The study adopted a survey design to investigate the role of principals in curriculum implementation. Orodho (2009) observes that, a survey design involves obtaining information by interview or administering a questionnaire. Both qualitative and quantitative research approach was used where the researchers conducted a survey using a questionnaire that is composed of closed and open ended questions and semi-structured interview. According to McMillan and Schumacher (1993), "Qualitative research is concerned with understanding the social phenomenon from the participants’ perspective." On the other hand, quantitative research is an inquiry into an identified problem, based on testing a theory, measured with numbers, and analyzed using statistical techniques.
In this respect therefore, this study used interviews to collect information from the school principals, the DEO and the DQUASO and the Board of Management (BOM). Interviews involve the use of a semi-structured interview guide where the interviewer has an extensive knowledge of the topic under investigation to enable him or her to select the relevant questions (Orodho, 2009). It enables a thorough and detailed understanding of the topic at hand. Further, a questionnaire was used to collect information from Heads of Departments.

3.3 Study Locale

The study was conducted in Mathioya District in Murang’a County. The researcher chose the district due to its proximity to her work station. This makes it convenient in terms of cost and time taken to reach the schools and the principals. Further, the researcher is familiar with the area and has a cordial relationship with the respondents, minimizing the possibility of hostility.

3.4 Target Population

The target population of the study is 412 consisting of the 27 public secondary school principals, 32 Heads of Department, the DEO and the DQUASO in Mathioya District and 351 Board of Management. The inclusion of the DEO and the DQUASO is important since they offer support and supervise curriculum implementation. As the national government agents at the county level, the officers are expected to provide information on the expected role of the principal as curriculum implementers as envisioned by the national education policies. Further, inclusion of the Heads of
Department in each school helped to collaborate the information provided by the principals. The HOD practically handles the delivery of the curriculum in the classroom and thus is capable of verifying the principal’s role in curriculum implementation. The Board of Management represents different stakeholders in the school such as the community, parents and teachers. Thus, their inclusion provided a different perspective of the role of principals in curriculum implementation.

3.5 Sampling Procedure and Sample size

3.5.1 Sampling Procedure

The sampling technique adopted by the study was purposive sampling and random sampling. Purposive sampling techniques involve selecting certain units or cases based on a specific purpose rather than randomly (Kvale, 1996). This technique is used to select a unit of the population that is typical of the population. The units are selected on the basis of the researcher’s judgment on their typicality (Orodho, 2009). In this study the researcher used purposive sampling for selecting the principals, Head of Departments and Board of Management given that they are involved in curriculum management at the school level. Further, they are also involved in management of resources that are critical for curriculum management. The DEO and the DQUASO on the other hand supervises the curriculum implementation on behalf of the government.

3.5.2 Sample size

Given the nature of focused interview, the sample size should be representative of the target population and provide enough information while avoiding repetition. As Yin
(1994) observes, the general rule on sample size for interviews is that when the same stories, themes, issues, and topics are emerging from the interviewees, then a sufficient sample size has been reached. Similarly focused interviews are time-intensive evaluation activity because of the time it takes to conduct interviews, transcribe them, and analyze the results (Yin, 1994). Further, according to Orodho (2009) in a descriptive survey, 30% of the population is adequate for sampling. As such the researcher drew a total sample of 52 respondents. The sample size consists of 10 principals representing 37% of the total population of principals and 10 Head of Departments accounting for 31% of the total HOD population. Since in a district there is only one District Education Officer and one District Quality and Standard Assurance Officer both were included in the sample size. Using purposive sampling 30 Board of Management members from the 10 schools were selected. Three BOM members were drawn from each school consisting of the sponsors' representatives, Parent Teachers Association representatives and community representatives. The three adequately represented various schools stakeholders.

The sample was distributed to cover all the school categories namely mixed, single sex, provincial and district schools. Each category of the school presents unique challenges in terms of discipline and funding which affects curriculum implementation.
Table 3: Sample Distribution

<table>
<thead>
<tr>
<th>Target Population</th>
<th>Number</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>Head of departments</td>
<td>32</td>
<td>10</td>
</tr>
<tr>
<td>DEO</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>DQUASO</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Board of Management</td>
<td>352</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>412</td>
<td>52</td>
</tr>
</tbody>
</table>

3.6 Research Instruments

According to Orodho (2009), questionnaires and interviews are the most common instruments used in the education and social research. In this study interviews and questionnaires were used.

3.6.1 Interviews

Interview technique was preferred since it allowed for in-depth probing, leading to more information and also clear expression of feelings, opinions and attitudes from the tone of the responses and facial expressions. The interview set-up was open and informal so as to understand all the personal feelings of the respondents without limiting their opinion.

Interview was used in this study to allow individuals to give their opinions on their role as curriculum implementers, challenges faced and the coping mechanisms used. As Maxwell (2005) points out, qualitative research focuses on processes rather than variance. Questions are designed to ask 'how' instead of 'whether or not' or 'how
'much'. During the interview, specific questions were asked revolving around given themes. The technique allows the interviewee a leeway to express his or her own interpretation and permits an extensive discussion of the theme (Hirsjärvi and Hurme, 2008). In addition, the respondent is able to bring out new or unexpected information.

3.6.2 Questionnaire

Orodho (2009) points out that a questionnaire can be used to collect a huge amount of data in a relatively short time. Further, a questionnaire reduces biases inherent in interviews, leading to honest answers since no identification will be needed and respondents can give answers without fear.

An open-ended and closed-ended self-administered questionnaire was issued to the Heads of Department in the 10 schools selected and three members of the Board of Management. The open-ended questions allowed the respondent a chance to give his or her perspective, while closed ended questions standardized the answers given. The questionnaires were distributed and respondents were given some time to respond to the questions, and then the researcher went round to collect the questionnaires. The use of questionnaires helped to save time and cost.

3.7 Pilot study

According to Cochran and Cox (1992), a pilot is designed to test logistics and gather information prior to the main study, in order to improve the latter's quality and efficiency. In this study a pilot study was conducted to ensure validity and reliability of
the measuring instruments. The pilot of the study was conducted in eight schools in the larger Muranga County. The schools were not part of the sample of the study.

3.7.1 Validity

Validity refers to the degree with which a measurement procedure or a questionnaire measures the characteristic it is intended to measure (Lewis, 1999). There are three dimensions from which validity can be examined. These include, face content, construct, and criterion validity (Orodho, 2009). In this study, during the questionnaire and interview construction, quality control and validity was ensured through face validity, where the instruments was subjected to experts to check whether it measured what it was intended to measure; As for content validity, the instrument was designed according to the study variables and their respective indicators of measurement; Construct validity, which was maintained through restricting the questions to the conceptualizations of the variables and ensuring that the indicators of a particular variable was within the same construct.

3.7.2 Reliability

Reliability is the extent to which results are consistent over time. According to Orodho (2009), reliability is concerned with the extent to which a measuring procedure produces similar results when repeated several times. In this study test-retest method was used to determine the reliability of the results. The questionnaire was given twice to the eight schools in the pilot study at an interval of two weeks. The reliability was established by the correlation between the scores obtained in the two instances. The Pearson’s correlation coefficient was used to obtain the correlation coefficient and determine the
degree of consistencies of the questionnaire in prompting similar responses each time it is applied. The Pearson’s correlation was 0.79 which indicated a strong reliability.

3.8 Data collection Techniques

During data collection, self-administered questionnaires were issued to Heads of Department and Board of Management. The respondents were allowed a period of two weeks to fill the questionnaires which were then collected. However, the interviews were personally conducted by the researcher on the principals, the DEO and DQUASO. Appointments were sought with the respondents prior to the interview to avoid inconveniencing the respondents. The language used during the interviews was English and an average of one hour was spent with each respondent.

3.9 Data Analysis

This section discussed the data analysis techniques that were employed in this study. Both thematic and descriptive analysis was used in this study. The thematic analysis was used to analyze the data collected through the interview while descriptive analysis was used to organize, present and explain data collected through the questionnaire.

3.9.1 Thematic Analysis

Qualitative data analysis is concerned with the process of organizing data into themes that emerge from the data (McMillan and Schumacher, 1993). Holliday (2002), suggests that the researcher searches for natural divisions or themes in the data, making use of areas of significance as they are reflected in the collection of data. This can be achieved by formal analysis of transcribed text as well as from what was observed during data
collection. The researcher searches for themes by reading through the transcribed text, while noting down probable themes and initial codes, thereafter these notes are grouped into themes (Creswell, 1998:148).

Tesch (1990) suggests the following steps during the process of data analysis:

1. The researcher reads carefully though all the transcripts to get a sense of the whole.
2. The researcher then reads each transcription and writes down the possible themes in the margin, and then tries to identify the main themes or categories.
3. A list of all emerging themes is made. Similar themes are grouped together.
4. The themes in the list are abbreviated into codes and these codes are written next to the appropriate segments of the text.
5. The groups of themes are then turned into categories and these categories are grouped together if necessary, that is, if they are related to reduce the list of categories.
6. The data belonging to each category is then assembled from the text, to be able to perform analysis of the nature of the categories.

In this study, prior to analysis, the interview recordings were transcribed and themes were developed. The themes guided the researcher to identify what the principals understood as their functions in curriculum implementation, their preparedness and challenges they face while implementing the curriculum.
3.9.2 Descriptive Analysis

The data collected from the Head of Department through a questionnaire was analyzed and presented by generating frequency tables, percentages, and pie charts. This involved presentation of information on the demographic characteristics of the respondents, education level, experience and activities of curriculum implementation and coping mechanisms.

3.9.3 Coding of the Data

Coding the data is also a form of analysis. According to McMillan and Schumacher (1993), Coding is the process of dividing data into parts by a classification system. To ensure reliability of data, all interviews are recorded in a verbatim way. The recorded interviews are transcribed, and the transcribed texts are coded to establish common themes. Codes are used to organize chunks of meaning together into themes. The appropriate method is to go through the transcripts or field notes with a pencil, marking units that cohere because they deal with the same topic and then to group them into topics (themes).

After the themes and their corresponding codes have been set up, the transcripts are then read again and the sections marked with an appropriate code that identifies a certain category or theme (Chikoko and Mloyi 2000). The coding process divides the transcribed data into categories or themes. After the identification of separate themes, they have to be grouped together into categories, according to the results of the research. Thereafter, an integrated explanation should be offered in the discussion of these results.
In this study, discrete parts of key texts were closely examined and compared for similarities and differences, then labeled accordingly. The information provided by the Head of Department helped the researcher in the process of triangulation.

3.10 Logistical and Ethical Considerations

The logistics considerations involved were categorized into pre-field work, field work and post field work logistics. The pre-fieldwork logistics included re-evaluating the interview schedule to ensure it captured all the themes intended to be covered. A pre-test was conducted for this purpose. A research permit in form of an approval letter from Kenyatta University was sought before proceeding for fieldwork. In addition, a research permit was also sought from the Ministry of Education. Authority to collect data within Mathioya District was given by the District Commissioner and DEO prior to commencing the field work.

A comprehensive work plan detailing all the activities to be carried out and the time-frame for each of the activities was prepared and provided in the appendix. The main activities included were literature review, development of research instruments, pre-testing, data collection, coding analyses.

According to Strydom (2002), obtaining informed consent implies that all possible information regarding the aim of the investigation, the procedure to be followed during the investigation, the possible advantages, disadvantages and dangers to which participants may be exposed should be put to the potential participants in the research.
Informed consent is also required in ensuring the confidentiality of identity (Kvale, 1996). Informed consent from participants was therefore sought. All the respondents were informed that the information provided was for academic purposes only.
CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents, interprets and discuss the data collected during the field work. The data was presented according to the objectives of the study. The objectives of the study include: Investigating the principals’ professional preparedness to implement the secondary school curriculum, Investigate the principals’ modes of operations in performing their roles as curriculum implementers, Identify challenges faced by Principals while ensuring curriculum implementation and find out the coping mechanism employed by principals to overcome challenges in curriculum implementation.

4.2 General and Demographic information

4.2.1 General Information

The study interviewed one DEO one DQUASO and 10 principals. Questionnaires were also administered to 10 Head of departments and 30 members of the Board of Management from the participating schools in the districts.

4.2.2 Demographic data

The participating schools were drawn from Mathioya district in Muranga County where the Majority of the schools were day mixed schools. The study found no differences in curriculum implementation based on types of schools.
Table 4: 1 Schools Participating

<table>
<thead>
<tr>
<th>Type of schools</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day mixed</td>
<td>4</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>2</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>1</td>
</tr>
<tr>
<td>Mixed boarding</td>
<td>2</td>
</tr>
<tr>
<td>Mixed day and boarding</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

4.3 Professional Preparedness

For principals to perform curriculum implementation they require professional preparedness though acquiring skills, expertise, and knowledge of the curriculum. To establish the professional preparedness of the principals, the study sought to know the experience of the respondents in terms of years they have worked as principals. Further, the study sought to establish if the respondents have received any trainings pertaining curriculum implementation.

4.3.1 Experience of the Principals

The experience of the participating principals as shown in Figure 4.1 indicates that majority of the principals had 5 years of experience and above.
The importance of experience in years as an indicator of professional preparedness is based on the fact that the longer the period one have been a principal the more the likelihood that such a person have received curriculum implementation training. This is supported by the assertion by Kinduku, (2009), that the Ministry of Education frequently provide in-service management training for principals of schools through Kenya Education Management Institute (KEMI).

It therefore follows that principals who have worked for many years have not only received training but accumulated valuable experience through practical application. In this case therefore the principals have had a fairly adequate training given that majority of them have worked for 5 years and above as principals.
4.3.2 Training on curriculum

Apart from training the study sought to establish whether, the principals had received any special form of training on curriculum implementation. As shown in figure 4.2 majority of the principals indicated as having received training on curriculum implementation.

**Figure 4: 2 Training on Curriculum Implementation**

The findings correspond with the Ministry of Education (2009), that curriculum implementers have the required academic and professional qualifications with more than three quarters of Principals having attended management courses. The finding implies that the principals in Mathioya districts have received some form of specialized courses pertaining management of the schools. Such trainings augment the general teachers training undertaken in the teachers colleges and Universities.
The professional preparedness of principals in the district was further elaborated by the DQUASO who is a government official charged with the responsibility of ensuring that quality of education is maintained in the district. According to the officer, the Ministry of Education organizes workshops and seminars to improve on the pedagogical skills and also the principals consult professional bodies such as school heads association on curriculum implementation.

4.4 The principals' modes of operations in performing their roles as curriculum implementers

Establishing the mode of operation by principals in performing their role as curriculum implementers was intended to show how principals execute their mandate as curriculum implementers.

4.4.1 Staff Development

The principals have an organizational structure through which they ensure the curriculum is implemented. The findings revealed that HODs are the most important link between the principals the teaching staff and the students in respect to curriculum implementation. To ensure that HODs are well versed with curriculum implementation the principals ensures that they are well trained. As shown in figure 4.3 the half of the HODs indicated that they were trained in curriculum training. However, an equal proportion indicated that they have not received any training on curriculum implementations. This is supported by the Ministry of Education (2009) which indicated that continuous in-service training of teachers is hampered by irregular and unscheduled training and inadequate time.
The findings implies that with only half of the HODs having received training on curriculum implementation the principals may not fully perform their role as implementers. As the principals’ link to the actual implementation, the HODs are ill equipped for the role.

4.4.2 Supervisory Role

The role of principals on curriculum implementation is mainly supervisory where they ensure that specific activities geared towards curriculum implementation are undertaken. In this respect therefore the study sought to show how the principal ensures that specific activities critical for curriculum implementation are performed. As shown in Table 4.1 the principals must ensure that HODs maintain records of tests and examination to enable them keep track of the student performance which in turn may give an indication of the curriculum implementation status. In this case all the HODs confirmed that they maintain records of the performance. Other activities that majority of HODs confirmed
they perform included syllabus interpretation and designing the scheme of work. However the least performed activity was text book inventories a fact that can be explained by the existence of library attendants or other mechanism to maintain text book inventories.

Table 4: 2 Curriculum Activities Performed in Schools

<table>
<thead>
<tr>
<th>Activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus; Interpretation</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Scheme of work</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Records of tests and examinations</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Text book; Inventories</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Internal examination files</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>External examination files</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Student performance records</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

The supervisory role of the principal involves not only ensuring specific activities are performed but they are performed regularly enough to ensure they have the desired impact. To establish the frequency with which specific activities were performed, activities were scored according to how regular they are performed, where those activities that were performed always, scored highest while those performed rarely scored least. As shown in Figure 4.4 the activity that scored highest was stimulating work morale of the staff and holding methodology meetings. Other activities that were fairly performed frequently includes, checking students notes, internal checking of subject teaching, and induction of new members of the staff. However, the interpretation of the syllabus to teachers is the least performed.
Figure 4: Frequency of Curriculum Activities Performance

The activities performed in the school and their frequency is an indication of curriculum implementation. Performance of such activities depends on the effectiveness of the principals' leadership. Given the findings, principals in the district fairly perform a range of activities relevant to the curriculum. This corresponds with Rutter, et al. (1979) who notes that in the process of curriculum implementation the principals ought to address many various factors due to their influence on students' behavior and scholastic achievement which includes styles of teaching, classroom management and patterns of discipline and characteristics of school climate.
4.4.4 Involvement of all stakeholders

The curriculum implementation involves involvement of stakeholder of the public secondary schools. Such stakeholders include members of the Board of Management and government officials. In this study BOM members, the DEO and DQUASO were interviewed to establish whether they have been involved in curriculum implementation. To establish the understanding of BOM members on curriculum implementation, the members were required to indicate factors that affect student performance in Mathioya District and were also to rate the performance of their respective principals on particular roles rated to curriculum implementation.

![Bar Chart]

**Figure 4: 5 Reasons for Poor Performance in Mathioya District**
The BOM rated discipline issues and lack of resources such as books as the two most important factors that lead to poor performance in public schools in Murang’a County. Poor management was the third most important while lack of supervision from the Ministry of education was rated the least cause of poor performance in Murang’a County.

From the DEO perspectives the role of the principal in curriculum implementation includes overseeing implementation of the curriculum in the school, supervision and provision of resources. According to the DEO for the principals to carry out their role as curriculum implementers in Mathioya district,

‘The DEO mainly supports the principals through standard assessment, organizing workshops and seminars to improve on the pedagogical skills and consulting with professional bodies such as Heads Association on curriculum implementation’ (DEO)

On the other hand the DQUASO conducts advisory standard assessments for schools and teachers, organizes subject workshop for teachers and advises on the new trend in education.

The DQUASO supports the principals in advising them on their role in curriculum implementation and supervision during meetings and visits to schools. Further, DQUASO approves Curriculum Based Establishment (C.B.E) for onward transmission to T.S.C to ensure proper staffing in schools.

Based on the BOM knowledge of curriculum implementation and the DEO and DQUASO expression on the role they play in support of principals in the process of curriculum implementation, it is clear that principals in Mathioya district involves stakeholders in school management. This corresponds with Fullan (1991) suggestion
that vision building should include all users (principals, teachers, learners and parents) so as to develop a sense of ownership, which is favorable for commitment and development. The involvement of all stakeholders develops a sense of ownership and commitment.

4.5 Challenges faced by the principals

The principals face challenges in resource inadequacy, broad syllabus and teacher's absenteeism. Poor fees payment and inadequate financial allocation from the government are the major challenges in public schools in Mathioya District. This has lead to lack of enough facilities such as classrooms and science equipment. The broad syllabus in some subjects poses serious challenges since most schools do not finish the syllabus on time (Principal 3).

This supports earlier observations by Kobia (2009) that lack of resources is a primary factor that impedes curriculum management with most public secondary schools in Kenya having a shortage of almost every teaching and learning aid, including human resources.

Apart from lack of finances, non-co-operation by stakeholders; de-motivated staff and high poverty level among parents in Mathioya District are among factors that indirectly pose challenges in implementation of the curriculum.

4.6 Coping mechanism

Principals employ a number of measures to cope with the above challenges. Lack of resources has led principals to seek funds from other sources apart from the parents and the government. Extra time for tuition is also created during the school days and the
holidays to enable coverage of the syllabus. Further, principals liaise with the BOM members to employ teachers to supplement what is provided by the government.

5.1 Summary of Findings

5.2.1 Principals' professional preparations

Initial professional preparation was geared to their roles as principals and special training on curriculum implementation. The principals were adequately trained for their roles and special training on curriculum implementation was provided.

The workshop was conducted to improve the principals' delivery of curricular contents and their implementation of the universally adopted modes of operations in the educational institutions.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings; it also presents conclusions drawn from the findings and makes recommendations for further research.

5.2 Summary of findings

5.2.1 Principals’ professional preparedness

The principal professional preparedness was gauged by their self reporting on the years of experience as principals and special training on curriculum. Majority of the respondents had five years and above of experience as principals. Similarly the principals had received special training on curriculum implementation. Moreover, the DQUASO organizes workshops and seminars to improve on the pedagogical skills and also the principals consults professional bodies such as school heads association on curriculum implementation.

5.2.2 The principals’ modes of operations in performing their roles as curriculum implementers

The findings reveal that the mode of operation by principals in performing their role as curriculum implementers is through supervision of the staffs. Specifically the principals ensure implementation through Head of departments who ensures that records of performance are maintained and schemes of work are designed. The principals ensure
that teaching methodology meetings are held and internal teaching supervisions are conducted. However, students' motivation and syllabus interpretation are the least performed activities.

The principals also ensure staff development as indicated by Head of departments. The findings show that half of the HODs have trained in curriculum implementation. Further, the principals involve other stakeholders to ensure curriculum implementation. This was indicated by the BOM awareness of the challenges of the schools they help to manage such as lack of resources and indiscipline. The government officials were also part of stakeholders involved in curriculum implementation through organizing training, seminars and guidance in curriculum implementation.

5.2.3 Challenges Faced By Principals While Ensuring Curriculum Implementation

Principals are faced with a number of challenges while implementing the curriculum. The main challenges faced include lack of resources such as enough teaching staffs leading to high student teacher ratio thus compromising the content delivery. Financial resources were also reported to be inadequate since the allocation from the government is not commensurate with the needs of the schools in Mathioya District. The fees payment from the parents which supplement the allocation from the government is poor thus compromising acquisition of necessarily materials and equipment. Further, the principals are of the opinion that syllabus content in some subjects are too broad and it is therefore not practical to cover the syllabus within the given time.
5.2.4 The coping mechanism employed by principals to overcome the challenges

To cope with the challenges cited above the principals employ several strategies: To supplement inadequate financial resources the principal seeks finances from other sources such as fund raisers and income generating activities within the school. On human resource, the principals use the school finances to employ teachers who are directly paid by the BOM. This measure ensures adequate teaching staff and thus effective content delivery. To ensure the broad syllabus is covered teachers allocate extra time for teaching during the term.

5.3 Conclusion

It emerges that principals are well aware of their role in curriculum implementation as revealed by the findings. Further, they are also relatively well prepared to handle the curriculum implementation. The government through the DEO and DQUASO support the principals through standard assessment, organizing workshop and regularly visiting the schools to evaluate the implementation. The HODs report adequate support from the principals through guidance, motivation, and encouragement. From such supports, the HODs have been able to perform critical curriculum implementation activities such as supervising and, guiding teachers on teaching methodology among others. Other stakeholders such as BOMs rate the performance by principals as relatively good.

However, the major challenge in curriculum implementation is lack of resources both financial and human resources. As the findings reveal HODs, BOMs, DQUASO, DEO and principals have cited lack of resources as the major challenges in curriculum implementation. As such it can be concluded that lack of resources rather than professional preparedness is the major cause of poor curriculum implementation.
Further, it can be concluded that the content of the curriculum itself rather than the implementation process is also a problem. As it was revealed the syllabus is too wide to be covered within the allocated time.

5.4 Recommendations

5.4.1 Policy Recommendations

Given the results the study has revealed that principals have a clear understanding of their role as curriculum implementers and are relatively well prepared professionally for the implementation. However, implementation is hindered by lack of resources and wide syllabus. As such this study recommends additional resources from the government to enable principals implement the curriculum. The critical resources that require considerations include teaching staff to improve on the content delivery. The study also recommends that means of increasing financial allocation to public secondary school should be devised. Among the measures is alternative sources of finance such as income generating projects within the school and raising funds from other agencies. These measures will ease school fees burden shouldered by poor parents. Lastly the curriculum development should take into account the content of the curriculum such that it is practically possible to achieve the intended goals within the allocated time.

5.4.2 Recommendations for further research

Though the study have come up with fundamental findings on the curriculum implementation, further research, can be suggested on the role of other stakeholders in curriculum implementation. Such study will reveal how other stakeholders including
BOMs and parents can supplement the efforts of the principals in curriculum implementation.


Kobia M. J,(2009). Challenges facing the implementation of 2002 secondary Kiswahili curriculum in Kenya


APPENDICES

INTERVIEW SCHEDULE FOR THE PRINCIPAL

The researcher is carrying out a study focused on The Role of Principals in Promoting Curriculum Implementation for Quality Students Achievement in Secondary Schools in Mathioya District as a partial fulfillment of the requirements for the award of the degree of Master of Education, Kenyatta University. This study is purely for academic purpose and all correspondence will be treated with utmost confidentiality. Please respond to the questions by providing information you consider to be the appropriate answer. Thank you very much for your information.

1. For how long have you been a principal?
2. As the principal of the school what do you perceive as your role in managing the curriculum?
3. How do you plan for teaching and learning in this school?
4. Which functions/activities do you think a principal should embark on when implementing the curriculum?
5. How would you rate your knowledge of the curriculum in general?
6. Have you attended any training on curriculum management and training?
7. What measures do you undertake to address curriculum problems in your school?
8. What are the challenges you face as the principal in curriculum implementation?
9. How do you cope with the challenges?
10. What do you think could be done to assist principals to become more effective in their role in curriculum management?
INTERVIEW SCHEDULE FOR THE DEO/DQUASO

The researcher is carrying out a study focused on The Role of Principals in Promoting Curriculum Implementation for Quality Students Achievement in Secondary Schools in Mathioya District as a partial fulfillment of the requirements for the award of the degree of Master of Education, Kenyatta University. This study is purely for academic purpose and all correspondence will be treated with utmost confidentiality.

Please respond to the questions by providing information you consider to be the appropriate answer. Thank you very much for your information.

1. What are your roles as DEO in curriculum implementation?
2. What role according to you does a principal play in curriculum implementation in secondary schools?
3. Specifically, how do you lead and support principal to successfully implement the curriculum?
4. How often do you visit or communicate with school’s principals?
5. What challenges do you face in helping school’s principals to implement the prescribed curriculum?
6. How do you cope with such challenges?
QUESTIONNAIRE FOR THE HEADS OF DEPARTMENTS

The researcher is carrying out a study focused on The Role of Principals in Promoting Curriculum Implementation for Quality Students Achievement in Secondary Schools in Mathioya District as a partial fulfillment of the requirements for the award of the degree of Master of Education, Kenyatta University. This study is purely for academic purpose and all correspondence will be treated with utmost confidentiality. In this questionnaire various value scales have been indicated for you to select. Please respond to the questions by marking what you consider to be the appropriate answer, or filing the blanks where necessary. Choose only one answer to each question. Thank you very much for your information.

Part A

Personal profile

Q1. Name of the school .................................................................

Q2. Gender  1. Male         2. Female  

Q3. Which age group do you belong to?
   a) Age Less than 24 years  
   b) 25 to 29 years  
   c) 30 to 39 years  
   d) 40 to 49 years  
   e) 50 to 64 years  

Q 4 No. of years worked as a teacher ....................... 

Q5. Employments status (Tick appropriately)  

74
a) Employed by the Board of Management
b) Employed by TSC
c) Volunteer /Teaching Practice

Q6. Level of Academic qualification
a) Masters in Education
b) Bachelors of Education
c) Diploma in Education
d) Post Graduate Diploma in Education
e) Others (specify)

Q7. How long have you been a Head of Department?
   a) Less than 2 years
   b) 2-5 years
   c) 6-10 years
   d) 11-15 years
   e) 16-20 years
   f) Over 20 years

Part B

Q8. Have you attended any instructional supervision courses?
   a) Yes
   b) No
Q9. Indicate with a tick whether you have maintained any of the following documents that are critical for curriculum implementation.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus; Interpretation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scheme of work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Records of tests and examinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text book; Inventories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal examination files</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External examination files</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student performance records</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q10. Indicate with a tick the frequency with which you perform the following activities 
(A=Always, O=Often, S=sometimes, R=Rarely, N=Never).

<table>
<thead>
<tr>
<th>Activity</th>
<th>A</th>
<th>O</th>
<th>S</th>
<th>R</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret syllabus to teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign schemes of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinate teaching methodology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induct new members of staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hold teaching methodology meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check students’ notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stimulate work morale of staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal inspection of subject teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivate students to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reprimand an inefficient teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q11. Do you receive support from the principal in performing your role? What kind of support?

Q12. What are some of the challenges that you encounter in the performance of your role as a curriculum manager?

Q13. How do you address or deal with curriculum related problems and issues that teachers encounter during teaching and learning?
QUESTIONNAIRE FOR THE MEMBERS OF THE BOARD OF MANAGEMENT

The researcher is carrying out a study focused on The Role of Principals in Promoting Curriculum Implementation for Quality Students Achievement in Secondary Schools in Mathioya District as a partial fulfillment of the requirements for the award of the degree of Master of Education, Kenyatta University. This study is purely for academic purpose and all correspondence will be treated with utmost confidentiality. In this questionnaire various value scales have been indicated for you to select. Please respond to the questions by marking what you consider to be the appropriate answer, or filing the blanks where necessary. Choose only one answer to each question. Thank you very much for your information.

1) Name of the school

2) How many years have you been a member of BOM?

   g) Less than 2 years
   h) 2-5 years
   i) 6-10 years
   j) 11-15 years
   k) 16-20 years
   l) Over 20 years
3) Identify by ticking on the given box your role as the member of the Board of Management

<table>
<thead>
<tr>
<th>Role</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify school development project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment of staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look after the welfare of the school Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality standard assurance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement of school performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance of discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raising funds for the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School finance management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4) From your perception how do the following factors affect student's performance in secondary schools in Mathioya District? (PLEASE TICK APPROPRIATELY)

<table>
<thead>
<tr>
<th>Factors</th>
<th>Very much</th>
<th>Much</th>
<th>Somehow</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of resources (text book, classes, teachers etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of supervision from the government</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5) From your perception what is the role of a principal in a school? (PLEASE TICK APPROPRIATELY)
<table>
<thead>
<tr>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify school development project</td>
</tr>
<tr>
<td>Curriculum implementation</td>
</tr>
<tr>
<td>Recruitment of staff</td>
</tr>
<tr>
<td>Look after the welfare of the school Community</td>
</tr>
<tr>
<td>Quality standard assurance</td>
</tr>
<tr>
<td>Improvement of school performance</td>
</tr>
<tr>
<td>Maintenance of staff discipline</td>
</tr>
<tr>
<td>Raising funds for the school</td>
</tr>
<tr>
<td>School finance management</td>
</tr>
<tr>
<td>Maintenance of discipline in the school</td>
</tr>
</tbody>
</table>
6) As a member of BOM how can you rate the performance of the principal in your school on the following roles? (PLEASE TICK APPROPRIATELY)

<table>
<thead>
<tr>
<th>Roles</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting of appropriate staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking after the welfare of the school Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensuring Quality standard are maintained in the learning process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement of school performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintaining of discipline (both teachers and student)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involving stakeholders in management of the school (parents, community and BOM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School resource management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>2012</td>
<td>2013</td>
<td></td>
<td></td>
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<tr>
<td>------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Jan</td>
<td>Feb</td>
<td>Mar</td>
<td>Apr</td>
</tr>
<tr>
<td>Activities</td>
<td></td>
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<tr>
<td>Proposal</td>
<td></td>
<td></td>
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<tr>
<td>Pre-testing of research instrument</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Data collection</td>
<td></td>
<td></td>
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<tr>
<td>Data coding</td>
<td></td>
<td></td>
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I write to introduce Ms. Kabiro Jane Wandia who is a Postgraduate Student of this University. She is registered for an M.Ed degree programme in the Department of Educational Management, Policy & Curriculum Studies in the School of Education.

Ms. Kabiro intends to conduct research for a thesis project entitled, “The Role of Principals in Promoting Curriculum Implementation for Quality Students Achievement in Secondary Schools in Murang’a County, Kenya.”

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

18 FEB 2013
NCST/RCD/14/013/234

Jane Wandia Kabiro
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 8th March, 2013 for authority to carry out research on “The role of principals in promoting curriculum implementation for quality students achievement in secondary schools in Murang’a County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Murang’a County for a period ending 31st May, 2013.

You are advised to report to the District Commissioners and the District Education Officers, Murang’a County before embarking on the research project.

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

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

Copy to:

The District Commissioners
The District Education Officers
Murang’a County.