INFLUENCE OF CAPACITY BUILDING HEADS OF DEPARTMENT
ON KCSE PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN
KERICHO COUNTY, KENYA

ZEDDY CHEPKOECH MARITIM

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF
MASTER OF EDUCATION IN THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM
STUDIES OF KENYATTA UNIVERSITY

OCTOBER, 2019
DECLARATION

I declare that this project is an exact manifestation of my original work, and that no part of this work, has been presented for a degree or any scholastic honor in any institution of advanced education for the conferment of any certification. This proposal has been given a touch by referenced resources appropriately acknowledged using the present APA system and in agreement with anti-plagiarism regulations.

ZEDDY CHEPKOECH MARITIM
E55/OL/KER/26393/2015

SUPERVISOR DECLARATION

This research project has been submitted for approval as the University Supervisor

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LECTURER
Department of Educational Management, Policy and Curriculum Studies
Kenyatta University
DEDICATION

I dedicate this work to the Almighty God for giving me Strength, My Father Mr. Joel Maritim, my late Mother Mrs. Mary Maritim. My husband Mr. John Cheruiyot, my sons Gilbert Kibet Kirui, Collins Kipng’eno Kirui, and the late lovely son Victor Kiplangat Kirui (Langee) who never lived to see the completion of my research study but in spirit (RIP), I congratulate ALL of them for the un-ending prayers, sacrifice and support throughout the entire project.
ACKNOWLEDGEMENT

I am greatly indebted to my supervisor Dr. Hellen Guantai for having faith in me and giving me great support. Without Her encouragement, support and diligence in supervision of this research project would probably never have seen its success. In similar vein, I am highly indebted to the guidance by Dr. Purity Muthima, Dr. Odhiambo, Dr. Elizabeth Katam, Mr. Lwanga Kamau Kara and Mr. Catherine Wambui, who were dedicated lecturers in the Department of Educational Management, Policy and Curriculum Studies, and the entire Administration Staff of Kenyatta University. I wish to acknowledge with Gratitude to first my relatives, Father-In-Law Pastor James Bor, Mother-In-Law Rael Bor and all my family members. Secondly, my work colleagues Dr Kenneth Rono Dr. Chelule Daniel, Mr. Biegon David ,Mrs. Agnes Kemei, Mr. Evans Rono and Mr. Kibet Rono and others. Lastly, I would like to thank all the stakeholders in terms of consultancy and other resources which assisted me to complete my project successfully, may God the Almighty bless them.
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ABREVIATIONS AND ACRONYMS

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<th>Full Form</th>
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<tr>
<td>BOM</td>
<td>Board of Management</td>
</tr>
<tr>
<td>ECDE</td>
<td>Early Child Education</td>
</tr>
<tr>
<td>HODs</td>
<td>Head of Departments</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>INSET</td>
<td>In Service Training</td>
</tr>
<tr>
<td>K.I.C.D</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>KEMI</td>
<td>Kenya Education Management Institute</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
</tr>
<tr>
<td>KESSHA</td>
<td>Kenya Secondary School Heads Association</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>NCOEP</td>
<td>National Committee on Education Policies</td>
</tr>
<tr>
<td>SMASSE</td>
<td>Strengthening of Mathematics and Science in Secondary Education</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>UBE</td>
<td>Universal Basic Education</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UN</td>
<td>United Nation</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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ABSTRACT

Education is universally recognized as a vital tool in the course of national development. In order to learn new skills, capacity building of teachers is encouraged. The rationale of this study was to investigate the influence of capacity building Heads of Departments (HODs) on KCSE performance in public secondary schools in Kericho County. In Kericho County the capacity building of heads of department was last conducted in the year 2013 by SMASSE before KEMI took over. The performance of KCSE has been decreasing over the last five years (2013—2017) the least mean score being 3.408 which is below average. The study was guided by the following objectives: To determine the influence of Capacity Building of HODs on Implementation of Curriculum, to determine the influence of Capacity Building of HODs on supervision, to establish the challenges encountered by schools on Capacity Building, and to identify the strategies that can be taken by schools so as to train Heads of Departments at school level so as to improve KCSE performance of public schools in Kericho County. The study was used the Theory of Human Capital Theory by Becker and Gerhart (1996) which gave a deeper insight to this research study. The study adopted descriptive survey design which was suitable for this study. The target population was composed of 200 Principals, 1000 Heads of Departments and 2000 Teachers totaling to 3200. Simple random sampling and purposive sampling was used to get a sample of 1280 respondents. Data were collected using questionnaires and interview schedules. The data obtained was analyzed using Statistical Package for Social Sciences (SPSS Version-21). Both qualitative and quantitative data analysis techniques were used to analyze the collected data which was then presented in form of pie-chats, frequency tables and graphs and thematically explained. The study found out lack of time and financial resources for capacity building for HODs affected curriculum implementation. Majority of the schools held internal seminars to instill efficiency in performance although they had inadequate teachers and incentives. The challenges were critical in terms of inadequate teachers, heavy workload and scarce financial resources. Majority of the respondents preferred the government to sponsor their Capacity Building trainings instead of relying on their already migre salaries. With this in place then there will be success in curriculum implementation through efficiency and effectiveness in learning and performance. In conclusion Principals, HODs and teachers agreed that they had done very little in full curriculum implementation and professional development leading to poor performance in national exams in subsequent years. The study recommends that the TSC and the MoE should constantly review its policies to accommodate changing needs of Teachers and HODs in full Capacity Building. Secondly, establishment of affordable capacity building programmes for all teachers and HODs. Thirdly, the government to sponsor the professional development of all the educators to improve efficiency and effectiveness. A further study in Capacity Building on curriculum implementation was suggested upon completion of this research study in other institutions of learning.
CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presented the background of the study, the statement of the problem, purpose of the study, specific objectives, research questions, significance of the study, limitation and delimitation, assumptions, the theoretical and conceptual framework of the study and lastly the operational definition of terms.

1.2 Background of the Study

One of the imperative challenges affecting education in the world, with Kenya not being left out, is how to advance the worth of teaching and gaining knowledge in learning institutions, which in turn will hasten the academic performance of the individual students and the schools in general. It’s a topic of address both in developing and developed countries and notwithstanding its widespread acceptance and wide usage, the concept had not been clearly understood almost by all interested parties in education (Egbo, 2013). Teachers’ Capacity Building is having teachers undergo intellectual activities deliberately designed and meant to advance their knowledge with an intention to replicate such knowledge in the classroom activities so as to have a positive impact on the students (Stocklin, 2011).

This consists of designed and planned short tenure training programmes and class designed to meet assorted specialized needs of teaching, school management and headship (Giwa (2012). It aims at improving teachers’ ability, understanding and capability in granting the proper schooling of teachers and the prerequisite of vital resources and infrastructure (Baser and Heather, 2017). These encourage sustainable
teacher dedication to useful education practices as well as guarantee the successful
completion of the nation’s educational guidelines. The key feature associated
with the quality of education recount to teacher superiority on the implementation of
the curriculum (Panigrahi, 2012). The role teachers play in the building and
safeguarding the future of any society through the education investment of its
members has long been known in all societies of the world. Capacity Building of
teachers should be channeled towards changes in student’s performance and this
should be a replication of what the teachers have gained from the skills gained,
knowledge and positive attitudinal transformation (Tam, 2014).

The value of teaching and learning in schools translate to school success and student
performance. Therefore, the process of education delivery which is the academic
performance relies on the administration of education activities both at institution
and national level (Kaufman, 2017). This has seen both the school and the
government roll out capacity building so as to guarantee that educational managers
are informed to have essential management skills and knowledge (Tendler, 2017). In
their view Rogan & Grayson (2004) argue that Capacity Building differs depending
on education, custom and structure. In places where teacher learning programmes
are recognized in the education system, the programme is seen as a way of taking up
all activities that seeks to advance school teaching and learning.

United States of America and United Kingdom have engineered great efforts in
improving student performance by centering on teacher quality. They have been in
the lead in the expansion of teaching principles and policies for enhancing effective
teaching (Jacob and Lefgren, 2004). It is important for teachers to undergo intensive
training for them to be able to impart positively on students they are teaching. An effective teachers’ mandate is to team up and share experiences to progress students’ performance (Wei, 2009).

Knowledge, beliefs and values of the teacher converge to bring forth the creation of a suitable learning situation for learners, making the teacher an important influence in education for inclusion and the advancement of the inclusive school (Reynolds (2009). The improved teacher education curriculum ought to grant the finest way of creating an innovative cohort of teachers who will make sure the triumphant realization of inclusive policies and practices (Franks, 2017).

Conversely, even though teachers’ are a significant resource to student learning, in some cases, teachers are responsible for poor students’ performance. Teachers are held responsible for the anguish in schools, in that they are not as dutiful and keen to the cause of education as their forerunners while teachers fault it on parents and the children (Egbo, 2011). They also hold the government responsible for unappealing state of service where capacity building is inclusive and poor physical amenities in some elements of the educational system (Cohen, 2017). The realization of student achievement gains requires teachers to have; content, pedagogical understanding and skills on how to pass these information to others, understanding learners and their development, having general abilities for organizing, observing, explaining ideas, thinking diagnostically and having adaptive expertise for making judgment in light of student needs in a given context (Darling-Hammond, 2012).
In most Sub-Saharan Africa countries, measures are constantly being put in place to support and ease effective teaching to improve students’ performance but observed with many financial challenges (Pretorius, 2012). It is noted that Africa has enough policies, means and processes to guarantee quality of teacher education hence need for stirring and up-scaling the on-going teacher quality improvement efforts and putting these policies on Capacity Building becomes a challenge in terms of inadequate resources and misplaced priorities (Sanyal, 2013). Building Capacity of teachers as they are made aware of their responsibilities increases their job performance in schools. In addition prompt evaluation of teacher development program should be carried out to ensure the type of training that schools are providing for the teachers Albright (2006).

In Kenya, Kenya Education Management Institute (KEMI) conducts capacity building of teachers, the institute establishment was based on the suggestions of the National Committee on Education Policies (NCOEP). KEMI sole purpose is to make the ability of teaching personnel to embrace delivery of education services competently and effectively (Gumba, 2017). KEMI being a Capacity Building Agency with the Ministry of Education is mandated to arrange and carry out training for staff involved in the supervision and running of education programmes (Olaniyan, 2017). It is a scheme of progressing professional and tackling the concerns of Capacity Building, with funds from United States Agency for International Development (USAID) (Mubarak, 2017). KEMI initiated Diploma in Education Management course, which trains available heads of department teachers enrolled. The topics taught include; Performance Contract Support Training Program for teachers and learners, Monitoring and Evaluation for committees of
educational institutions, Curriculum Development and Partnership, Education Management among other courses (Nyonator, 2017). This study focused on influence of Building Capacity of Heads of the department on KCSE performance in public secondary schools in Kericho County.

In Partnership, Kenya Institute of Curriculum Development (KICD) Act No. 4 of 2013 has joined forces with other establishments and institutions in classifying and carrying out Capacity Building programmes for teachers, teacher trainers, Quality Assurance and Standards Officers and other officers concerned in education and training on curriculum and materials (Oketch, 2017). In Kenya, capacity building opportunities in most of the public secondary schools are often not easy to come by. This is one of the challenges facing Capacity Building since KEMI courses need additional payment which some schools cannot afford (Okusimba, 2017). Masitsa (2017) points out that KEMI plays a very important role in Capacity Building in terms of providing management training, research and consultancy services in the education sector. They also provide training programs, seminars and workshops and produce publications aimed at promoting managerial competence and integrity in the education sector. Njou (2016) confirms that SMASE assists to contribute towards upgrading the capability of young Kenyans at primary level of education. The programme activities include development of inset and workshop content for teachers in primary education and other stakeholders in Kenya respectively. In a nutshell it creates professionalism, efficiency, innovativeness and teamwork.
Rare promotion opportunities, delays experienced in the disbursement of teachers’ salaries occasionally go up to three months. These are reasons for the lessening of Capacity Building levels and have improved levels of anxiety and discontent, ensuing in extremely poor worth of education (Disch, 2017). The outcome has been teachers eyeing possible way to earn modest earning somewhere else and consequently quit teaching; hence they do not take into much consideration on the performance of the students (Levin, 2017).

In Kericho County, abhorrence have been captured in the headlines of many educational forums held in the county concerning the state of KCSE performance of students as depicted in Table 1.1 below, with most of the blame being directed to the management where the Heads of Department fall into. In the past years SMASE had been the only Capacity Building of teachers in Kericho County. The concern of the study was to establish whether the HODs who are deployed to managerial positions had the basic managerial skills to run the organizations now with KEMI taking center stage in capacity building H.O.Ds. See Table 1.1.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<tbody>
<tr>
<td>HODs Trainees</td>
<td>125</td>
<td>284</td>
<td>504</td>
<td>600</td>
<td>886</td>
</tr>
<tr>
<td>KCSE M. S.</td>
<td>4.292</td>
<td>4.587</td>
<td>4.830</td>
<td>3.630</td>
<td>3.408</td>
</tr>
</tbody>
</table>

Source: CDE’s Office Kericho County, 2018

From the Table 1.1 above, it can be noted that there has been an increase in KCSE performance from 4.292 in 2013 to 4.830 in 2015. After 2015 there has been decline
from 4.830 to 3,630 in 2016 and 3.408 in 2017. It is also noted that the percentage increase from 2013 to 2014 is 13.2% while that from 2014 to 2015 is 5.3%. The percentage decline from 2015 to 2016 is 24.8% while that from 2016 to 2017 is 6.11%. The highest mean score was 4.830 in 2015 while the lowest was 3.408 in 2017. This shows clearly that the performance is very dismal as the years go by. A closer look at the number of trained Heads of Department in Kericho County, there has been an increase in number since 2013 to 2017. the number of those who have been has steadily increased despite the fact that the KCSE performance has not increased the same way. Therefore, this study sought to shade more light on capacity building heads of department in line with KCSE performance of students.

1.3 Statement of Problem

In relation to the background above the overall performance is not very impressive given the fact that capacity building has been taking place in the County. The KCSE performance is very dismal with an average mean score of 4.115 for the last 5 years which is below the standard average of mean score of 6.000 and far from the maximum of 12.000. With this kind of trend it raises more questions on the Capacity Building of HODs and what challenges they are facing. If this trend continues then the government resources will go to waste and the future of the students may look bleak. For example, the enrolment of students to university education will decrease drastically, the Millennium Goals and Vision 2030 where Kenya hopes to be fully industrialized and developed will not be realized if the students score very low grades in their KSCE. In short Kericho County’s agenda on development will decrease drastically because of lack of well drilled academicians in various sectors in the County to boost development agenda. Therefore this study sought to
determine the influence of Capacity Building of Heads of Department on KCSE performance in public secondary schools in Kericho County.

1.4 Purpose of the Study

The purpose of this study was to establish the influence of capacity building of Heads of Department on KCSE performance in public secondary schools in Kericho County, with a view to inform education policy and practice.

1.5 Specific Objectives

The specific objectives of this study were:

i) To determine the influence of Building Capacity of HODs on Implementation of Curriculum on KCSE performance in public schools in Kericho County.

ii) To determine the influence of Building Capacity of HODs on supervision of the curriculum on KCSE performance of public schools in Kericho County.

iii) To establish the challenges encountered by schools on Building Capacity of Heads of Departments in order to improve KCSE performance of public schools in Kericho County.

iv) To identify the strategies that can be taken by schools so as to train Heads of Departments at school level in order to improve KCSE performance of public schools in Kericho County.

1.6 Research Questions

The study was guided by the following research questions

i) What is the influence of Building Capacity of HODs on Implementation of Curriculum on KCSE performance in public schools in Kericho County?
ii) What is the influence of Building Capacity of HODs on supervision of the curriculum on KCSE performance of public schools in Kericho County?

iii) What are the challenges encountered by schools on Building Capacity of Heads of Departments in order to improve KCSE performance of public schools in Kericho County?

iv) What are the strategies that can be taken by schools so as to train Heads of Departments at school level in order to improve KCSE performance of public schools in Kericho County?

1.7 Significance of the Study

The findings of the study may be beneficial to the Sub-County and county education officers because it may enlighten on the importance of capacity building of heads of departments in a bid to improve KCSE performance in all the public schools in Kericho County. Heads of departments may use the findings to enhance their competencies in the teaching and learning of various subjects of their departments in order to improve the students’ performance. The school administrators may also use the findings when planning and strategizing for better KCSE performance in national examinations. Curriculum planners may find the research essential in organizing for continuous In Service Training (INSET) for Heads of Department in all secondary schools and other educational levels.

Ministry of Education may use the findings from the study to facilitate teacher training, review courses concerning secondary education, improve the existing In-Service Training programmes to target the Heads of Department and develop a custom based training programmes for teachers in other subjects as well. The
findings may assist Kenya Education Management Institute (KEMI) with identifying the strengths and the weaknesses of curriculum implementation in relation to capacity building.

1.8 Limitations of the Study

i) One of the limitations was found to be timeframes in the collection of the primary data. With the expected teaching workloads many heads of departments would find the questionnaire items too many to be completed. To mitigate on this the respondents were given seven days within which they can fill the questionnaires and respond to the interview schedule.

ii) The respondents may become suspicious of the motive of the study in the education sector. To mitigate on this the researcher got assistance from the ministry through the County Director of Education for permission to conduct the study. The researcher explained the intention of the study to the respondents in relation to academic purposes and their confidentiality will be guaranteed.

iii) The study experience spoilage of instruments especially the questionnaires which in some instances got lost by respondents. In such instances the researcher replaced the lost ones with new ones.

iv) The distances to schools were very far apart across the whole County. So the researcher had to use or higher taxis for faster collection of data among the schools.
1.9 Delimitations of the Study

i) One of the delimitation of the study was be the scope. The study was conducted in Kericho County which is a County amongst 47 Counties in Kenya. The findings will be generalized to other Counties a lot of caution.

ii) The study focused on capacity building of HODs which is one of the factors affecting academic performance, leaving out other factors that affect KCSE performance.

iii) The study was done in public secondary schools only; was not taken to be generalized for private schools to be true.

1.10 Assumption of the Study

The basic assumptions of this study were that:

i) The source of data and information was valid.

ii) The respondents cooperated in answering the questionnaires within the expected time frame.

iii) All the respondents cited for this study were conversant with the area of study.

1.11 Theoretical Framework

The Human Capital Theory guided the study.

Human Capital Theory as formalized by Becker and Gerhart (1996) is the leading point of view on on-the-job training. This theory posits training as an investment; it is raised with expectation of a prospect yield but at a cost. The unique attribute of a human capital investment is its concern to property rights. Thus, if the people in management are trained, this is expected to result in high performance. As teachers in public secondary schools have the diplomacy over the deployment of their own
human capital, workers and firms need to concur on a switch over in the labour market. This means that the expenditure on Capacity Building and proceeds on KCSE performance are mutual between teachers in public secondary schools and school, this forms a central unease on-the-job training literature.

Human Capital Theory has been developed further so as to explain the life-cycle blueprint of earnings. This is to be understood that human capital investment is a verdict of an individual in a competitive environment. One may argue that, in this model, the merit between education and training is a synthetic one. Teachers in public secondary schools choose the investment as a role of prices. Through these prices, the demand side enters, hence, making no deliberate contact between workers and firms (Weiss, 1995). The fall of 1990s, saw a new field of economics, where information resulted in the harnessing of on-the-job training. These recent advancements on the training literature focused on the planned interaction between employers and employees. The restrictions of this review were on the core of private sector training theory. The studies in this field varied in many assumptions that made it difficult compare. Therefore, on-the-job training will result in competency of staff ultimately leading to better performance. Skinner (1968) attempted to apply learning theory to educational technology with the concept of teaching machines.

The idea was to build up a curriculum such that a learner could learn without error. The learner never gets better from making errors; once made, there remains a likelihood that they will happen again, hence, disrupting future learning and performance. Consequently, effective instruction should invoke only correct responses. He was critical of traditional teaching methods because they often
produce errors in learning, and because they fail to reinforce behavior effectively. On his theory, negative correction was to be avoided and advanced positive reinforcement and they ought to be administered accordingly to ensure effective learning. Mechanical presentation of the curriculum gave the impression of a perfect schedule of shaping and reinforcement could be built into the teaching program (Yukl, 2014). This theory supports the need for capacity building of HODs in secondary schools in terms of academic performance which enhances students’ achievements in learning. The theory was instrumental to this research in that it provided profound insight in guidance in relation to the variables.
1.12 Conceptual Framework

**Independent Variable**

**Capacity Building of HODs**

- Curriculum implementation
- Number of HoDs trained
- Cost of conducting trainings in school.
- The performance change in the way teachers conduct their activities

**Supervision of curriculum**

- Curriculum coordination
- Participating in curriculum review
- Monitoring teachers classroom teaching

**Challenges**

- Finances
- Trainers
- Time

**Steps taken to train HODs**

- Budgetary allocation
- Areas of training
- Sequence of training

**Intervening Variables**

- Pedagogy
- Teaching learning resources
- Teacher characteristics

**Dependent Variable**

**Academic performance**

- School rank
- Students achievements
- Students discipline
- Transition

**Figure 1.1: Conceptual Framework on capacity building of HODs and academic performance.**

**Source:** Researcher, 2019

Reichel and Ramney (2007), states that conceptual framework as an arrangement of ideas and principles taken from valid field of investigation and they are exploited to form a consequent arrangement. His further point out that it is a research tool
anticipated to help a researcher create awareness and understanding of the situation under investigation and put it across.

a) **Independent Variables:**

These are the number of teachers accepting the training, cost of conducting trainings in schools, KCSE performance trend, curriculum coordination, participation in curriculum review, monitoring of teachers, finances, trainers, time, budgetary allocation, areas of training and the sequence of training. When these are correctly handled then the capacity building will be fruitful and will lead to perfect academic performance. These are influenced by the intervening variables shown in section (b) below which play a limited role.

b) **Intervening Variables**

These are the pedagogy, teaching /learning resources and teacher characteristics. Although these play a minor role but they are vital to be considered for quality learning and performance.

c) **Dependent Variables**

These are the school rankings, students’ achievements, students discipline and transition of students. These are strongly influenced by the independent variables to give outcomes either positive or negative results. These variables are important because they give the results which needs to be positive for quality learning.
1.13 Operational Definition of Terms

**Curriculum Implementation:** Refers to the process put into action or to put in place the main items of the curriculum to be practiced in an institution of learning.

**Professional Development:** Refers to sponsoring or dedication of educators or other stakeholders to sharpen their skills in their respective areas of specialization so as to be effective and efficiency.

**Professional Documents:** Refers to the teachers’ schemes of work, registers, lesson plans, school lists and other relevant documents related to performance.

**Teacher Burn-Out:** Refer to the heavy workload of the educators in any learning institution because of various aspects such as shortage of teachers.

**Capacity Building:** Refers to the professional process that the teachers undergo to improve quality, efficiency and effectiveness in learning performance of students in schools.
CHAPTER TWO
LITREATURE REVIEW

2.1 Introduction

This chapter presented a review of literature on the impact of capacity building heads of department on KCSE performance in public secondary schools. It gave an insight on capacity building by different scholars, researchers and academicians. The literature was reviewed basing on sub-themes created from the four objectives of this research study as follows:

i) Influence of training HODs on Implementation of Curriculum and performance

ii) Influence of Capacity Building of HODs on supervision of the curriculum

iii) Challenges encountered by schools on Capacity Building of HODs

iv) The strategies on Capacity Building of HODs

v) Summary

2.2 Influence of Training HODs on Implementation of Curriculum on Performance

Performance management focuses on meticulous measures procedures and organizational structures to augment output and performance. The shift of performance management principles and frameworks from business to education has included the advancement of teachers’ accountability and evaluation systems (Milanowski, 2004) and pointer systems that assess student productivity (Meyer & Christian, 2008). Performance management in education has paid attention on school data use process and organization, hence, stressed the embracing of quality management practices at the school level (2017).
Organizational capacity is comprised of a hierarchy of capacities and recommends capacity building frameworks that reproduce the hierarchies (Kaplan, 2000). According to Ingram (2017) organizational capacity is defined, as a set of capacities, including the capacity to expect and manipulate change and make up to date policy decisions, develop good programmes to implement policy, attract and manage resources, and evaluate to guide action. Kaplan (2000) also proposed a series of mutually dependent elements that are indispensable to organizational capacity. Kaplan affirmed that this ‘hierarchy of joining elements’ model cannot be functional in a basic way; it all depends on positioning of the organization in terms of time and location.

The ‘hierarchy’ model is a steer; work from below is needed so as to have an impact on higher elements. Sobeck and Agius (2017) emphasize that a resource-based analysis relates capacity building to the drawing and running of limited resources to attain a mission. They came up with an idea of diverse results of capacity building in organizations with different time frames for different outcomes: short term, intermediate or long term. This establishes the likelihood of a medium of dependent approaches whereby capacity building is based on a theory of designed organizational change in support of organizational mission and planned through the use of tools such as logic modeling.

Yuki (2017) says that leadership and training is a social process in which a member or members of a group or organization influence the interpretation of internal and external events, the choice of goals or desired outcomes, organization of work activities, individual motivation and abilities, power relations, and shared
orientations. Effective Head teachers and HODs are expected to be effective curriculum supervisors. The Head teacher and HODs must be knowledgeable about curriculum development, teacher and instructional effectiveness, clinical supervision, staff development and teacher evaluation (Cohen, 2017).

Harllinger (2017) emphasizes that it is important that the principal must know how to manage and lead the process of Curriculum implementation through the HODs. The Head teacher should ensure that he/she has the necessary policy documents, circulars and guidelines on hand. He/she should study these documents and internalize all the fundamentals of the curriculum implementation. According to West (2017) change means that the principal and HODs must work through the following phases with his staff: diagnosing the problem, planning for change, implementing change and reviewing developments. Mujis (2017) emphasizes that working as a team with the staff would ensure that those who are affected by the implementation of change are involved from the beginning in the planning. Whoever makes the final decision, the staff must feel that they were consulted as a group as well as individual, and that their opinions have had some influence on the final decision.

Beauchamp (2017) states that the training of principals, HODS and Teachers in a new curriculum is deemed to be ineffective if it is concentrated and scheduled to take place prior to implementation only, like in the form of once-off training. Head teachers and HODs may organize workshops at the school level and invite knowledgeable people in the implementation of the curriculum to facilitate training (Soshana, 2017). Follow up in the form of classroom observation and examination
of documents and learners’ workbooks may also reinforce proper implementation of the curriculum (Heck, 2017). A school with well-trained educators stands a chance of implementing the curriculum successful. Schools should have funds to be able to organize such workshops (Draper, 2017).

According to Okumbe (2014), there has been serious need to train and expose educational administrators to continue in development in professional activities. Ndung'u (2014) aimed at analyzing the managerial skills gaps or newly appointed head teachers in public secondary schools in Kiarnbaa Division, Kiambu Sub-County. The study aimed at achieving included need for financial management skills for the newly appointed Head teachers, their students management skills needs, staff management skills needs, co-curriculum organization skills needs which require this newly appointed head teachers to undergo in-service training. They also accounted a skills gap in obedience management and delegation.

The study pointed out that there was a skills gap for the recently selected head teachers on co-ordination of co-curricular activities. The Head teachers suggested the need to slot in beginners in setting up the courses offered by KEMI. The study postulated the need to coach the newly appointed head teachers on financial management, student management and delegation of duties to teachers. The study also concludes that there was need to involve the trainee Head teachers and Heads of Departments in planning of the courses to be offered during the KEMI in-service programmes.
2.3 Influence of HODs Supervision of curriculum on Performance

According to Fullan (2017) instructional leadership is where the principal and HODs work with teachers to shape the school as a work place in relation to shared goals, teachers’ collaboration, teachers’ learning opportunities, teachers’ certainty, teachers’ commitment and students’ learning. In support Franklin (2008) confirms that the Head teacher and HODs as a supervisors needs to have up-to-date knowledge on three areas of education, namely; curriculum, instruction and assessment. Head teachers and HODs need to know about curriculum evaluation and improvement and ensure that the curriculum is well delivered to meet the learners’ needs.

Heads of Departments (HODs) are tasked with supervising the curriculum in schools. According to Plewis (2011) timely syllabus coverage is vital as it relates to students’ academic growth, in that, the more the syllabus are covered by the teachers, the bigger the progress made by students in academics. Mwasoo (2011) notes that syllabus coverage is a major pointer in passing examinations since, syllabus covered in the right way makes students to read and comprehend the content of the subjects. It can consequently mean that not being able to complete the syllabus leads to students’ futile learning and this leads to low performance in terms of academics.

Most researchers advocate that effort applied by head teachers, teachers and parents among other factors progress learners’ academic performance in schools (Brown and Walter, 2005). The head teacher and HODs are held as the caretakers of education standard by the community. According to Gerhard (2005), most scholars do not
point out how teachers can obtain the requisite leadership and management skills, which can adequately be obtained through training. Brautigam (2017) confirms that every teacher is skilled to teach, not to lead or manage schools, but they usually sustain the leadership of schools or departments devoid of attending an orientation course. In addition Disch(2017) points out that teachers ought to be trained in leadership and management positions such as planning for academic accomplishment, impetus of staff and direction of instructional process.

In a paper discussing leadership: theory and practice, Northhouse (2007), classifies five management functions such as planning, organizing, staffing, directing, and monitoring human and material resources which are planned to assist achieve organizational goals and school academic performance. According to Jaycox, (2017) planning as a management test is a lively process of creating decisions today informing future actions. It includes a variety of actions to build up a plan that categorize hard work of employees, identify and entrust the resources to recognize the set goals and objectives; pick the activities conforming with the stated objectives, and measure progress towards attainment of these objectives so that remedial action can be embraced where necessary in order to achieve excellent academic performance of the students. Tendler (2017) posits that most Heads of Departments in secondary schools fail due to the fact that they plan for a short time. Planning is an important function in management, as it is a base of organizing, persuading and monitoring functions of Heads of Departments efficiently.

In a study conducted to investigate the causes of poor performance in secondary school in Tanzania, Bitama (2005) discovered that, poor performance in secondary
schools is escalating, mainly in science subjects as this poor performance is credited to poor leadership at the school level. He notes that indiscipline in secondary schools was on the rise; this affected the value of education outcomes in schools. According to Bitama (2005) many secondary schools still lack the essential performance requirements, not because of insufficient funds or underprivileged amenities but as a result of poor leadership. In the same vein, Lubanga (2011) argues that most secondary schools are performing poorly due to the breach in leadership and management skills. He went further to ascertain that strikes are widespread because of poor approach towards getting to the bottom of problems.

In Kenya KEMI conducts capacity building of teachers, the institute establishment was based on the suggestions of the National Committee on Education Policies (NCOEP). KEMI sole mandate is to make the ability of teaching personnel to embrace delivery of education services competently and effectively (Mubarak, 2017). KEMI being a Capacity Building Agency with the Ministry of Education is mandated to arrange and carry out training for staff involved in the supervision and running of education programmes (Gumba, 2017). KEMI being a scheme of progressing professional and tackle the concerns of capacity building, with funds from United States Agency for International Development (USAID) initiated a Diploma in Education Management course, which try to have all heads of department teachers enrolled. The topics taught include; Performance Contract Support Training Program for teachers and learners, Monitoring and Evaluation Training for committees of educational institutions, Curriculum Development and Partnership, Education Management among other courses.
Kenya supports the approach towards comprehensive education practices and an extensive accord on the main ideology first covered in the 1994 UNESCO Salamanca Statement (Ayieko, 2017). These ideologies have been subsidized by many conferences, statement and suggestions at global, regional and local levels, including the UN Convention on the Rights of Persons with Disabilities (2006) which formulates clear indication to the significance of making certain broad systems of education (Sagoe, 2017). The UNESCO Policy course of action on Inclusion in Education (2009) justifies functioning towards comprehensive practices and enlightening all children as one. Comprehensiveness will be attained by training teachers to accept each learner’s abilities, and improve on them (Frieden and Thomas, 2017).

The function of education in human development is priceless, therefore provision of quality education results in quality advancement and competent human workforce which is vital to accomplishing national goals in transforming Kenya’s economy into middle income industrialized country (Levin, 2017). In addition, increase of quality human resource contributes to speedy development, industrial development, innovation and reduction of inequalities and provision of efficient and effective delivery of essential services to the citizens (Republic of Kenya, 2012).

Therefore, there is a great link in Capacity Building Heads of Departments and student’s performance, since, when Heads of Department are equipped with content knowledge to understand what is required of them. They are able to discharge their mandate with necessary skills, knowledge and competencies in their areas, enabling students to perform better (Barasa, 2017). Therefore, prioritizing teachers’
professional development enhances the development of teachers’ skills, knowledge and competences that is necessary for teacher professional growth and experience and teaching of students (JICA, 2014). The issue of students’ academic performance continues to take center stage in national stakeholder debates and forums, education planning and implementation in Kenya (Chebii, 2017). For instance, in order to tackle the perennial dismayed students’ performance in mathematics and science subjects in secondary education in late 1990s, Kenya through collaboration and technical assistance from Japan established Strengthening of Mathematics and Science in Secondary Education (SMASSE) project (Shushila, 2017).

The project provided in-service education and training for teachers which saw the improvement of students’ performance through innovative teaching and learning in secondary schools (Maundu, 2017). The Kenya SMASSE project which closed at the end of 2013 achieved its objectives. In a bid to have continued Capacity Building with a targeted spectrum, KEMI is versatile as it makes the capacity of education staff so as to enable them deliver education services professionally and efficiently (Njoka, 2017). Enshrined in KEMI vision whereby it’s dedicated to advancing value of education by empowering education managers through valuable and resourceful training. This form the core of this study as most of the heads of department embraces these services offered by KEMI (Wanjoi, 2017).

Students’ KCSE performance is normally important in an education system since it offer chances for young people to attain their full individual potentials, carve out their future and very vital in achieving national social cohesion, economic and
political developments (RoK, 2010). However, despite the well-stated education goals for secondary education, some schools continue to post poor students’ results.

2.4 Challenges Encountered by Schools on Capacity Building of HODs

According to Kafu (2011), the challenges facing teacher education programme are blamed on inadequate human, material and financial resources, which continue to hinder the production quality and competent teachers. The historical precincts, where poorly trained teachers are allotted as teacher education administrators and graduates employed as teacher trainers are to blame for poor teacher preparation for secondary schools. The appointment of poorly trained head teachers to head secondary schools through political influence was to blame for poor students’ performance (Kafu, 2011).

In a study conducted in Kenya to assess teaching learning resources and academic performance in secondary schools in Bondo District of Kenya, Yara and Otieno (2010) made clear that the reasons of poor KCSE performance among students, especially in mathematics is due to poor planning by teachers, inadequate teaching and learning resources and teacher shortages. On poor students’ performance, teacher preparation has been made liable.

Other factors that influence students’ KCSE performance include: high cost of education in secondary schools, lack of enough classrooms and lack of equipped laboratories, libraries and Information, Communication and Technology (ICT) Centers (Mitchel and Sackney, 2017). The causes of poor students’ performance is supported by Kenya’s Ministry of Education, Science and Technology (MOEST) report that stated that shortage of teachers, shortage of material resources, low
commitment by some teachers and other key stakeholders to supporting learners, low student admission performance and insufficient funding of co-curricular activities which are liked by most students (MOEST, 2004).

Reynolds (2009) acknowledges that knowledge, beliefs and values of the teacher convey to bring forth the creation of a suitable learning situation for learners, making the teacher an important influence in education for inclusion and the advancement of the inclusive school. Monks and Louis (2017) emphasizes that improved teacher education curriculum ought to grant the finest way of creating an innovative cohort of teachers who will make sure the triumphant realization of inclusive policies and practices. Mulford (2017) confirms that teachers are critical in schools; however, their contribution to student learning in secondary schools continues to draw mixed reaction amongst education stakeholders.

Egbo (2011) explained that even though teachers’ are a significant resource to student learning, in some cases, teachers are responsible for poor students’ performance. According to Oloffson (2017) teachers are held responsible for the anguish in schools, in that they are not as dutiful and keen to the cause of education as their forerunners while teachers fault it on parents and the children. In support White (2017) says that they also hold the government responsible for unappealing state of service where capacity building is inclusive and poor physical amenities in some elements of the educational system. But Franks (2016) suggests that however, there is an awful call for building teachers’ capacity so as to better teachers’ performance. The government should be tasked with devising essential strategies
that will counter the challenges in the educational system mostly in teacher capacity building.

In Africa, measures are constantly being put in place to support and ease effective teaching to improve students’ performance but observed with many financial challenges (Pretorius, 2012). Sanyal (2013) explains that Africa has enough policies, means and processes to guarantee quality of teacher education hence need for stirring and up-scaling the on-going teacher quality improvement efforts. Albright (2006) advanced that professional development of teachers as they are made aware of their responsibilities so as to increases their job performance in schools. She furthered that prompt evaluation of teacher development program should be carried out to ensure the type of training that schools are providing for the teachers.

In Kenya most of the public secondary schools, Capacity Building opportunities are often not easy to come by, this is one of the challenges facing Capacity Building since KEMI courses need additional payment which some schools cannot afford (Fukuyama, 2017). According to UNESCO (2011), promotion opportunities are rare amid an assorted category of teachers. The delays experienced in the disbursement of teachers’ salaries occasionally go up to three months. These are reasons for the lessening of Capacity Building levels and have improved levels of anxiety and discontent, ensuing in extremely poor worth of education (Reezigt and Creeners, 2016). The outcome leads teachers eyeing possible way to earn modest earning somewhere else and consequently quitting teaching; hence they do not take into much consideration in the performance of the students (Whyte, 2017).
2.5 Strategies on Capacity Building HODs to Improve Performance

United States of America and United Kingdom have engineered great efforts in improving student performance by centering on teacher quality. They have been in the lead in the expansion of teaching principles and policies for enhancing effective teaching (Jacob and Lefgren, 2017). In his research Kaufman (2017) sought to look at the relationship between teacher’s education and educational attainment in Chicago, USA, the findings found low significant correlation between teachers that had gone through training with academic progress of learners in secondary schools. Hence suggested need for intensive teacher training for them to enable to impart positively on students they are teaching. An effective teachers’ mandate is to team up and share experiences to progress students’ performance (Stinger, 2017).

According to the Center for Public Education (2013) account, organizing and re-adjusting professional advancement to present education transformations will permit teachers advance their approach to teaching ensuing in recognition of valuable students’ knowledge hence enhanced academic performance (Center for Public Education, 2013). Andrews (2017) illustrated that successful teachers are responsible for introducing a school wide idea of obligation to soaring principles and accomplishment of all students. Public secondary school teachers, for several years, were viewed as school executives until lately, when the focus shifted to delivering successful student from schools.

Annah (2017) urges that organizing and rolling out Capacity Building forums improves teachers’ teaching skills in their subject areas, therefore widening teachers’ pedagogical experience and strengthens teacher teaching competences enabling
them grow as a teacher professional this will in turn boost the academic performance of students. This is because teachers’ professional characteristics are among the aspects that determine student academic performance as it influences the teaching methods.

According to Velagutham (2016) Capacity Building approaches for achieving improved students’ performance includes advancing of teacher’s knowledge and skills, organizing seminars, workshops and conferences and mentoring and coaching of teachers and students through invitation of resource persons. Nyonator (2017) emphasizes that teachers who go to seminars, workshops and conferences increase knowledge that help in improving teaching skills and results in advancement of teaching approaches in the classroom.

Over the past five decades, the Nigerian government expressed commitment to the issue of eradicating illiteracy by universalizing basic education. Universal Basic Education (UBE) programme is a reform measures which aim to address inequality and quality in educational opportunity at basic level for every school age children nationwide (Adebayo, 2016). This christened the building of teachers’ capacity so as to advance students’ performance. Teachers must strive towards excellence, and equip their students to accomplish something, which is an indispensable part of their development as professionals (Udofot, 2017). The outcry of students’ poor academic performance has made educators, government, parents and researchers to stress instant drastic changes so as to annul students’ failure. The government devised significant plans to counter the challenges facing the educational structure typically teacher capacity building (Adebayo, 2016). The continuous modification in the
school course made it essential for teachers to be well equipped for these changes and challenges (Lampard, 2016).

Cole (2012) argues that teachers are mandated to be updating their skills and professional knowledge to stay informed to the dynamic learners landscape so as to continue being effective. The obligation teachers have is to churn out confident, creative and successful students. Teacher’s professional learning through workshops is petite in nature, low intensity and unfocused activity (Cole, 2012). Seminars and workshops allow participants to learn new ways of doing things, build value and appreciate best practices, styles, technology and network. This is considered convenient in efforts meant at improving teaching skills and students’ performance. (IR Global Rankings News Bulletin, 2013).

In 2013, Kenya held an International Conference at Kenya Education Management Institute with the sole purpose of conveying collectively education managers to share latest advances on capacity development towards accomplishment of EFA goals (KEMI, 2013), Musau (2017) confirms that seminars and workshops are important in any area of proficiency. Conducting teacher Capacity Building through workshops has been considered a frail way of stimulating professional learning.

Kenya Institute of Curriculum Development (KICD) Act No. 4 of 2013 has join forces with other establishments and institution in classifying and carrying out professional advancement programmes for teachers, teacher trainers, worth assurance, standards officers and other officers concerned in education and training on curriculum and materials (Were, 2016).
Kenya Education Management Institute (KEMI) develops programmes that are tailor-made to train heads of department on their roles and responsibilities on matter curriculum and implementation (Ojwang, 2016). Training of teachers for curriculum execution is a step to assist valuable accomplishment. A teachers’ capacity is requisite for an ability based curriculum (Wanjoi, 2016). For the efficient liberation of ability based curriculum teachers ought to have skills, approaches and competency that orbit about the learners entirely and are able to deliver them. The training that heads of department receive from the concerned bodies focus mainly on managerial skills leaving out a learner centered approach (Achieng, 2017).

2.6 Summary

On the global arena, USA and UK have engineered their efforts in improving students’ performance by Capacity Building their teachers. In Africa the same measures are being put in place to support and ease effective teaching and learning so as to improve students’ performance. UBE in Nigeria christened the Capacity Building of teachers so as to improve students’ performance. In Kenya, KEMI has developed programmes which are tailor made to Capacity Build Heads of Departments on their roles and responsibilities so as to improve students’ KCSE performance. Such programmes include curriculum implementation, curriculum supervision, resource management, procurement of teaching and learning materials, financial management just to mention but a few.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

It focused on research design, variables, research methodology, location of the study, target population, sampling techniques and sample size, research instruments, pilot study, validity and reliability of instruments, data collection techniques, methods of data analysis logistical and ethical considerations.

3.2 Research Design

This study employed a descriptive research design as it involves gathering data as well as describing events (Orodho, 2009). Descriptive methods are broadly employed to acquire data handy in assessing present practices and giving room for decision. This gave meaning to a social familiarity and the quantification of casual association of all variables in the research study. The design allowed the researcher to use instruments like questionnaires and interview schedules. This assisted in pointing out the previous weaknesses in relation to lack of professional capacity building towards HODs.

3.3 Variables

a) Independent Variables:

Capacity building is the main independent variable. On Curriculum implementation there is, number of teachers accepting the trainings, cost of conducting trainings in school, performance change in the way teachers conducts their activities.
On Supervision of curriculum there is, curriculum coordination, participating in curriculum review and monitoring teachers’ classroom teaching. On Challenges there are finances, trainers, and time. On strategies taken to train HODs these will be budgetary allocation, areas of training and sequence of training.

b) Intervening Variables
These were pedagogy, teaching learning resources and teacher characteristics.

c) Dependent variable
These are academic performance, school ranking, students’ achievements, and students’ discipline.

3.3.1 Research Methodology
The study used descriptive research design plan where both quantitative and qualitative methodologies will be utilized in the study. The research design fitted well since it was more exact and precise, adaptable, productive, economical and yielded maximal data and gave a chance to considering various aspects of an issue as argued by Flyvbierg (2006). According to Kombo and Tromp (2006) the use of descriptive design when investigating people’s attitudes and views is recommended. Descriptive design is useful where it is not possible to test and measure the large number of samples needed for more quantitative types of experimentation, it is a precursor of quantitative research design.

3.3.2 Location of the Study
This research study was conducted in Kericho County. The County was divided into six Sub-Counties namely; Belgut, Bureti, Soin- Sigowet, Ainamoi, Kipkelion East
and Kipkelion West. Kericho County has 200 public secondary schools (DEO’S Statistics, 2009). In Kenya, public schools are categorized as follows: national schools, extra county schools, county schools and sub county schools. The County boarders Nyamira County to the south, Homabay County to the west, Bomet County to Nakuru to the east and Nandi County to the north. Kericho County is well known for production and export of tea. The County is 270 kilometers from Nairobi the capital city of Kenya and is 94 kilometers from Kisumu City.

Despite the fact that there was a continuous routine assessment of schools by Quality and Standards Officers (QASO), the County has been performing badly academically for the last 5-years in KCSE with average of 4.1494 mean score and therefore, provides a viable ground for scientific investigation (Birgen, 2009).

3.4 Target Population

According to Kombo and Tromp (2006) population refers to the entire group of persons, or elements that have at least one thing in common. The target population for this study consisted of Principals, HODs and Teachers as shown below:

<table>
<thead>
<tr>
<th>SN</th>
<th>Category</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Principals</td>
<td>200</td>
</tr>
<tr>
<td>2.</td>
<td>Head of Departments</td>
<td>1000</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers</td>
<td>2000</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>3200</strong></td>
</tr>
</tbody>
</table>

The researcher chiefly picked the principals because they are the financers of the capacity building training. Secondly, HODs were taken from the following
departments namely; science, language, humanities, mathematics and applied and technical subjects. Therefore, the target population for this research study was a total of 3200.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Technique

The researcher used stratified sampling to pick schools using the following strata: boarding girls’ schools, mixed day, mixed day and boarding and boys’ boarding schools. Secondly simple random sampling was used to select Principals, HODs and Teachers. Kothari (2004) explains that simple random sampling is a sampling technique where each and every item in the population has an equal chance of inclusion in the study.

3.5.2 Sample Size

Table 3.2: Computation of Sampled Size from Target Population

<table>
<thead>
<tr>
<th>SN</th>
<th>Category</th>
<th>Target Population (n)</th>
<th>Number to be Sampled (n)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Principals</td>
<td>200</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>HODs</td>
<td>1000</td>
<td>400</td>
<td>40</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers</td>
<td>2000</td>
<td>800</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>3200</td>
<td>1280</td>
<td>40</td>
</tr>
</tbody>
</table>


Table 3.1 shows computation of the sampled size from the target population. Out of 200 Principals 80 were sampled randomly. Secondly out of 1000 HODs 400 were sampled. Lastly out of 2000 Teachers 800 were randomly sampled. Therefore, the total sample was 1,280 respondents presenting 40 % of the target population.
Mugenda and Mugenda (2012) emphasizes that a social science research which is above 30% is perfect for inferences of the results.

3.6 Research Instruments

The two types of research instruments used were questionnaires to collect detailed information and interview schedule to collect verbal information.

3.6.1 Questionnaire

According to Orodho (2013) a questionnaire as an instrument is cheaper and allows respondents to fill it at their expedient time. The questionnaire will consist of open and closed ended items. The questionnaire was divided into two sections namely: section A the researcher gathered information on demography, Section B, gathered information on the four objectives.

The items were scored using a five point Likert scale whereby the scores were allocated depending on favorableness or un-favorableness of the response in the questionnaire, or on positive or negative statements. Questionnaires were used to collect both quantitative and qualitative data from respondents.

a) Questionnaire for HODs

This instrument was structured to seek information on demography, curriculum supervision, curriculum implementation, challenges facing capacity building of HODs at school level, strategies put in place to train HODs and academic performance in public secondary schools in Kericho County. This is shown in Appendix A.
b) Questionnaire for Teachers

This instrument was structured to seek information on demography, curriculum supervision, curriculum implementation, challenges facing capacity building of HODs at school level, strategies put in place to train HODs and academic performance in public secondary schools in Kericho County. This is shown in Appendix B.

3.6.2 Interview Schedule

According to Susan (2014) interviews are valuable to get itemized data about individual emotions, recognitions and conclusions; they enable more point by point inquiries to be asked and recorded subsequently.

a) Interview Schedule for Principals

The interview schedule was constructed to seek information from the Principals on demography, curriculum supervision, curriculum implementation, challenges facing capacity building of HODs at school level, strategies put in place to train HODs and academic performance in public in public secondary schools in Kericho County. This is shown in Appendix C.

3.7 Pilot Study

The instruments were piloted in two schools in the County and the results were not included in the main study. The piloting enabled the researcher to avoid ambiguity and ensure clarity of the instruments. Pre-testing often assists the researcher in finding out any weakness that may be contained in the instruments.
3.7.1 Validity of Research Instruments

The aimed concept in validity of instruments is determined by pre-testing. This ensures that the instruments enabled the researcher to access clarity of the instrument and its ease in usage. According to Kombo and Tromp (2006) pre-testing exposes errors and helps in exploring an instrument before the actual field work. The mistakes are all lessened and subsequently enhance the nature of information.

Content validity was achieved by going through the items one at a time and comparing the contents to ensure that they contained all the information in line with objectives of the study. The researcher sort expert opinion on the instruments from university supervisors. The researcher applied content legitimacy to guarantee that the subject under investigation covered the wide scope of the regions inside the subject under examination. With right validity confirmed the researcher was able to access clarity of the instrument and its ease of use.

3.7.2 Reliability of Research Instruments

Consistency of the stability of a measure is referred to as reliability. That is, if a measure is to be repeated and the same result obtained (Zeller, 2017). The reliability of the questionnaires was tested using the internal consistency method and the reliability coefficients reported. Test retesting of the instrument empowered the analyst to get to lucidity of the instrument and its convenience. A test-retest reliability coefficient varies between 0 and 1. Therefore this study adhered to this standard. A Correlation of +0.72 was obtained which was well placed between 0 and 1 as an acceptable level. The Pearson Product-Moment Correlation Coefficient formula given below was used to calculate the correlation coefficient:
\[ R = \frac{\sum XY - \left( \frac{\sum X}{n} \right) \left( \frac{\sum Y}{n} \right)}{\sqrt{\left( X^2 - \left( \frac{\sum X^2}{n} \right)^2 \right) \left( Y^2 - \left( \frac{\sum Y^2}{n} \right)^2 \right)}} \]

Where: \( \sum XY = \text{Sum of the gross products of the values of variables X and Y} \)

\( (\sum X) (\sum Y) = \text{Product of the sum of X and the sum of Y} \)

\( \Sigma = \text{Sigma (meaning sum of) sum of the values obtained in piloting} \)

\( \sum X^2 = \text{Sum of squared values of X} \)

\( \sum Y^2 = \text{Sum of squared values of Y} \)

### 3.8 Data Collection Techniques

Data collection for this study was done systematically as follows:

**Phase One**

A comprehensive budget and work schedule was organized and prepared. Permission was sort from the School of Education and Graduate School, Kenyatta University. Thirdly, the research applied for the permit from the National Commission for Science, Technology, and Innovation (NACOSTI) in the Ministry of Education. Scheduled visits were conducted in all the stipulated locations and research assistants were hired and inducted by the researcher. Appointments to all the respondents involved and the authority concerned were booked and conducted in fairly good time to avoid absenteeism and waste of time. The instruments in these case questionnaires and the interview schedules were printed on time and numbers of the scripts to tally the respondents accordingly to avoid shortages during the actual distribution to collect data.
Phase Two

The researcher did actual distribution of the research instruments to the respondents. The research was spread evenly in order to cover more respondents to save time and finances. The agreed time was given to the respondents to fill the questionnaires, comprehensively by both the researcher and the selected research assistants for uniformity.

In relation to interview schedule the researcher conducted face-to-face interviews with the respondents scheduled for this instruments and record the results systematically with accuracy; for example, the Head Teachers, teachers and Education Officials. The interview schedule observed the protocol of freedom of expression without harassment ethically in accordance with the comfortable time of the respondents. Data was recorded thematically in themes related to the four objectives. The data in the tape recorded from the interview schedules was synthesized into writing to avoid loss of information.

Phase Three

The questionnaires were collected after three days by both the researcher and the research assistants. This was followed by data coding and the analysis of the data begun immediately. The interview was analyzed qualitatively and the results were recorded.

3.9 Methods of Data Analysis

Data analysis entails inspection, cleaning, transforming and modeling of data with the aim of highlighting valuable information, suggesting tentative conclusions and enabling decision making (Orodho, 2017). The data was collected and analyzed by
the use of descriptive statistics. This was appropriate for this study because it involved the description, analysis and interpretation of circumstances prevailing at the time of study. Data analysis was done in relation to the objectives of this research study as explained below:

3.9.1 To determine the influence of Building Capacity of HODs on implementation of the curriculum on KCSE performance in public schools in Kericho County

Basic statistical techniques were used to analyze items of the questionnaire. Data collected was analyzed using both qualitative and quantitative analysis methods. The information collected was on the number of teachers accepting to be trained, cost of the training and the performance change in KCSE examinations. Data was presented through calculation of percentages of which statistical presentation of the information was in pie-charts, frequency tables and graphs.

3.9.2 To determine the influence of Building Capacity of HODs on supervision of the curriculum on KCSE performance of public schools in Kericho County

This was analyzed using both qualitative and quantitative analysis methods. Data was collected and analyzed through calculation of percentages of which statistical presentation of the information acquired was presented in pie-charts, frequency tables and graphs. Information collected was on curriculum coordination, monitoring of teacher’s classroom teaching and HODs’ participation in curriculum review. The responses were collected and analyzed from questionnaires and interview schedule distributed to the Principals, HODs and Teachers.
3.9.3 To establish the challenges encountered by schools on Capacity Building of Heads of Departments so as to increase KCSE performance of public schools in Kericho County

This was analyzed using both qualitative and quantitative analysis methods. Data was collected and analyzed through calculation of percentages of which statistical presentation of the information will be presented in pie-charts, frequency tables and graphs. This was quantitative and in describing issues of the outcome the research also used qualitative method. The information collected was on the availability of finances, the availability of trainers, work load and the correct timing of the training etc. The responses were collected and analyzed from questionnaires and interview schedules from the sampled population.

3.9.4 To identify the strategies that can be taken by schools to Capacity Build Heads of Departments at school level so as to improve KCSE performance of public schools in Kericho County

Qualitatively, the researcher analyzed data collected in reference to the fourth objective. This data was analyzed using both qualitative and quantitative analysis methods. The information collected was on the budget allocation for capacity building of HODs, outlining of areas of training and the sequence of trainings to be done within a given time. The results were presented in comparative graphs, frequency tables, normal graphs and pie-charts. The method of data analysis was quantitative and to a lesser extent qualitative. The responses were collected and analyzed from research instruments distributed to sampled respondents.
3.10 Logistical and Ethical Consideration

a) Logistical Consideration

The research involved a lot of funds in terms of making trips to the selected secondary schools in Kericho County. This was also in terms of printing, typing binding, consultation, photocopying. The researcher economized the budget in order to maximize the expenditure without distorting the whole exercise. Therefore, the researcher used cost-saving measures to be precise. The factor of time was very important because of the distances involved among the selected public secondary schools in Kericho County. Therefore, in this case simple random sampling was used by the researcher to collect data for inferential purposes.

b) Ethical Consideration

The researcher being aware of ethical principles entrenched in the constitutional right of every person ensured to provide to citizens the right to privacy and put in place appropriate strategies to persuade respondents to co-operate and be assured of protection of their rights. Information from the respondents was treated with utmost confidentiality.

The researcher did not subject people to situations harmful or uncomfortable to participants. The participation in research was voluntary and respondents had the right to refuse or divulge certain information about them. The participants were made aware of the positive and negative aspects or consequences of participation. This helped the respondents to know the purpose and nature of research and its benefits. The researcher sort permission to conduct the research from the relevant authorities. The researcher avoided deception in case of limited finance or volatile situations which might lead to inadequate collection of data. The researcher avoided plagiarism, which is tantamount to stealing other people’s works.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

The findings, interpretations and discussions of the study are presented in this chapter. The chapter is organized into two main sections. The first section provides the demographic information of the respondents while second section gives the findings for the objectives that guided the study. The specific objectives that guided the study were:

a) To determine the influence of Capacity Building of HODs on Implementation of Curriculum in order to improve KCSE performance in public schools in Kericho County.

b) To determine the influence of Capacity Building of HODs on supervision of the curriculum in order to improve KCSE performance of public schools in Kericho County.

c) To establish the challenges encountered by schools on Capacity Building of Heads of Departments in order to improve KCSE performance of public schools in Kericho County.

d) To identify the strategies that can be taken by schools in order to train Heads of Departments at school level so as to improve KCSE performance of public schools in Kericho County.

4.2 Response Rate

This section presents a general overview of how the response rate was after the data collection exercise. During the data collection process, 800 questionnaires for teachers and 400 questionnaires for the Heads of Department were distributed by the
researcher to the respondents in various secondary schools in Kericho County. Out of the questionnaires that were distributed, 778 teachers’ questionnaires and 390 HODs’ questionnaires were returned. The response rate is presented in Table 4.1.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Category</th>
<th>Distributed Questionnaires(n)</th>
<th>Returned Questionnaires(n)</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>800</td>
<td>778</td>
<td>97.3</td>
</tr>
<tr>
<td>Heads of Department (HOD)</td>
<td>400</td>
<td>390</td>
<td>97.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1200</td>
<td>1168</td>
<td>97.3</td>
</tr>
</tbody>
</table>

Source: Research Data (2017)

Table 4.1 indicates that 1168 (97.7%) of the instruments were returned. Mugenda and Mugenda (2012) contends that a response rate of 50% is adequate for analysis and reporting while with a response rate of 70% and above is excellent. Therefore, this response rate was excellent, with response rate being 97.3% which was way above what Mugenda recommends.

4.3 Demographic Information

The study sought to establish the demographic information of the respondents. This included gender, age, level of education and work experience. These are presented in the section as follows:

4.3.1 Gender of Respondents

The study sought to establish the gender of teachers who participated in the study and this is presented in Table 4.2.
Table 4.2: Gender of Teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency(n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>312</td>
<td>40.1</td>
</tr>
<tr>
<td>Female</td>
<td>466</td>
<td>59.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>778</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.2 indicate that 466 (59.9%) were female while 312 (40.1%) respondents were male. From the data majority of the respondents were female teachers as they are represented by 59.9%. This is in line with idea that there is increased feminization of the teaching profession at the secondary level of schooling.

4.3.2 Gender of the Heads of Departments

The study sought to determine the gender of the Heads of Department and this is presented in the Figure 4.1 below.

Figure 4.1 indicate that majority 224(57.4%) respondents were female while 166(42.6%) were male. From the data majority of the respondents were female.
teachers who headed various departments in school. It was interesting to establish which between the two genders had fewer management challenges hence having better academic performance since research has shown that gender is not an issue in management.

4.3.3 Age

The study sought to determine the age of the teachers as shown in the figure below.

Figure 4.2: Teachers’ Age

Figure 4.2 shows that majority respondents 437(56.2%) were aged between 25 – 29 years, followed by 156(20. %) who were above 40 years, 105(13.5%) were age 20 – 24 years, and 80(10.3%) were aged between 30-39 years. The majority respondents indicate that most of the teachers were in the early years of their teaching career and hence were more enthusiastic to perform their duties.
4.3.4 Heads’ of Department Age

The study also sought to determine the age of Heads of Department and this is presented in figure 4.3 below

![Bar Chart](image)

Figure 4.3: Heads’ of Department Age

Figure 4.3 shows that majority of the HODs 179(45.9%) were aged between 30 – 39 years, followed by 120(30.8%) were above 40 years and 91(23.3%). The fact that majority of the HODs were aged between 30 and 39 years implied that they had taught for some time and had acquired the necessary experience to implement the curriculum after being trained by KEMI. The majority indicates more experience in management. This shows that more experience leads to better academic performance due to better understanding of the curriculum, methodology and pedagogy.

This is in line with Blaise (2017) who emphasizes that better management in schools can really improve life for pupils, parents and teachers. Basic techniques of modern management that have become standard in leading organisations in other parts of the economy are more widespread in many countries. In support Schumacher (2017)
confirms that these practices include rigorous collection of data on lessons, systematic feedback and supporting staff that struggle while rewarding and promoting great teachers. He says that measures of management quality suggest that good practices really matter for school performance. If there is strong accountability to the local school governing body, then this is a great marker of excellent management. In conclusion Bali and Goldhaber (2017) agrees that principals who have established a coherent long-term strategy and communicated it effectively to their staff then the wider school community will unlock other beneficial managerial practices as well.

4.3.5 Level of Education

The study sought to determine the level of education of the teachers and this is presented in the figure 4.4 below

![Figure 4.4: Teachers’ Level of Education](image)

In figure 4.4, 484(62.2%) respondents had a degree, 241(31%) Teachers had a diploma and 53(6.8%) respondents had masters as their highest level of education.
This shows that teachers with bachelors’ degree have met the qualifications and have a better understanding of the implemented curriculum resulting to better academic performance. They have the ability to bring out better performance. This means that all the teachers who participated in the study had the minimum requirement needed by the TSC to teach at the secondary level of schooling

**HODs’ level of Education**

The study sought to determine the level of education of the Heads of Departments.

![Pie Chart: HODs Level of Education](image)

**Figure 4.5: HODs Level of Education**

Figure 4.5 shows that majority respondents 346(88%) had a Degree while 44(12%) had a Diploma as their highest level of education.

The intention behind obtaining the level of education is because it is related to the ability to relate well with the topical issues of curriculum implementation, good content mastery and the ability to cater for individual differences that leads to good academic performance. The HODs who had a Degree were the majority with the competencies mentioned and therefore had the ability to get good academic performance.
This is in tandem with Bernly and Hill (2017) who confirms that teachers are expected to use a wide variety of methods, tools and approaches and to tailor them to the learners' needs. They also need to have competences and skills necessary to create a positive classroom environment and work collaboratively with other stakeholders within and outside the school in order to provide timely support to learners.

Remmy (2017) says that the role of the teacher is broadening and becoming more demanding. Teachers are expected to use a wide variety of methods, tools and approaches and to tailor them to the learners' needs. They also need to have competences and skills necessary to create a positive classroom environment and work collaboratively with other stakeholders within and outside the school in order to provide timely support to learners. In support Siskin (2017) emphasized that high schools are fundamentally different structures from elementary schools, and one key anatomical difference is their departmentalized differentiation of specialized teachers (HOD) She further argued that departments influence teachers and teaching in high schools. Her research findings indicated that there was a high correlation between effective schools and the strength of their departments.

4.3.6 Years Spent in the Current School

The study sought to determine the length of stay by the teachers in their current stations as shown in the table 4.3 below.
Table 4.3: Years Spent by Teachers in the Current School

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>519</td>
<td>66.7</td>
</tr>
<tr>
<td>4-6</td>
<td>167</td>
<td>21.5</td>
</tr>
<tr>
<td>7-9</td>
<td>92</td>
<td>11.8</td>
</tr>
<tr>
<td>Total</td>
<td>778</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.3 indicates that 519 (66.7%) of the respondents had been in the current school for years between 1-3 years, 167 (21.5%) respondents had been in the current school for a period between 4 years to 6 years and 92 (11.8%) respondents had been in the current school for a period of 7 to 9 years. Majority of the teachers 519 (66.7%) had been in their stations for years between 1-3 years. The more experienced teachers were very instrumental to good academic performance. This is because a teacher who has stayed in a station for a longer time has mastered the school routine very well and can run the academic programmes smoothly thus getting good academic performance.

This explains why the academic performance of most of the schools in Kericho County were performing dismally because many teachers had not stayed in their current station for long.

4.4 Years Spent by HODs in the Current School

The study sought to determine the length of stay by the HODs in their current stations and this is presented in the table 4.4 below.
### Table 4.4: Years Spent by HODs in the Current School

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency(n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>below 1 year</td>
<td>61</td>
<td>15.6</td>
</tr>
<tr>
<td>1-3 years</td>
<td>70</td>
<td>17.9</td>
</tr>
<tr>
<td>4-6 years</td>
<td>150</td>
<td>38.5</td>
</tr>
<tr>
<td>7-9 years</td>
<td>109</td>
<td>27.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>390</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

In Table 4.4, 150(38.5%) of the Heads of Departments had been in the current school for a period between 4 to 6 years, 109 (27.9%) respondents had been in the current school for a period of 7 to 9 year. 70 (17.9%) respondents had been in the current school for a period between 1 year to 3 years, 61 (15.6%) of the respondents had been in the current school for less than a year. Majority 150(38.5%) of the HODs had been in their current school for a period of 4 to 6 years. When length of stay is longer, the HOD will be able to establish and master the school routine, can understand the background of the learners thus bring out the best in them hence the ability to attain good academic performance.

Wilson and Corcoran (2017), in their study of effective high schools, came to the conclusion that department heads and members play essential leadership roles in effective high schools. Hence, it can be argued that the loosely-coupled structure of high schools allows HODs to make their own choices as professionals in the school, in a relatively autonomous work-place, and influence the development and implementation of a vision for the school. This will greatly assist effective learning and academic performance in schools which leads to achievement of educational goals.
Type of School

The study sought to determine the types of schools and this is presented in the figure 4.6 below.

![Pie chart showing types of schools](image)

**Figure 4.6: Type of School**

Figure 4.6 shows that 385 (33%) were from Girls’ Boarding schools, 311 (27%) were from mixed day schools, 248 (21%) were from Boys’ Boarding schools and 224 (19%) were from Mixed day and Boarding. Majority 385 (33%) of the respondents came from Girls’ Boarding schools. This shows that girls’ boarding schools were more vulnerable and had more management challenges. Management challenges have the potential to influence academic performance.
4.5 Data Presentation as Per Objective

This section presents the findings per the objectives that guided the study.

4.5.1 OBJECTIVE ONE: To determine the influence of Capacity Building of HODs on Implementation of Curriculum in order to improve KCSE performance in public schools in Kericho County.

In order to address the above objective, the research question was: What is the influence of Capacity Building of HODs on supervision of the curriculum so as to improve KSCE performance of public schools in Kericho County?

Responsibilities Related to Curriculum Implementation

The study sought to know the HODs’ responsibilities related to curriculum implementation and this is presented in Table 4.5 below.

Table 4.5: Responsibilities Related to Curriculum Implementation

<table>
<thead>
<tr>
<th>SN</th>
<th>Category</th>
<th>Frequency(n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Time Management</td>
<td>233</td>
<td>59.7</td>
</tr>
<tr>
<td>2.</td>
<td>Translation of Policies</td>
<td>43</td>
<td>11.1</td>
</tr>
<tr>
<td>3.</td>
<td>Requesting for Resources</td>
<td>55</td>
<td>14.1</td>
</tr>
<tr>
<td>4.</td>
<td>Finances</td>
<td>59</td>
<td>15.1</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>390</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.5 shows majority respondents 233(59.7%) respondents rated time management as the most preferred responsibility that related to curriculum implementation, 59(15.1%) respondents indicated that finances related with curriculum implementation, 55(14.1%) respondents indicated that requesting of resources conversed well with curriculum implementation and 43(11.1%) respondents indicated that translation of policies related well with curriculum implementation.
implementation. Time management seemed to resonate very well on its relation to curriculum implementation since there is a time frame for the curriculum to be implemented.

Heads of Department who are trained on time management stand a chance of implementing the curriculum well because syllabus coverage will be covered on time and learners will be equipped with the correct knowledge to be able to perform better academically. Good curriculum implementation depends on good time management which in turn improves academic performance in schools. This is in line with the Harlinger (2017) who emphasizes that it is important that the principal should manage time and lead the process of curriculum implementation through the HODs.

**Time Division of the Heads of Department**

The study sought to determine the influence of time division of the heads of department and this is presented in figure 4.7

![Figure 4.7: Time Division of the Heads of Department](image)

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57
In Figure 4.7 178(45%) respondents argued that it sometimes does. More than a third 143(37%) respondents said no, while 69(18%) said yes it does. Majority 178(45%) of the HODs responded that it sometimes does. This indicates that division of time in the teaching and running of departmental duties can render burnout on the teacher. In relation to majority respondents time division factor is very crucial to learning and performance in schools in that there is need to balance the duties allocated. A teacher who has a burn out is not able to perform well in class and therefore division of time in the teaching and running of departmental duties will promote good performance hence capable of getting good academic performance.

According to Arnold (2017) there's much greater gain in student achievement in a school when people work collaboratively in teams and when teams of teachers stay together over a period of time and build their collective knowledge and collective capacity. The whole can be greater than the sum of the parts. That's one of the major roles of good leadership.

4.5.2 Motivation to Handle Two Responsibilities

The study sought to determine the motivation to handle two responsibilities that is teaching and departmental administration. This is presented in Table 4.6 below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency(n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allowances</td>
<td>10</td>
<td>2.6</td>
</tr>
<tr>
<td>Vision to serve</td>
<td>318</td>
<td>81.5</td>
</tr>
<tr>
<td>Build curriculum vitae</td>
<td>41</td>
<td>10.5</td>
</tr>
<tr>
<td>Knowledge in leadership</td>
<td>21</td>
<td>5.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>390</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table 4.6 shows that majority respondents, 318(81.5%) were motivated by vision to serve, followed by respondents 41(10.5%) in Building curriculum vitae, 21(5.4%) said knowledge in leadership and finally 10(2.6%) were motivated by allowances.

The greatest motivation in handling responsibilities was on the vision to serve and this showed that they were enjoying what they were doing which lead to good academic performance. This is achieved fully when the stakeholders have a strong vision for the future.

Haminshu (2017) confirms that motivation is very necessary in any field you work, in your daily routine to do great things. If you are not motivated to do something, you cannot give your best in that field. Teaching is a very important field as future development of our nation is in the hand of teachers. If they themselves are not motivated, how will they motivated the students to achieve great results, how to do great things in their life.

4.5.3 Teachers’ Perception on Factors Influencing Curriculum Implementation and Performance

The study sought to determine the influence of perception on factors influencing curriculum implementation and this is presented in Table 4.7 below.
Table 4.7: Teachers’ Perception on Factors Influencing Curriculum Implementation

<table>
<thead>
<tr>
<th>Category</th>
<th>Poor (11.3%)</th>
<th>Fair (55.6%)</th>
<th>Good (33.1%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The degree of achievement in curriculum implementation through policy documents, circulars and guidelines to boost learning in school</td>
<td>44</td>
<td>217</td>
<td>129</td>
</tr>
<tr>
<td>The degree of adequacy of teachers in school or department for perfect implementation of Curriculum in school</td>
<td>15(3.8%)</td>
<td>313(80.3%)</td>
<td>62(15.9%)</td>
</tr>
<tr>
<td>The adequacy of learning and physical resources for curriculum implementation in the department or school</td>
<td>-</td>
<td>282(72.3%)</td>
<td>108(27.7%)</td>
</tr>
<tr>
<td>Attitude of teachers towards Head of department leadership</td>
<td>38(9.7%)</td>
<td>96(24.6%)</td>
<td>256(65.6%)</td>
</tr>
</tbody>
</table>

The findings on Table 4.7 Teachers’ perception on the degree of achievement in curriculum implementation through policy documents, circulars and guidelines to boost learning, 44(11.3%) respondents were of the opinion that it was poor, 217(55.6%) responded that it was fair while 129 (33.1%) respondents deemed it as good in boosting the curriculum implementation so as to improve academic performance. Majority (217(55.6)) perceived it to be fair and this indicates that Teachers’ Perceptions on policy documents and guidelines has influence on the academic performance. This is because teachers who are well versed with the policies and guidelines will implement the curriculum very well and have the ability of getting good academic performance. On teachers’ perception on the degree of adequacy of teachers in schools or department for perfect implementation of
Curriculum in school, 15(3.8%) respondents perceived it as poor, 313 (80.3%) respondents perceived it as fair and 63(15.9%) perceived it as good. Majority 313(80.3%) perceived it as fair in improving academic performance. When the adequacy of teachers is fair then their workload is not high. They can therefore give special attention to individual learners and this will improve academic performance in the long run. On Teachers’ perception on the adequacy of learning and physical resources for curriculum implementation in the department or school, 282 (72.3%) respondents indicated that it was fair while 108(27.7%) perceived it as a good factor. Majority 282(72.3%) perceived it as fair. Adequacy of learning and physical resources will ease congestion and the curriculum implementation will be very smooth thus yielding good academic performance. Teachers’ perception on the attitude of teachers towards Head of Department leadership 38(9.7%) of the respondents perceived it to be poor, 96(24.6%) perceived it to be fair while 256(65.6%) perceived it to be good. Majority 256(65.6%) indicated that their relationship with the teachers was a good factor in improving academic performance. When the attitude of the teachers towards the department leadership is good, the academic performance is bound to be good also because of enhanced teamwork. This is in tandem with Ronald (2017) who says that when teachers depend on one another for support, they develop relationships based on trust and empathy. These regular interactions are important in forming lasting professional and mentorship relationships. When teachers feel supported, they can better extend that same support to their students. In support Barth & Mason (2017) confirms that when teachers collaborate, the interests, backgrounds and strengths of each teacher can contribute to a project. If teachers work in a team, they can delegate tasks according to the personality and expertise of each team member. This type of
teamwork contributes to a greater sense of trust and accountability, and it allows teachers to feel confident about contributing their most dynamic skills toward school improvement.

4.6 Attendance of an Induction Course before Assuming Office

The study sought to determine the influence of attendance of induction courses before assuming office on academic performance and this is presented in figure 4.8 below.

Figure 4.8: Attendance of an Induction Course before Assuming Office

Figure 4.8 220(56%) respondents admitted that they were not exposed to any kind of training before assuming office 170(44%) respondents indicated that had an induction course prior to assuming office. Majority 220(56%) of the HODs admitted that they had not attended any induction courses before assuming office. This was an evidence that most Heads of Department were not exposed to any kind of training before assuming office. This had the potential to affect student performance because induction is part of professional development and a Head of
Department who is trained before assuming office has the potential to manage resources well and lead the team to good academic performance. This explains why most of the schools were performing below expectation. Velagutham (2016) confirms that capacity building approaches for achieving improved students’ performance includes advancing in teachers’ knowledge through professional training that is seminars, workshops, conferences.

4.7 Attendance of Leadership and Management Course in the Last Three Years

The study sought to know the attendance of leadership and management courses in the last three years and this is presented in Figure 4.9 below.

![Figure 4.9: Attendance of Leadership and Management Course in the Last Three Years](image)

In figure 4.9, 283(72.6%) respondents said they had not attended leadership and management courses in the last three years. 107(27.4%) respondents indicated to have attended leadership and management courses in the last three years. Majority 283(72.6%) of the Heads of Department had not attended any leadership and management courses for the last three years. This could have an
implication on poor academic performance, As leaders in their departments Cole (2012) says that they are mandated to professional training in updating their skills and professional knowledge to stay informed to the dynamic learners’ landscape so as to continue being effective.

Regular attendance of such courses will equip them on with current trends on curriculum implementation that gives them the ability to get enhance good academic performance. Yuki (2017) says that leadership and training is a social process in which a member or members of a group or organization influence the interpretation of internal and external events, the choice of goals or desired outcomes, organization of work activities, individual motivation and abilities, power relations, and shared orientations. Effective Head teachers

4.8 **Number of times leadership and management course had been taken**

The study sought to determine the number of times the HODs had taken leadership and management courses and this is presented in the figure 4.10 below
Figure 4.10: Number of times leadership and management course had been taken

In Figure 4.10, 86 (80.4%) of the respondents had taken the course 1 to 3 times while 21 (19.6%) had undertaken it 7 to 9 times. Majority of the Heads of Department 86 (80.4%) affirmed that they had taken the leadership and management courses 1 to 3 times. If the number of times leadership and management courses are taken are more the Heads of Department will be well equipped with management skills in the supervision of the curriculum. This has the potential to enhance academic performance. Lampard (2016) confirms that seminars and workshops allow participants to learn new ways of doing things, build value, and appreciate best practices, styles and technology.
4.9 HODs’ suggestions on the Frequency of Effective Trainings of HODs

The study sought to determine the HODs’ suggestions on the frequency of effective trainings and this is presented in Figure 4.11 below.

Figure 4.11: HODs’ Suggestions on the Frequency of Effective Trainings.

Figure 4.11 shows that majority 179(54.9%) respondents suggested that the trainings should be conducted annually. This will assist to equip them with emerging issues in the curriculum and boost their chances of improving academic performance. Followed by 117(30%) who said termly and finally 94(24.1%) who said sometimes. In relation to the above majority 179(54.9%) are in favour of yearly training for the HODs to be efficient and effective in their work. Frequency in trainings will enhance the methodology and pedagogy thus improving the academic performance of students.

Musau (2017) confirms that frequent seminars and workshops are important in any area of proficiency. Conducting capacity building through workshops has been
considered the best way of simulating learning. Training will assist in sharpening and imparting of new knowledge hence boosting the academic performance.

4.10  Selection Criteria of HODs.

The study sought to determine the selection on criteria of HODs and this is presented in Table 4.8 below.

<table>
<thead>
<tr>
<th>SN</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Straight to Head of Department</td>
<td>256</td>
<td>65.50</td>
</tr>
<tr>
<td>2.</td>
<td>Apprenticeship of the older HODs</td>
<td>106</td>
<td>26.92</td>
</tr>
<tr>
<td>3.</td>
<td>Initial Mentoring by Experienced Colleagues</td>
<td>28</td>
<td>7.18</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>390</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.8 indicate that 256(65.50%) of the respondents indicated that they were selected straight to Head of Department, 106(26.92%) respondents were selected through apprenticeship of the older HODs and 28(7.18%) respondents pointed out that they got there through initial mentoring by experienced colleagues. From the findings the selection criterion shows that majority 256(65.50%) of the respondents were selected straight to Head of Department without any exposure and this had the potential to influence the academic performance. Lefgren (2017) points out that there is need for intensive training for them to enable to impart positively in their performances.

4.11  Support for Professional Development Initiative

The study sought to determine the support for professional development initiative and this is presented in the Table 4.12 below.
Figure 4.12 indicate that 1133(97%) respondents showed their support for Professional Development initiative with the target being the teacher. This assisted them greatly in getting new knowledge so as to address emerging issues in our classrooms. The other respondents 35(3%) did not have support for professional Development Initiative. Majority 1133(97%) confirms that professional development is the best practice for all the stakeholders in our learning institutions to enhance new knowledge so as to improve performance. The principals noted that the importance of professional development of teachers in relation to HODs and teachers was that it translates to the improvement of academic performance of the learners, besides building the curriculum vitae of teachers and exposing them to new knowledge and networking.

Stinger (2017) argues that professional development advancement to present education transformations will permit teachers’ advance their approach to teaching and improving students’ knowledge and academic performance.
4.11.1 OBJECTIVE TWO: To determine the influence of Building Capacity of HODs on supervision of the curriculum implementation on KCSE performance of public schools in Kericho County

In order to address the above objective, the research question was:

What was the influence of capacity building of Heads of Department on supervision of the curriculum implementation on KCSE performance of public schools in Kericho County?

4.11.2 Internal Seminars to Disseminate New Knowledge

The study sought to determine the frequency of internal seminar held in schools to sensitize staff members on effective curriculum for effective learning. This is presented in Figure 4.13 below.

![Figure 4.13: Internal Seminars to Disseminate New Knowledge](image-url)
In Figure 4.13 224(57.4%) respondents indicated that they have been holding internal seminars to disseminate new knowledge. This would assist them in improving academic performance. 118(30.3%) respondents did not organize the internal seminars and 48(12.3%) respondents did it sometimes. Majority of the schools 224(57.4%) organized internal seminars to disseminate new knowledge. According to Kuafman (2017) the frequency of internal seminars assist the teachers to perfect in attaining skills in their areas of specializations in order to impart relevant knowledge to students to improve the students’ academic performance.

4.11.3 Frequency of Checking Teachers’ Working Documents

The study sought to determine the number times the teachers’ documents were checked and this is presented in Table 4.9 below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency(n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually</td>
<td>41</td>
<td>10.5</td>
</tr>
<tr>
<td>Termly</td>
<td>339</td>
<td>86.9</td>
</tr>
<tr>
<td>Rarely</td>
<td>10</td>
<td>2.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>390</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.9 shows that majority of the Heads of Departments 339 (86.9%) checked the teachers’ working documents on termly basis. Followed by 41(10.5%) respondents who checked the vital teachers’ working documents annually, while those who rarely did that were only 10(2.6%). The results show that most of the HODs performed check-ups on teachers’ working documents every term. This was to make sure that the updates were followed strictly to be efficient and systematic in
curriculum implementation. Termly checking enhances uniformity amongst all classes and adherence to the approved working documents like the schemes of work. It also assists in timely completion of the syllabus which enhances good academic performance.

Through an interview schedule the study sought to know how the principals dealt with the working documents of teachers and HODs. In schools with two deputies the principal delegated duties. Only those that required his/ her attention were brought forward to him/her which includes when teachers fail to honor their work. In other schools the principals went through the working documents by themselves and guided the teachers and HODs as well. Fukuyama (2017) affirms that termly or regular check-ups of teachers’ documents help to streamline the content, and the kind of knowledge that the teachers are teaching. This helps to check if there is any weakness and rectifications can be done at the right time. Frequent checking of working documents enhances good teaching and learning practices which has the potential to influence academic performance.

**4.11.4 Handling Errant Teachers**

The study sought to determine some of the ways of handling errant teachers and this is presented in the Table 4 below.

<table>
<thead>
<tr>
<th>SN</th>
<th>Category</th>
<th>Frequency(n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Report to the Principal</td>
<td>22</td>
<td>5.6</td>
</tr>
<tr>
<td>2.</td>
<td>Verbal Warning</td>
<td>125</td>
<td>32.05</td>
</tr>
<tr>
<td>3.</td>
<td>Guidance and Counselling</td>
<td>243</td>
<td>62.31</td>
</tr>
<tr>
<td>4.</td>
<td>TOTAL</td>
<td>390</td>
<td>100</td>
</tr>
</tbody>
</table>
The Table 4.10 shows that 243(62.31%) of the Heads of Department used guidance and counseling, 125(32.05%) of them used verbal warning and 22(5.64%) reported the matter to the principal. Majority 243(62.31%) of the Heads of Department used Guiding and counseling as a method of handling errant teachers. This method helps in correcting and rehabilitating the errant teachers and in the long run they will be working well with the others. When teachers work as a team there are higher chances of producing good academic performance. Albright (2006) confirms that guiding and counseling provides the opportunity for the victims to air their views in detail and the circumstances leading them to be in that situation. It is a forum which is less punitive but rather to understand each other from both ends of the divide and hence could motivate an individual to perform well in school.

4.11.5 Supervision and Support in Implementing Curriculum

The study sought to determine the influence of supervision and support in implementing of the curriculum. This is presented in Table 4.11 below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of supervision and support in implementing the curriculum.</td>
<td>9(2.3%)</td>
<td>293(75.1%)</td>
<td>88(22.6%)</td>
</tr>
<tr>
<td>Teaching and learning resources</td>
<td>-</td>
<td>221(56.7%)</td>
<td>169(43.3%)</td>
</tr>
<tr>
<td>School climate in relation to curriculum Implementation</td>
<td>-</td>
<td>182(46.7%)</td>
<td>208(53.3%)</td>
</tr>
<tr>
<td>Financial support from the Ministry of Education to support curriculum</td>
<td>103(26.4%)</td>
<td>222(56.9%)</td>
<td>65(16.7%)</td>
</tr>
<tr>
<td>and effective learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State of learning facilities</td>
<td>-</td>
<td>251(64.4%)</td>
<td>139(35.6%)</td>
</tr>
<tr>
<td>By monitoring and evaluation of both the teachers and students compared</td>
<td>-</td>
<td>245(62.8%)</td>
<td>145(37.2%)</td>
</tr>
</tbody>
</table>
In Table 4.11 above, the HODs were asked to evaluate the influence of supervision and support in implementing of curriculum so as to improve academic performance in school and the findings were:

On the Influence of supervision and support in implementing curriculum 293(75.1%) Heads of Department indicated that it was fair, 88(22.6%) indicated that it was good and 9(2.3%) of them indicated that it was poor. Good and fair supervision and support of curriculum implementation will always give good academic performance.

On the teaching and learning resources, majority 221(56.7%) of the Heads of Department said it was fair. Adequate teaching and learning resources has the potential to enhance good academic performance.169 (43.3%) Heads of Department indicated that it was good.

On the school climate in relation to curriculum Implementation majority respondents 208(53.3%) said it was good. A child friendly school will provide a conducive environment for learning and has a potential to give good academic performance. On the financial support from the Ministry of Education to support curriculum and effective learning, majority 222(56.9%) of the Heads of Department indicated that it was fair, 103(26.4%) of them indicated that it was poor and 65(16.7%) indicated that it was good. Good financial support from the ministry of Education enhances equity amongst all schools and access to learning opportunities for all the learners. This has a potential to give good academic performance in all the schools.
On the state of learning facilities majority 251(64.4%) of the Heads of Department said it is fair while 139(35.6%) indicated that it was good. Good state of learning facilities promotes good acquisition of knowledge which has the potential to enhance good academic performance.

On monitoring and evaluation of both the teachers and students compared to results, majority 245(62.8%) Heads of Department said it is fair while 145(37.2%) of them indicated that it was good. Good monitoring and evaluation will influence good academic performance.

Through an interview schedule, principals were asked for the ways in which they evaluated and monitored both HODs and teachers. Through the interview they indicated that they used staff meeting, performance appraisals and departmental targets as a way of tracking the records. The gaps noted during performance appraisals of teachers and HODs are used to identify the areas of need which require capacity building. Heads of Departments also make recommendations during staff meetings on the areas of training. Capacity Building that is tailored to the needs of an institution has the potential to influence good academic performance.

Fanks (2016) points out that there is an urgent need for all the stakeholders especially the governments to support fully curriculum implementation, by devising essential strategies that will counter the challenges in educational systems and in relation to teacher capacity building.

The study sought to determine the HODs’ perception on the provisions for Heads of Department in the TSC Policy Sessional Paper No. 1 of 2005 on policy framework for Educational Training and Research. This is presented in Table 4.12 below.

Table 4.12: HODs’ perception on the Provisions for HODs in the TSC Policy Sessional Paper No. 1 of 2005 on policy framework for Educational Training and Research

<table>
<thead>
<tr>
<th>SN</th>
<th>Category</th>
<th>Frequency(n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very Demanding</td>
<td>99</td>
<td>25.4</td>
</tr>
<tr>
<td>2.</td>
<td>Lack of Finances</td>
<td>46</td>
<td>11.8</td>
</tr>
<tr>
<td>3.</td>
<td>Not Promoted</td>
<td>32</td>
<td>8.2</td>
</tr>
<tr>
<td>4.</td>
<td>Highly Theoretical</td>
<td>86</td>
<td>22.2</td>
</tr>
<tr>
<td>5.</td>
<td>Not commensurate with Incentives</td>
<td>217</td>
<td>32.4</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>390</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.12 indicates that majority 217(32.4%) of the Heads of Department were of the perception that the TSC policy Paper No.1 was not commensurate with the incentives, 99(25.4%) said that the policy was very demanding, 86(22.2%) of them said that the policy was highly theoretical, 46(11.8%) attributed it to lack of adequate finances and 1 32(8.2%) of them said the policy led to no promotions. A demotivated teacher does not perform well in class and this has the potential to influence academic performance. Policy documents should aim at motivating the teacher so as to enhance good academic performance. The principals gave their suggestions on how on how they motivated the HODs which included; setting
targets for the various departments with a reward for those who attain the set standards, team building of all HODs and the teachers.

Sanyal (2013) emphasizes that there should be policies from the government which guarantee quality of teacher education, need for stirring and up-scaling on the on-going teacher quality improvement.

4.12 Participation of the Heads of Department in the Review of Curriculum

The study sought to determine the participation of the Heads of Department in curriculum review and this is presented in Figure 4.14 shown below.

![Pie Chart](./figures/figure4_14.png)

**Figure 4.14: Participation in Review of the Curriculum**

In figure 4.14, majority respondents 164(42%) said they sometimes participated. By participation the HODs will be well acquainted with what they are supposed to do in relation to good academic performance. The other respondents 160(41%) said they did it termly while 66(17%) did it once a year. The finding shows that majority 164(42%) sometimes participated in curriculum review. According to Franklin (2008) confirms that curriculum review is very important for all the school
stakeholders, from the principal down to the teachers as it provides an up-to-date knowledge on curriculum, knowledge and assessment to march the desired good academic performance.

4.12.1 OBJECTIVE THREE: To establish the challenges encountered by schools on Capacity Building of Heads of Departments in order to improve KCSE performance of public schools in Kericho County.

In order to address the above objective, the research question was:

What are the challenges encountered by schools on capacity Building of Heads of Departments in order to improve KCSE performance of public schools in Kericho County?

Challenges Encountered by schools in Training of Heads of Department so to increase academic performance of public schools in Kericho County.

The study sought to determine the challenges encountered by schools in training of Heads of Department so as to increase academic performance of public schools. This is presented in Table 4.11 below.

<table>
<thead>
<tr>
<th>Table 4.13: Challenges Encountered by schools in Training of HODs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Lack of finance</td>
</tr>
<tr>
<td>Outsourcing trainers</td>
</tr>
<tr>
<td>Adequacy of time</td>
</tr>
<tr>
<td>Delayed incentive</td>
</tr>
<tr>
<td>Nepotism on who to attend trainings</td>
</tr>
<tr>
<td>Heavy workload</td>
</tr>
</tbody>
</table>
The findings in Table 4.13 shows that, on the lack of finance majority 142(36.7%) respondents agreed that finance was a challenge encountered by schools in training of HODs. This shows that availability of finance is very important at every stage of training in terms of payments and participation. Availability of finances will enable schools to plan for frequent trainings for HODs. This has the potential to influence academic performance. On the outsourcing trainers majority respondents 116(29.7%) agreed. On the Adequacy of time majority respondents 121(21.3%) disagreed. On the delayed incentive, majority respondents 104(26.7%) felt they were uncertain. On the Nepotism on who to attend trainings, majority respondents 201(51.5%) strongly disagreed. On the heavy workload, majority respondents, 155(39.7%) were in agreement that heavy workload was a challenge on the training of HODs. With heavy work the HODs will most likely not implement what they have learnt during the training and this has the potential to influence academic performance.

From the results above challenges were noticed in relation to finance, adequacy of time, incentives heavy workloads among others of which impeded them from training. This shows that such challenges may impede the training of HODs and may subsequently lead to dismal academic performance. The principals noted that finance was a major challenge in addressing the issue of curriculum implementation. They also noted that motivation is the other challenge that influences performance negatively. Fullan (2017) says that if the many challenges facing the HODs are solved, they can help the school instructional leadership where both the Principals and HODs work with teachers to shape the school as a work place in relation to
shared goals, teachers’ collaboration, learning opportunities, commitments and students learning in pursuit of good academic performance.

4.12.2 Effects of Challenges of Training HODs on Students’ Academic Performance

The study sought to determine whether the challenges of training Heads of Department had influence on students’ academic performance. This is presented in figure 4.15 below:

![Pie Chart](image)

**Figure 4.15: Effects of Challenges of Training HODs on Academic Performance**

The findings in figure 4.15 shows that, majority respondents 313 (80.26%) indicated that the challenges of training HODs influence on the academic performance of the students. This shows that there will be less knowledge acquired by the HODs which has a potential to influence the academic performance negatively. 50 (12.82%) were not sure if it influences the students in any way and finally 27 (6.92%) of the respondents indicated that it does not.

The results indicate that by training the HODs the influence on learning is very positive to the students in terms of knowledge acquisition and academic
performance in schools. Stinger (2017) urges that professional development advancement to present education transformations will permit teachers’ advance their approach to teaching and improving students’ knowledge and academic performance. As Soshana (2017) puts it that a school with well-trained educators stands a chance of implementing the curriculum successfully.

4.12.3 OBJECTIVE FOUR: To identify the strategies that can be taken by schools to Capacity Build Heads of Departments at school level so as to improve KCSE performance of public schools in Kericho County.

In order to address the above objective, the research question was:

What are the strategies that can be taken by schools so as to train Heads of Department at school level in order to improve KCSE performance of public schools in Kericho County?

Through an interview schedule this study sought to determine the opinions of the principals on the strategies that can be taken by schools so as to train Heads of Departments at school level. The findings revealed that teachers should be subjected to trainings more frequently. These trainings should be tailored down from the Ministry of Education and other stakeholders who implement curriculum to the school level. The trainings should be holistic in their approach so that they include every aspect of curriculum implementation and influence academic performance positively. The schools should be well empowered in terms of resources for them to allow smooth running of the training programmes.
The study asked the principals to suggest formidable ways of improving HODs training in schools. The findings showed that motivation would play a great role in creating a road map to trainings. Other than teachers becoming reliant on themselves to sponsor their training, the respondents suggested that the schools should support by sponsoring teachers to these trainings. Very importantly is to streamline the responsibilities of HODs in relation to the capabilities and talents of the individual teachers. These shows that the training of HODs should begin within the school and by extension to the individual teacher since the ultimate goal is to have the school excel in learning and academic performance. The principals sentiments were in agreement with the views of the teachers and majority were of the opinion that the governments seek partnership with the institutions providing professional development to teachers. The government should come up with comprehensive financial scheme to sponsor the educators in various disciplines and allow various professional bodies to enhance training in support of professional development. The study revealed that the principals handled capacity building of HODs and teachers by sponsoring when funds are available, networking to have them gain an insight to what is happening in the field of curriculum implementation. Seeking and letting the HODs and teachers know of available opportunities in terms of seminars, trainings and workshops, liaising with various trainers who have trained them in the past to undertake training in their schools. Some of the principals suggested that they included capacity building of Heads of Department in their main budgets so that they can continuously improve their skills in curriculum implementation thus achieving good academic performance.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Summary of the study findings are presented in this chapter. Conclusions and recommendations of the study are also presented. Lastly, the chapter has suggestions for further research.

5.2 Summary of the Findings

Research objectives guided the summary of the findings as stated below.

5.2.1 Demographic Information

The study used a response rate of 1168 (97.7%) which was adequate. In relation to gender respondents the teachers were female 466(59.9%) and males were 312(40.1%). The Head Teachers were 224(57.4%) females and 166(42.6%) males. The age of the majority teachers were 437(56.2%) aged between 25 – 29 years while majority Head Teachers age were 179(45.9%) aged between 30 – 39 years. The level of education for majority teachers were 484(62.2%) respondents who had degrees while the HODs majority 346(88.6%) had Degrees. Years spent in current school, the majority teachers 519 (66.7%) had been in the current school between 1-3 years, while majority HODs 519 (66.7%) had been in the current school between 1-3 years. In relation to type of school majority respondents 385(33.0%) were from Girls’ Boarding schools.
5.2.2 OBJECTIVE ONE: To determine the influence of Capacity Building of HODs on Implementation of Curriculum in order to improve KCSE performance in public schools in Kericho County

On Influence of training of HODs on implementation majority 233(59.7%) respondents rated time management as the most preferred responsibility that related to curriculum implementation. This show that times if well scheduled it can lead to successful implementation which will boost academic performance.

On the division of time in the teaching and running of departmental duties render the teacher burnout, majority respondents 178(45%) argued that it sometime does. It shows that teaching and running other duties may affect the efficiency of academic performance. On Motivation to handle two responsibilities majority respondents, 318(81.5%) were motivated by vision to serve. On perception on factor influencing curriculum implementation the study had the following responses. On the degree of achievement of policy documents, circulars and guidelines in curriculum implementation to boost learning, majority respondents 129 (33.1%) deem it as good in boosting the learning.

On the degree of adequacy of teachers or department for perfect implementation of Curriculum in school, majority 313 (80.3%) respondents saw it as fair. On matters, adequacy of learning and physical resources for curriculum implementation in the department or school, majority 282 (72.3%) respondents indicated that it was fair. On the Attitude of teachers towards Head of Department leadership, majority 256(65.6%) respondents indicated that their relationship with the teachers was good. On the preparation that the Heads of Department were accorded before they
assumed office, majority 220(56%) respondents admitted that they were not exposed to any kind of training before assuming office.

On the HOD undertaking a leadership and management course, majority respondents 283(72.6%) said no training. Of the 107(27.4%) respondents who had indicated to have taken leadership and management courses. On Frequency of Effective Trainings of HODs majority 179(54.9%) respondents argued that the trainings should be conducted annually. On Selection criteria of HODs majority, 256(65.50%) of the respondents indicated that they got the leadership of the department straight away. On professional development majority respondents 1133(97%) showed their support for Professional Development initiative with the target being the teacher.

5.2.3 OBJECTIVE TWO: To determine the influence of Capacity Building of HODs on supervision of the curriculum in order to improve KCSE performance of public schools in Kericho County

On internal seminars to disseminate new knowledge majority respondents 224(57.4%) respondents who were the majority indicated that they have been doing so. On checking teachers’ documents work in relation to curriculum implementation. Majority respondents 339(86.9%) respondents checked them on termly. On handling errant teachers majority respondents 243(62.31%) of the respondents used guidance and counseling.

On evaluating the impact of implementing of curriculum and performance in school and the findings were:-

On the Impact of implementing of curriculum and performance in school, Majority respondents 293(75.1%) said it was fair. On the teaching and learning resources,
majority respondents 221(56.7%) said it was fair. On the school climate in relation
to curriculum Implementation majority respondents 208(53.3%) said it was good.
On the financial support from the Ministry of Education to support curriculum and
effective learning, majority respondents 222(56.9%) said that it was fair. On the
state of learning facilities majority respondents 251(64.4%) said it is fair. On the
monitoring and evaluation of both the teachers and students compared to results,
majority respondent 245(62.8%) said it is fair. On Provisions Benefiting HODs in
the TSC Policy Sessional Paper majority respondents 217(32.4%) the policy was not
commensurate with the incentives. On the involvement of HODs in the review of
curriculum majority respondents 164(42%) said they sometimes participated.

5.1.4 OBJECTIVE THREE: To establish the challenges encountered by
schools on Capacity Building of Heads of Departments in order to
improve KCSE performance of public schools in Kericho County

The respondents cited theses challenges namely: on the lack of finance majority
respondents 142(36.7%) agreed. On the outsourcing trainers majority respondents
116(29.7%) agreed. On the Adequacy of time majority respondents 121(21.3%)
disagreed. On the delayed incentive, majority respondents 104(26.7%) felt they were
uncertain. On the Nepotism on who to attend trainings, majority respondents
201(51.5%) strongly disagreed. On the heavy workload, majority respondents,
155(39.7%) agreed. Majority respondents 313(80.26%) indicated that the challenges
of training HODs impact on the academic performance of the students.
5.1.5 OBJECTIVE FOUR: To identify the strategies that can be taken by schools to Capacity Build Heads of Departments at school level so as to improve KCSE performance of public schools in Kericho County

The findings suggested that; teachers should be subjected to trainings more frequently. These trainings should be tailored down from the Ministry of Education and other stakeholders who implement curriculum to the school level. The trainings should be holistic in their approach so that they include every aspect of curriculum implementation and the academic performance. The schools should be well empowered in terms of resources for them to allow smooth running of the training programmes. The government should come up with comprehensive financial scheme to sponsor the educators in various disciplines and allow various professional bodies to enhance training in support of professional development.

On interview Schedule Report the respondents were of the following views that the principals gave ways in which they used to motivate the HODs they included; setting targets for the various departments with a reward for those who attain the set standards, team building of teachers with various themes being curriculum implementation. Some schools sponsored teachers to seminars and curriculum review seminars and workshops from the principals’ responses and departmental meetings to fast track the implementation process.
5.3 Conclusions

The conclusions of the research study were explained in relation to the four objectives of this research study as shown below:

a) To determine the influence of Capacity Building of HODs on Implementation of Curriculum so as to improve KCSE performance in public schools in Kericho County.

On the basis of the findings the study concludes that availability of time and financial resources were very important for capacity building for the HODs in order to effectively handle curriculum implementation. Although there were shortages of teachers most of them were motivated by vision of serving well. They acknowledged that curriculum implementation goes well with policy documents and guidelines through capacity building. The study also concluded that Most HODs did not attend the leadership, management and induction courses before assuming their respective offices. Induction as such is very important because of on-job orientation and sometimes apprenticeship which prepares the new leader to the new responsibilities. Induction does well with frequent trainings of the HODs in their areas of specialization. This actually paves way to professional development which is very crucial to all teachers and HODs in their school.

b) To determine the influence of Capacity Building of HODs on supervision of the curriculum so as to improve KCSE performance of public schools in Kericho County.

On the basis of findings the study concludes that most schools held internal seminars which assisted in dissemination of new knowledge to both teachers and
HODs. Teachers’ documents were checked on termly basis so as to streamline the efficiency in school work in relation to curriculum implementation. This paves way to monitoring and evaluation of all the activities related learning and performance in schools. The study also found out that the supervision support in curriculum implementation was fair in most schools. The incentives of most of the HODs were inadequate, however, majority HODs confirmed that they sometimes participate in curriculum implantation and sometimes not.

c) To establish the challenges encountered by schools on Capacity Building of Heads of Departments so as to improve KCSE performance of public schools in Kericho County.

On the basis of findings the study concludes that there were many challenges in capacity building and curriculum implementation. These are lack of financial resources for sponsoring the teachers and HODs, inadequate teachers in most schools which mean it’s difficult to allocate training because most of them are pre-occupied. This leads to heavy workload of the same teachers that there is no opportunity to attend even seminars at the expense of teaching many lessons at their disposal. In general these challenges among others have adverse effects on capacity building and curriculum implementation in relation to HODs in schools. Therefore it further affects the learning and performances in respective schools.

d) To identify the strategies that can be taken by schools so as to train Heads of Departments at school level so as to improve KCSE performance of public schools in Kericho County.
On the strategies the study concludes that the trainings of teachers and HODs should be holistic in their approach so that they include every aspect of curriculum implementation and the academic performance. The stakeholders were of the opinion to train the educators thoroughly in professional development which will boost capacity building. This will assist greatly in curriculum implementation and also in learning and performance of students in schools. Secondly, the government should come up with comprehensive financial scheme to sponsor the educators in various disciplines and allow various professional bodies to enhance training in support of professional development.

5.4 Recommendations

a) The study recommends that the Teacher Service Commission and the Ministry of Education should constantly review its policies to accommodate changing needs of Teachers and HODs in full Profession Development.

b) The study recommended the establishment of capacity building programmes that accommodate all teachers and HODs which should be affordable and create policies to guide them by the government.

c) Adequate resources both human and financial should be put in place for capacity building to assist HODs in implementing curriculum successfully by the government.

d) The government to fully support the Professional development of all the educators so that they can perform well in schools.

e) Policies should be put in place to enable schools encounter the challenges impeding their performances and learning.
5.5 **Recommendations for Further Research**

The following were some issues that emerged from the study and therefore suggested further research as follows:

a) Research to be carried out on capacity building of HODs and curriculum implementation in primary schools.

b) Research to be carried out on capacity building of HODs and curriculum implementation in tertiary institutions.

c) Research to be carried out on Professional Development in all learning institutions.
REFERENCES


APPENDICE

Appendix A: Questionnaire for Heads of Departments

Kindly respond to all questions as honestly as possible. The information obtained will be treated with utmost confidentiality for the purpose of this study.

SECTION A: Demographic Information

Please tick where applicable.

1. Gender: Male [ ] Female [ ]

2. Age: 20-24 [ ] 25-29 [ ] 30-39 [ ] 40 & above [ ]

3. Highest Level of Education
   Diploma [ ] Degree [ ]
   Masters [ ] Others [ ]

4. Years spent in the current school
   Below 1 year [ ] 1-3 years [ ]
   4-6 years [ ] 6-9 years [ ]
   Over 10 years [ ]

5. Type of school
   Boys’ boarding [ ] Girls’ boarding [ ]
   Mixed day school [ ] Mixed day and boarding [ ]

OBJECTIVES

SECTION B: To determine the influence of training of HODs on implementation of the curriculum so as to increase KCSE performance to public schools in Kericho County.

6. According to your responsibilities related to curriculum implementation for effective learning, which of these do you find crucial in order of preference?
   Time management [ ] Department meetings [ ]
   Translate Policies [ ] Requesting for Resources [ ]
   Handling Departmental funds [ ] Finances [ ]

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7. Do you think your division of time in your teaching/departmental duties renders you to teacher burnout?
   Yes [ ]  No [ ]  Sometimes [ ]

8. As an HOD what is your motivation to handle these two responsibilities that is teaching/department administration.
   Allowances [ ]  A vision to serve [ ]
   Knowledge in leadership [ ]  Build curriculum Vitae [ ]
   Future full Administrator (Principal) [ ]

9. Rate the following policy documents, circulars and guidelines and their degree of achievement in curriculum implementation to boost learning.
   Good [ ]  Fair [ ]  Poor [ ]

10. Have you ever attended an induction course before assuming the office?
    Yes [ ]  No [ ]

11. (a) Have you ever attended leadership and management courses in the last three years?
    Yes [ ]  No [ ]

(b) If yes in the above, indicate the number of times
   1-3 [ ]  4-6 [ ]
   6-9 [ ]  Over 10 times [ ]

12. Suggest the frequency of effective training of HODs of schools for perfect curriculum implementation and effective learning?
    Termly [ ]  Annually [ ]
    Sometimes [ ]

13. On appointment did you undergo through any categories shown below:
    Straight to Head the Department [ ]
    Apprenticeship of the Older HOD [ ]
    Initial mentoring by experienced colleagues [ ]

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14. Rate the frequency of organizing seminars and workshops related to curriculum implementation.
   Annually [ ]      Termly [ ]
   Rarely [ ]       None [ ]

15. Rate the degree of adequacy of teachers in your school or department for perfect implementation of Curriculum?
   Good [ ]       Fair [ ]
   Poor [ ]

16. Describe the adequacy of learning and physical resources in our school or department for implementation of Curriculum?
   Good [ ]       Fair [ ]
   Poor [ ]

17. Do you support Professional Development initiative of teachers in your school or department?
   Yes [ ]       No [ ]
   Sometimes [ ]

18. Describe the attitude of teachers towards your headship of the department
   Good [ ]       Fair [ ]
   Poor [ ]

SECTION C: To determine the influence of training of HODs on supervision of the curriculum so as to increase academic performance of public schools in Kericho County.

19. Do you hold any internal seminars to sensitize your staff members on what you were trained on in relation to effective curriculum implementation for effective learning?
   Yes [ ]       No [ ]
   Sometimes [ ]
20. Rate the frequency of checking the teachers’ working documents like schemes of work, lesson plans which are crucial in learning process.

   Annually [ ]   Termly [ ]
   Rarely [ ]   None [ ]

21. How do you deal with disciplinary measures on errant teachers who are not abiding with the rules of preparing vital documents for approval?

   Report to the principal [ ]   Verbal warning [ ]
   Guidance & Counseling [ ]   Ignore [ ]

22. Describe the impact implementing of curriculum and performance in your school.

   Good [ ]   Fair [ ]
   Poor [ ]

23. How can you rate the teaching and learning resources?

   Good [ ]   Fair [ ]
   Poor [ ]

24. Can you rate the school climate in relation to curriculum implementation?

   Good [ ]   Fair [ ]
   Poor [ ]

25. In relation perfect supervision in departments which of the tick 1--5 the following courses in order of preference in improving curriculum and effective learning.

   Group Dynamics [ ]   Human Development [ ]
   Stress management [ ]   Crisis Management [ ]

26. TSC Policy Sessional Paper No. 1 of 2005 on Policy Framework for Education Training and Research. In relation to the provision how have you benefited as a HOD

   Taken long [ ]   Very demanding [ ]
   Lack of finances [ ]   Promoted [ ]
   Not promoted [ ]   Highly Theoretical [ ]
   Partially Practical [ ]
   Not Commensurate with the Incentives [ ]
27. Describe the Financial support from the Ministry of Education to support curriculum and effective learning.

Good [ ] Fair [ ]
Poor [ ]

28. What is the state of learning facilities?

Good [ ] Fair [ ]
Poor [ ]

29. By monitoring and Evaluation of both the teachers and students, how do you describe the results?

Good [ ] Fair [ ]
Poor [ ]

30. How many times do you participate in review of curriculum materials?

Termly [ ]
Once a year [ ] Sometimes [ ]

SECTION D: To establish the challenges encountered by schools on training of heads of departments so as to increase academic performance of public schools in Kericho County.

31. (a) Kindly indicate the extent to which you agree with the following statements on the challenges encountered by schools in training of heads of departments. Kindly (✓) tick appropriately on a scale of 1-5. 1-Strongly Disagree (SD), 2-Disagree (D), 3-Uncertain (U), 4-Agree (A), 5-Strongly Agree (SA)

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<th>U</th>
<th>A</th>
<th>SA</th>
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<td>2. Outsourcing Trainers</td>
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<td>3. Adequacy of Time</td>
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<td>5. Nepotism on who to attend training</td>
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<td>5. Heavy workload</td>
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</table>
(b) Kindly briefly explain other challenges encountered in relation of HODs trainings...

32. What do you think these challenges on Capacity Building of heads of department have an impact to students’ academic performance?

Yes [ ] No [ ] Not Sure [ ]

SECTION E: To identify the strategies that can be taken by schools so as to train heads of departments at school level so as to improve academic performance of public schools in Kericho County.

33. (a) Give your opinion on Capacity Building on HODs and effective learning...

(b) Suggest formidable ways to improve HODs Capacity Building in secondary schools...
Appendix B: Questionnaire for Teachers

SECTION A: Demographic information:
Please tick where applicable.

1. Gender: Male [ ] Female [ ]

2. Age: 20-24 [ ] 25-29 [ ] 30-39 [ ] 40 & above [ ]

3. Highest Level of Education
   Diploma [ ] Degree [ ] Masters [ ]
   Others [ ]

4. Type of school
   Boys’ boarding [ ] Girls’ boarding [ ]
   Mixed day school [ ] Mixed day and boarding [ ]

5. The years I have spent in this school are:
   1 - 3 years [ ] 4-6 years [ ] 7-9 years [ ] 10 & above [ ]

OBJECTIVES

SECTION B: To determine the influence of training of HODs on implementation of the curriculum so as to increase KCSE performance to public schools in Kericho County.

6. As a Teacher involved by HOD in curriculum implementation for effective learning, which of these do you find crucial in order of preference.
   Time management [ ]
   Department meetings [ ]
   Translate Policies [ ]
   Handling Departmental funds [ ]
   Requesting for Resources [ ]
   Finances [ ]
7. Do you think HODs division of time in teaching/departmental duties renders them to teacher burnout?
   Yes [ ] No [ ] Sometimes [ ]

8. As a teacher, what is motivation in handling two responsibilities that is teaching/department administration (HOD)?
   Allowances [ ]
   A vision to serve [ ]
   Build curriculum Vitae [ ]
   Knowledge in leadership [ ]
   Future full Administrator (Principal) [ ]

9. Rate the following policy documents, circulars and guidelines and their degree of achievement in curriculum implementation to boost learning in your school as a teacher.
   Good [ ] Fair [ ]
   Poor [ ]

10. Do HODs in your school attend an induction course before assuming the office?
    Yes [ ] No [ ]

11. (a). Have your HOD sever attended leadership and management courses in the last three years?
    Yes [ ] No [ ]
    (b) If yes in the above, indicate the number of times
    1-3 [ ] 4-6 [ ]
    6-9 [ ] Over 10 times [ ]

12. As a teacher, suggest the frequency of effective training of HODs of schools for perfect curriculum implementation and effective learning?
    Termly [ ] Annually
    Sometimes [ ]
13. On your HOD appointment which of the categories did he/she undergo through as shown below:

Straight to Head the Department     [  ]
Apprenticeship of the Older HOD     [  ]
Initial mentoring by experienced colleagues [  ]

14. Rate the frequency of organizing seminars and workshops related to curriculum implementation in your school.

Annually     [  ]      Termly     [  ]
Rarely       [  ]      None       [  ]

15. Rate the degree of adequacy of teachers in your school or department for perfect implementation of Curriculum?

Good     [  ]      Fair     [  ]
Poor      [  ]

16. Describe the adequacy of learning and physical resources in our school or department for implementation of Curriculum?

Good     [  ]      Fair     [  ]
Poor      [  ]

17. Does your HOD support Professional Development initiative for teachers in your school or department?

Yes     [  ]      No     [  ]
Sometimes      [  ]

18. Describe the attitude of teachers towards HODs of the departments.

Good     [  ]      Fair     [  ]
Poor      [  ]
SECTION C: To determine the influence of training of HODs on supervision of the curriculum so as to increase academic performance of public schools in Kericho County.

19. As a teacher have you attended any internal seminars by HODs to be sensitized on new knowledge acquired by HODs trainings in relation to effective curriculum implementation for effective learning?
   Yes [ ]  No [ ]  Sometimes [ ]

20. Rate the frequency of HODs’ checking the teachers’ working documents like schemes of work, lesson plans which are crucial in learning process.
   Annually [ ]  Termly [ ]
   Rarely [ ]  None [ ]

21. How does your HOD deal with disciplinary measures on errant teachers who are not abiding with the rules of preparing vital documents for approval?
   Report to the principal [ ]  Verbal warning [ ]
   Guidance & Counseling [ ]  Ignore [ ]

22. Describe the impact implementing of curriculum and performance in your school.
   Good [ ]  Fair [ ]
   Poor [ ]

23. How can you rate the teaching and learning resources?
   Good [ ]  Fair [ ]
   Poor [ ]

24. Can you rate the school climate in relation to curriculum implementation?
   Good [ ]  Fair [ ]
   Poor [ ]
25. In relation perfect supervision in departments (Tick 1—5) the following courses in order of preference in improving curriculum and effective learning.

- Group Dynamics [ ]
- Human Development [ ]
- Stress management [ ]
- Crisis Management [ ]

26. TSC Policy Sessional Paper No. 1 of 2005 on Policy Framework for Education Training and Research. In relation to the provision (Tick an attitude(s) for or against what HODs experience).

- Taken long [ ]
- Lack of finances [ ]
- Not promoted [ ]
- Partially Practical [ ]
- Very demanding [ ]
- Promoted [ ]
- Highly Theoretical [ ]
- Not Commensurate with the Incentives [ ]

27. Describe the Financial support from the Ministry of Education to support curriculum and effective learning.

- Good [ ]
- Poor [ ]
- Fair [ ]

28. What is the state of learning facilities?

- Good [ ]
- Poor [ ]
- Fair [ ]

29. By monitoring and Evaluation of both the teachers and students, how do you describe the results?

- Good [ ]
- Poor [ ]
- Fair [ ]

30. As a teacher how many times do you participate in review of curriculum materials?

- Termly [ ]
- Sometimes [ ]
- Once a year [ ]
- None [ ]
- None [ ]
SECTION D: To establish the challenges encountered by schools on training of heads of departments so as to increase academic performance of public schools in Kericho County.

31. (a) Kindly indicate the extent to which you agree with the following statements on the challenges encountered by schools in training of heads of departments. Kindly (√) tick appropriately on a scale of 1-5. 1-Strongly Disagree (SD), 2-Disagree (D), 3-Uncertain (U), 4-Agree (A), 5-Strongly Agree (SA)

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<td>1. Lack of Finance</td>
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<td>5. Heavy workload</td>
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(b) Kindly briefly explain other challenges encountered in relation of HODs trainings .................................................................
........................................................................................................................................
........................................................................................................................................

32. What do you think these challenges on Capacity Building of heads of department have an impact to students’ academic performance?
Yes [ ] No [ ] Not Sure [ ]

SECTION E: To identify the strategies that can be taken by schools so as to train heads of departments at school level so as to improve academic performance of public schools in Kericho County.

33. (a) Give your opinion on Capacity Building on HODs and effective learning

(b) Suggest formidable ways to improve HODs Capacity Building in secondary schools ........................................................................................................................................
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Appendix C: Interview for the Principals

Gender: .............................................................................................................................
Age: .................................................................................................................................
Level of Education: .......................................................................................................... 
Work Experience: ..............................................................................................................

OBJECTIVE ONE: To determine the influence of training of HODs on implementation of the curriculum so as to increase KCSE performance to public schools in Kericho County.

1. Briefly explain any 4 issues that are crucial in curriculum implementation in relation to Capacity Building and HODs in effective learning.
2. Kindly list the main tactics that you use to motivate your HOD’s
3. How do you handle Capacity Building in both HODs and teachers?
4. Explain the importance of Professional Development in relation to HODs and teachers
5. Comment on both Human/Physical Resources in your school in relation to Capacity Building and performance.

OBJECTIVE TWO: To determine the influence of training of HODs on supervision of the curriculum so as to increase academic performance of public schools in Kericho County.

6. What ways do you use to Evaluate and Monitor both HODs and teachers to enhance Capacity Building and performance.
7. Briefly explain how you deal with working documents of teachers/HODS.
8. What is the overall impact of the HODs in performance?
9. How do you finance Capacity Building in your school?

OBJECTIVE THREE: To establish the challenges encountered by schools on training of heads of departments so as to increase academic performance of public schools in Kericho County.
10. Explain the main challenges and problems encountered in capacity Building of HODs and the overall performance in public secondary schools.

**OBJECTIVE FOUR:** To identify the strategies that can be taken by schools so as to train heads of departments at school level so as to improve academic performance of public schools in Kericho County.

## Appendix D: Work Plan

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### Appendix E: Estimated Research Budget

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<td>Binding</td>
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<td><strong>Grand Total</strong></td>
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<td><strong>211,120</strong></td>
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</table>
Appendix F: Research Approval from Kenyatta University

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

FROM: Dean, Graduate School
DATE: 24th September, 2018

TO: Zeddy Chepkoech Maritim

REF: E55/OL/KER/26393/2015

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 19th September, 2018 approved your Research Project Proposal for the M.Ed Degree Entitled, “Influence of Capacity Building Heads of Department on Kenya Certificate of Secondary Education Performance in Public Secondary Schools in Kericho County, Kenya”.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you

ELIJAH MUTUA
FOR: DEAN, GRADUATE SCHOOL

cc. Chairman, Education Management Policy and Curriculum Studies Department.

Supervisors:

1. Dr. Hellen Guantai
C/o Department of Edu. Mgt Policy & Curriculum Studies
Kenyatta University
Appendix G: Research Authorization from Kenyatta University

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/OL/KER/26393/2015
DATE: 24th September, 2018

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR ZEDDY CEPKOECH MARITIM – REG.
NO. E55/OL/KER/26393/2015.

I write to introduce Zeddy Chepkoech Maritim who is a Postgraduate Student of this
University. The student is registered for M.Ed degree programme in the Department of
Education Management Policy and Curriculum Studies.

Zeddy intends to conduct research for a M.Ed Project Proposal entitled, “Influence of Capacity
Building Heads of Department on Kenya Certificate of Secondary Education Performance
in Public Secondary Schools in Kericho County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

PROF. PAUL OKEMO
DEAN, GRADUATE SCHOOL
Appendix H: Research Authorization from NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref. No. NACOSTI/P/19/32774/26166

Date: 21st January, 2019

Zeddy Chepkoech Maritim
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of capacity building heads of department on Kenya Certificate of Secondary Education performance in Public Secondary Schools in Kericho County, Kenya” I am pleased to inform you that you have been authorized to undertake research in Kericho County for the period ending 21st January, 2020.

You are advised to report to the County Commissioner and the County Director of Education, Kericho County before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kericho County.

The County Director of Education
Kericho County.
Appendix I: Research Permit

THIS IS TO CERTIFY THAT:  
MS. ZEDDY CHEPKOECH MARITIM  
of KENYATTA UNIVERSITY, 1937-2020  
Kericho, has been permitted to conduct research in Kericho, County  
on the topic: INFLUENCE OF CAPACITY BUILDING HEADS OF DEPARTMENT ON EDUCATION PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KERICHO COUNTY, KENYA  
for the period ending: 21st January, 2020  

Permit No.: NACOSTI/P/19/32774/26166  
Date Of Issue: 21st January, 2019  
Fee Received: Ksh 1000  

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013  
The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research, Licensing) Regulations, 2014.  

CONDITIONS  
1. The License is valid for the proposed research, location and specified period.  
2. The License and any rights thereunder are non-transferable.  
3. The Licensee shall inform the County Governor before commencement of the research.  
4. Excavation, filing and collection of specimens are subject to further necessary clearance from relevant Government Agencies.  
5. The License does not give authority to transfer research materials.  
6. NACOSTI may monitor and evaluate the licensed research project.  
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.  
8. NACOSTI reserves the right to modify the conditions of the licence including cancellation without prior notice.  

National Commission for Science, Technology and Innovation  
P.O. Box 30623 - 00100, Nairobi, Kenya  
TEL: 020 400 7000, 0713 789797; 0735 804245  
Email: digi@nacostid.go.ke, registry@nacostid.go.ke  
Website: www.nacostid.go.ke  

Serial No.: A 22797  
CONDITIONS: see back page