CHALLENGES FACING HEADTEACHERS IN THE IMPLEMENTATION OF A NEW SYLLABUS: A CASE OF THE 8-4-4 CURRICULUM IN SECONDARY SCHOOLS IN THIKA EAST AND THIKA WEST DISTRICTS

BY

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DECLARATION

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

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DEDICATION

To my husband John

and lovely children Joy and Sonia;

You inspired me and gave me the reason to complete this research.
ACKNOWLEDGEMENTS

I wish to acknowledge the people who greatly contributed and inspired me to accomplish this research project.

Sincere thanks go to my supervisor Dr. S. N. Waweru for his constructive criticism and interest in the progress of this study. Thanking also my lecturers who taught and guided me during my course work.

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ABSTRACT

Rapid changes in the syllabus require that schools keep changing teaching and learning resources, as well as teaching and evaluation methodologies. Whenever a change in the syllabus is effected, teachers need to be informed of the changes, retrained, and supported to effectively implement the changes. However, curricula changes in Kenya are rarely followed by in-service training to equip teachers with skills of handling the new curriculum. Changes in an existing syllabus also require that schools and parents purchase new textbooks and other instructional material. But as Rotich (2004) established, the cost of textbooks is too high for most parents, and therefore they prioritize basic essential needs before thinking of purchasing textbooks. Successful adoption of a new syllabus by teachers also requires that they have formed a positive attitude towards the new syllabus; otherwise it may face resistance in form of indifference towards the syllabus and lack of enthusiasm in its implementation. These challenges require headteachers, as the chief curriculum implementation supervisors, to adopt effective coping strategies in order to manage the changes in a way that does not compromise education quality. The study therefore set out to find out challenges facing secondary school headteachers in the implementation of a new syllabus, and the strategies they use to cope with such challenges. The study employed a descriptive survey design, and was carried out in public secondary schools in of Thika East and Thika West Districts. The target population for the study consisted of all the headteachers and teachers from the 30 public secondary schools in Thika East and Thika West Districts. From this, 15 schools were randomly selected for the study. From each of these schools, the headteacher and 3 teachers randomly selected from all the teachers in that school participated in the study. Therefore, the study sample comprised of 15 headteachers and 45 teachers from 15 secondary schools in Thika East and Thika West Districts. Data was collected using questionnaires for teachers and headteachers. Data was analyzed using both quantitative and qualitative analysis techniques. Quantitative data was analysed using simple descriptive statistics such as frequency counts, means and percentages. Qualitative data was analyzed by organizing them into similar themes and tallying the number of similar responses. The study established that headteachers have been facing major challenges in the implementation of curricular changes. The challenges faced include inability of schools to promptly procure textbooks and instructional resources for the new curriculum, lack of parental support in procurement of textbooks, inadequate in-service training of teachers, and negative attitudes of teachers towards curricular changes. Although headteachers have been employing various strategies to deal with the challenges faced, such as having students to share textbooks, encouraging teachers and sensitizing parents on the need to support schools through purchase of books, more needs to be done to assist schools implement curricular changes without compromising quality of education. The study concludes that curriculum development process in Kenya has not given adequate attention to the school-level change process. When changes in the curriculum are effected, the ministry of education does not ensure that teachers are adequately trained on the changes prior to implementation and schools are not adequately supported to procure required textbooks. In addition, the Kenyan teacher is never considered in the curriculum development process, and therefore holds negative attitude towards curricular changes. Relevant recommendations are given for curriculum developers, Ministry of Education and school administrators.
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ABBREVIATIONS & ACRONYMS

CBAM - Concerns Based Adoption Model
DEB - District Education Board
IMF - International Monetary Fund
JKF - Jomo Kenyatta Foundation
KIE - Kenya Institute of Education
KL B - Kenya Literature Bureau
KSES - Kenya Schools Equipment Scheme
NCEOP - National Committee on Educational Objectives and Policies
SAPs - Structural Adjustment Programmes
SPSS - Statistical Package for Social Sciences
UNESCO - United Nations Education, Scientific and Cultural Organization
UPE - Universal Primary Education
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CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Since independence, there have been various curriculum changes in Kenya. According to Sifuna (1990), the range of subjects was increased at the secondary level after independence so as to include industrial training to enable the government to Africanize the civil service. Musyoka (2000) notes that at independence, the secondary school subjects were grouped as follows: language - mainly English and to a less extent Kiswahili, Mathematics, Science and Humanities. Students were fully specializing during the last two years in secondary school in which one would pursue 'Arts' or 'Sciences' depending on ability and interest.

As a result of the recommendations of the Mackay report (Republic of Kenya, 1981), a major change in the educational system and the curriculum occurred in 1985 when the 8-4-4 system was introduced. By the time Mackay commission was established there was a felt need of changing the school curriculum so as to address the needs and interests of the school leavers at all levels of the education system in the country. To achieve this goal, a different curriculum with some new subjects was developed. The new curriculum emphasized vocational and practical subjects as well as the sciences. The idea behind the emphasis on vocational and practical subjects was to equip the learners especially in primary and secondary levels of education with skills that would enable them to become productive and self reliant after school.

As indicated by Regulations and Syllabuses (1985), the introduction of the new subjects into the existing secondary school syllabus made the secondary curriculum too broad which was not easy to implement since students could not manage the
whole load of all the 32 subjects In order to facilitate the implementation process, the 32 subjects were organized into five major groups. The purpose of grouping the subjects was to put together core subjects in one group and electives of similar characteristics such as humanities or sciences in their own group.

In reference to Regulations and Syllabuses (1985), group one subjects, which also formed the core (compulsory) subjects, were English, Kiswahili and Mathematics. Group two combined all the science subjects thus: Chemistry, Physics, Biology, Biological Sciences and Physical Sciences (Physics taken with Chemistry). The humanities were in-group three and they included such subjects as Geography, History, Religious Education and Social Education and Ethics. Group four was composed of the applied subjects such as Home Science, Agriculture, Wood-Work, and Electricity among many others while group five was composed of "other subjects" that include Commerce, Economics, and Accounting.

In the new curriculum, a student had to take ten examinable subjects, unlike in the former system of education where students were supposed to take a minimum of six subjects and a maximum of eight examinable subjects at ordinary level or a minimum of three and a maximum of four principal subjects at advanced level. A few years after the implementation of the 8-4-4 curriculum, the system came under public criticism with a general feeling that the workload was too much for students and teachers and the cost of financing ten subjects per student was too high. Most of the school time was spent on formal teaching at the expense of the other dimensions of the curriculum since a broad curriculum requires more time to implement satisfactorily.

In 1991, the curriculum was revised and an attempt made to reduce and reorganize the content in the various subject areas. The number of examinable subjects per student in
secondary schools was reduced from 10 to 8. Wangai (2002) argues that despite this, the school curriculum continued to be overloaded in subject content with overlaps across subjects and levels. It was demanding in terms of books and other materials required implementing the curriculum. The households found it difficult to meet the cost of learning materials for their children.

A national assessment survey was carried out in 1999, which resulted in the revision of the primary and secondary education curriculum. This survey as put by Kenya Institute of Education (1999) indicated that there are a number of constraints faced in relation to implementation of the revised curriculum. In summary, the survey revealed that:

a) Some of the objectives were unrealistic and not easily achievable within the given time and resources

b) The curriculum was overloaded in terms of the number of subjects taught and examined and the subject content and as a result learners did not master the expected basic skills.

c) Some of the subject content was beyond the scope of the learners

d) There were unnecessary overlaps within subjects, across subjects and levels.

e) The cost of education was high due to the high number of teaching/learning materials and personnel.

f) Most schools were not adequately equipped for the implementation of the curriculum especially in the practical skill based subjects.

h) The curriculum is not satisfactorily preparing its graduates for further education, training and the world work.
i) The curriculum was not addressing vital issues which had emerged since the last curriculum review, for example industrial transformation and environmental education.

In 2002 the curriculum was revised again to address the above issues. This new curriculum also addressed aspects necessary for industrial transformation by the year 2020. With these changes in the curriculum have also come frequent changes in the syllabus. For example, in 2002, as brought forward by Ministry of Education, a new secondary school syllabus was introduced replacing the original 8-4-4 education syllabus which was first introduced in 1986 and revised in 1992. These frequent changes in the syllabus could pose challenges to headteachers in their supervision of curriculum implementation. While introducing the new secondary education syllabus, Wangai (2002) noted that:

The re-organization (of the syllabi) has tried to ensure that the cost of education on the part of both the Government and households will be significantly reduced. Careful consideration has been given to the resources required to implement this curriculum in order to make the cost manageable. Most of the resources can be improvised, obtained locally or acquired at fairly low costs.

It will be interesting to find out whether secondary schools are in a position to replace textbooks once changes are effected in the syllabus. In addition, it is not clear whether teachers and students are adequately prepared to adopt the new syllabi, and what the effect this has on teaching and learning. This study therefore investigated the challenges facing headteachers in the implementation of a new syllabus.

1.2 Statement of the Problem

Rapid changes in the syllabus requires that schools keep changing teaching and learning resources, as well as teaching and evaluation methodologies. Whenever a change in the syllabus is effected, teachers need to be informed of the changes,
retrained, and supported to effectively implement the changes. Although the rapidly changing world of academics and work require that education planners keep reviewing the syllabus, there is need for proper planning in order to ensure that quality of education is not compromised. However, curricula changes in Kenya are rarely followed by in-service training to equip teachers with skills of handling the new curriculum. For example, Kariuki (2007) showed that teachers of English were not adequately prepared to handle the integrated English curriculum, and this led to poor academic performance in the subject. Changes in an existing syllabus also require that schools and parents purchase new textbooks and other instructional material. But as Rotich (2004) established, the cost of textbooks is too high for most parents, and therefore they prioritize basic essential needs before thinking of purchasing textbooks. Successful adoption of a new syllabus by teachers also requires that they have formed a positive attitude towards the new syllabus; otherwise it may face resistance in form of indifference towards the syllabus and lack of enthusiasm in its implementation. These challenges require headteachers, as the chief curriculum implementer supervisors, to adopt effective coping strategies in order to manage the changes in a way that does not compromise education quality. The study therefore investigated the challenges facing headteachers in the implementation of a new syllabus, and the strategies they use to cope with such challenges.

1.3 Purpose of the Study

The purpose of the study was to find out challenges facing secondary school headteachers in Thika East and Thika West Districts in the implementation of a new syllabus, and the strategies they use to cope with such challenges.
1.4 Objectives of the Study

The objectives of the study were to:

1. Find out whether headteachers are able to provide all the necessary textbooks and other instructional materials necessary for successful implementation of the new 8-4-4 syllabi.

2. Establish the challenges faced by headteachers in relation to in-service training of teachers necessary to equip them with skills for implementing the new syllabi.

3. Find out the challenges faced by headteachers in relation to attitudes of teachers toward the implementation of the new 8-4-4 syllabi.

4. Find out the strategies employed by secondary school headteachers to cope with the challenges faced in the implementation of the new 8-4-4 syllabi.

1.5 Research Questions

1. What challenges are the headteachers facing in relation to provision of the necessary textbooks and other instructional materials necessary for successful implementation of the new 8-4-4 syllabi?

2. How do parents respond to instructions by the schools to purchase new textbooks and resources when a new syllabus is introduced?

3. What challenges are faced by headteachers in relation to in-service training of teachers necessary to equip them with skills for implementing the new syllabi?

4. What are the challenges faced by headteachers in relation to attitudes of teachers toward the implementation of the new 8-4-4 syllabi?

5. What strategies have secondary school headteachers been using to cope with the challenges faced in the implementation of the new 8-4-4 syllabi?
1.6  Significance of the Study

The findings of this study could be of significance to headteachers, the Kenya Institute of Education and other curriculum developers, and teacher in-service training providers in a number of ways, as outlined below:

- To the headteachers, the study sought to document best practices in implementation of a new syllabus. By identifying the coping strategies employed by headteachers to deal with the various challenges, headteachers could be advised to employ the best strategies for future changes in the curriculum.

- The Kenya Institute of Education could gain from the study as it points to the problems experienced at school level when changes in the curriculum are effected. This could enable KIE to devise ways of dealing with such problems in the future through proper planning.

- Teacher trainers and in-service course providers could find the study useful in devising training programs that would meet the training needs of teachers in relation to syllabi changes thereby ensuring that education quality is not jeopardized.

- The study also adds to the existing body of knowledge on curriculum change implementation, and provokes future research in this area.

1.7  Scope of the Study

The goal of the study was to find out challenges facing secondary school headteachers in the implementation of a new syllabus, and the strategies they use to cope with such challenges. The study was carried out in Thika East and Thika West Districts of
Central Province, Kenya. The respondents were the headteachers and teachers in the secondary schools in the district.

1.8 Limitations of the Study

The study had a number of limitations. First, due to limited financial resources, it was not possible to cover all the secondary schools in Thika East and Thika West Districts within the target population. However, a suitable sampling technique was used to ensure that the respondents represent the entire target population with minimal chances of error. Second, the study was conducted in two districts, that is, Thika East and Thika West Districts. This means that the findings of the study may not be generalized to the schools in the whole country. Third, the time frame within which the researcher operated was too short, thus, could not allow a wide scope of research.

1.9 Assumptions of the Study

The study was based on the following assumptions:

- The respondents would be willing to co-operate and give accurate information.
- There are some teachers who were in-serviced and others not in-serviced on the implementation of the new syllabus.
- Rapid changes in the syllabus present challenges to headteachers and they are in a position to identify such challenges.

1.10 Theoretical Framework

The study employed Hall and Hord's (2001) Concerns Based Adoption Model (CBAM). The model is primarily concerned with describing, measuring, and explaining the process of change experienced by teachers attempting to implement
new curriculum materials and instructional practices. Figure 1 presents the CBAM model.

**Figure 1: Concerns Based Adoption Model (CBAM)**

![Diagram of CBAM model](source)

**Source:** Hall and Hord (2001)

Hall and Hord (2001) characterized principals, teachers, and other personnel in an educational system, as *change facilitators* serving as key factors in the success or failure of an educational innovation. Specifically, these individuals are those who, for brief or extended periods, assist various individuals and groups in developing the competence and confidence needed to use a particular innovation. Bearing this definition in mind, a *change facilitator* might also be a developer or trainer involved in introducing a particular educational innovation. In the CBAM model, the change facilitator is most effective when he or she utilizes the three dimensions of the CBAM model to probe individuals and groups in an effort to understand and guide their experiences during the adoption process.
Hall and Hord (2001) overtly point to the inequality of investment in people, time, and resources as they pertain to development and implementation of educational innovations. In as much as policy makers and curriculum developers are eager to get an innovation into the hands of teachers, most resources are heavily allocated to development. Conversely, disproportionately fewer resources and care are provided to monitoring the implementation of the innovation, often relegating the innovation to failure status when evaluations are performed and teachers report non-use of the innovation. Hall & Hord (2001) contend that while other adoption models treat change as an event, CBAM presents change as a process.

The Stages of Concern component of CBAM relates directly to how teachers perceive the educational innovation they are asked to implement. CBAM’s seven stages of concern include awareness, informational, personal, management, consequence, collaboration, and refocusing. According to Hall & Hord (2001), these stages span the areas of little concern, knowledge, or involvement in an innovation, to a teacher’s focus on further exploration of more universal benefits or alternative forms of the innovation.

The Levels of Use component of the model corresponds to teachers’ behaviour in relation to the educational innovation in question. Hall and Hord (2001) demarcate eight levels into which a person can be classified in terms of the extent the innovation is used: non-use (0), orientation (I), preparation (II), mechanical use (III), routine (IV A), refinement (IV B), integration (V), and renewal (VI). Newhouse (2001) sees these levels as the sequence through which a user passes during the change process as he or she gains confidence and skill in using the educational innovation. Equally according to Hall & Hord (2001), a person may remain invariant during the change process. There are psychological factors to consider when an educational innovation
is introduced to teachers, specifically, the effects of learning to use the innovation. As such, assessing widespread adoption of the innovation is not something that occurs instantaneously. Rather, an individual's progression through change may take 2-4 years to confidently and skilfully use the innovation as intended. Hall & Hord continue to say that additionally, teachers face the expectation of having to implement innovations with limited usage instruction, and without a clear understanding of the innovation's purpose or their role in what they are asked to do. Hall & Hord (2001) argue that as a result, teachers motivated to move from an awareness stage of concern and orientation level of use may return to the classroom and implement the innovation in a manner not in line with what the developers of the change originally envisioned.

1.11 Conceptual Framework

The conceptual framework is presented in Figure 2.

Figure 2: Conceptual Framework
Borrowing from Hall and Hord's (2001) Concerns Based Adoption Model (CBAM), this study argues that in implementation of a new syllabus, headteachers could face challenges related to supporting resources, knowledge levels of teachers about the changes and how to implement them, and attitudes of teachers towards the changes.

The dependent variable for the study was the successful implementation of the new syllabus, while the independent variables were the challenges faced in implementation of the syllabus, including availability and adequacy of supporting materials such as textbooks, attitudes of teachers toward the new syllabus, and training of teachers on the new changes and implementation strategies.
1.12 Definitions of Operational Terms

**Attitude:** This refers to a learned, positively enduring predisposition to respond to a given object in a constantly favourable or unfavourable way.

**Challenges:** These are constraints that impinge on effective management in the implementation of a new syllabus.

**Curriculum:** This refers to both the process and substances of an educational program, and comprises the purpose, design, conduct, and evolution of educational experiences.

**Implementation:** This consists of the process of putting into practice a new idea, program or set of activities and structures.

**In-service training:** This refers to any experience designed to enhance the performance of a teacher with the ultimate aim of improving output.

**Syllabus:** This refers to an outline and summary of topics to be covered in a course, and is often set out by an educational board, such as the Kenya Institute of Education.

**The 8-4-4 Curriculum:** This refers to the system of education currently in use in Kenya, which entails eight years of primary education, four years of secondary education, and four years in the University.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study on challenges facing secondary school headteachers in the implementation of a new syllabus, and the strategies they use to cope with such challenges. The chapter covers the following:

- Changes in the curriculum in Kenya since independence
- Approaches to curriculum change
- Challenges faced during the implementation of a new syllabus
- Challenges related to procurement of new textbooks
- Challenges related to in-service training of teachers
- Challenges related to teachers' attitudes toward the new syllabus
- Summary

2.2 Changes in the Curriculum in Kenya since Independence (1963)

Sifuna and Otiende (1992) argue that education in post-independent Kenya has been used as a means of promoting both economic and social development. This is as opposed to the system of education in British colonial Kenya, which is viewed as having been tailored to exploit African labour and resources. Indire (1982) indicates that the colonial system of education was criticised for its lack of comprehensive and integrated programmes to serve the nation as a whole. According to Eshiwani (1993), colonialism and the struggle for political independence are frequently cited as the key foundations for Kenya's educational development and change.
A review of pre-independence literature by Bogonko (1992) and Indire (1982) shows an emphasis on primary education. Evidence of pressure to increase school populations so as to ensure Universal Primary Education (UPE) is documented. However, a number of factors, notably the UNESCO (1961) report of the Conference of African States on the Development of Education in Africa held in Addis Ababa in May 1961 highlighted the urgency for secondary and post-secondary education. This report by UNESCO (1961) stated that this had to be put before the goal of achieving UPE. Rharade (1997) and Bogonko (1992) state that the predominant view during this period was that the organization of education is inexplicably linked to the management of human resources and the labour market. According to Kivuvani (2002), this view of education, influenced by human capital theory, led to the growth of enrolments in secondary schools that continued to be experienced into the 1980s.

Arguably, reforms in the secondary education sector in Kenya can be attributed to the task forces that have been set up over time to tackle emerging issues with a view to improving the quality and delivery of education services. For instance, Sifuna and Otiende (1992) echo that, the Kenya Education Commission Report of 1964, popularly known as the Ominde Commission, recommended free Universal Primary Education (UPE) which, it observed, was aimed at creating a reservoir of candidates for secondary education. However, it also warned that too much effort should not be put into attaining UPE at the expense of economic growth in other sectors. As Sifuna and Otiende (1992) argue, the government subsequently chose to emphasise the expansion of secondary and higher education to meet its manpower needs while at the same time providing facilities for a slower but steady increase in primary school enrolment.
The government, in line with these manpower priorities, made major expansion in secondary education. According to the Republic of Kenya (1964), from 1964-1975 the education structure and development in Kenya was based on the educational goals and objectives outlined in the. However, from 1975 the government realized that education was not doing much to achieve the stated objectives and, worse, that it was too academically-oriented. Consequently, the third development plan (1974-78) broke new ground in terms of educational policy. It stressed the constraints imposed on development by the underutilization of human resources and the lack of appropriate skills at all levels. Eshiwani (1993) and Indire (1982) further indicate that the education system was called upon to provide among other things, the skills for economic growth, the vocational/technical training for employment and the promotion of attitudes favourable for development. With this in mind as indicated by Republic of Kenya (1976), a second commission on education, the National Committee on Educational Objectives and Policies (NCEOP) was convened and The Gachathi Report was produced in 1976. This report reviewed the education goals and suggested a restructuring of the education system to meet the demands of the country while relating education to employment opportunities.

As indicated by Republic of Kenya (1981), it became apparent that education, viewed by Kenyans as a vehicle for social mobility and national economic development in the 1960s and 1970s, was unsuccessful in meeting its objectives as the number of unemployed school-leavers rose. Several schools were also displaying wide inequalities in provision and most community sponsored schools were closing due to lack of funding. Accordingly, a 'Presidential Working Party" later called The Mackay Report was commissioned in 1981 to look at both reforming the whole education system and the possibility of setting up a second university in Kenya.
This commission according to Eshiwani (1993) concluded that the kind of formal education provided tended to concentrate on imparting knowledge for the sake of passing examinations. While stressing the importance of education in serving the needs of national development, it recommended an overhaul of the education system to 8-4-4 (8 years in primary, 4 years in secondary, and a minimum of 4 or more years in university education) with an emphasis on lifelong education that aimed to make individuals self sufficient and productive in agriculture, industry and commerce. At its inception, the 8-4-4 system was regarded as providing education with production in mind because it emphasised a balance between practical and academic learning. The 8-4-4 system remains in place today. Under this new system the general secondary curriculum was expanded to include a number of practical subjects that are vocational in nature with the aim of enhancing the transition of secondary school graduates into the world of work as well as opportunities for further training in relevant post-secondary training institutions.

2.3 Approaches to Curriculum Change

The school curriculum, or the national curriculum from which the school curriculum is derived, is tied closely with the needs of society. As society is in a continuous flux of change, it is inevitable that the school curriculum will have to change from time to time to keep up with societal changes. The process of curriculum change according to McKinley & Waiti (1995) can take many paths; for example, the centrist model (a top-down model with research and drafting of documents before official implementation); centre to periphery model (change carried out by a committee made up of representatives of interest groups in the subject area); research, development and dissemination model; and action research. One characteristic that distinguishes the different models is the level of negotiation of the curriculum change with the
centrist model having the least amount of negotiation with the teachers and the action research model having the most.

Often a top-down curriculum change is initiated in two stages: writing of curriculum documents, termed as curriculum development, and curriculum implementation which includes developing school plans for learning. Research so far has tended to study each stage separately in great depth and important findings have emerged. Schubert (1986) extends the role of curriculum developer from merely developing curriculum documents to encompass the work of teachers as he considers them as having a key role in developing curriculum in their planning of programs that influence the knowledge, skills, attitudes and values of their students. Schubert (1986) further contends that their effectiveness in this role can be enhanced by informing them of research and theory that support the curriculum development process.

To a great extent, curriculum development, or change, aims to maximize the effectiveness of teaching and learning through change in planned content, activities and arrangements for educational processes. It is critical to know what and how curriculum is effective for teaching and learning and what main factors contribute to curriculum effectiveness. Cheng (1994) proposed a structure of curriculum effectiveness as shown in Figure 2. Based on this structure, a curriculum is effective if it can interact appropriately with teachers’ competence to facilitate teacher performance, help students gain learning experiences which fit their characteristics, and produce expected educational outcomes, under the constraints of pre-existing characteristics such as national goals, school goals, school management, subject content, educational technology and resources. The structure suggests the evaluation of curriculum effectiveness may include process and outcome criteria such as teacher performance, student learning experience and outcomes. The variables which can be
manipulated, changed, or developed to improve teacher performance and student learning experience and outcomes, are curriculum and teacher competence.

Figure 3: Structure of Curriculum Evaluation

Source: Cheng (1994)

From Cheng’s (1994) conception, the approaches to maximizing teaching effectiveness and learning effectiveness through curriculum change can be categorized into the following three kinds:
Simplistic curriculum change approach: Curriculum should be developed, or changed, at the individual level, the programme level, or the school level to fit in with teacher competence and student characteristics in addition to its consistency with school goals. This approach assumes teachers are passive, teacher competence is static, and curriculum change can be planned and implemented effectively by administrators or external experts.

Teacher competence development approach: Teacher competence should be developed to meet the demand of curriculum. This approach assumes curriculum change is imposed by administrators or external experts and teacher competence can be developed easily to satisfy all needs of the changed curriculum.

Dynamic curriculum change approach: Both curriculum and teacher competence should be developed and changed in order to maximize curriculum effectiveness in terms of facilitating teaching and learning. This approach assumes that:

- Curriculum effectiveness is a dynamic concept involving a continuous and cyclic process for developing both curriculum and teacher competence;
- Curriculum can be developed and changed effectively only when teachers (i.e. implementers) are sufficiently involved in the process;
- Teacher competence should be developed not only to satisfy the demands of the existing curriculum or the changed curriculum but also to develop the curriculum more appropriate to students' characteristics, school goals, and pre-existing school conditions in a long run;
- Effective curriculum change should involve not only administrators or external experts but also teachers in curriculum planning and decision making.
The comparison between the approaches is summarized in Table 1.

Table 1: Comparison between the Approaches to Curriculum Change

<table>
<thead>
<tr>
<th>Nature of change</th>
<th>Simplistic curriculum change approach</th>
<th>Teacher competence development approach</th>
<th>Dynamic curriculum change approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus of change</td>
<td>Curriculum</td>
<td>Teacher competence</td>
<td>Curriculum and teacher competence</td>
</tr>
<tr>
<td>Ways of maximizing effectiveness</td>
<td>Curriculum adapts to teachers and students</td>
<td>Teachers adapt to the changed curriculum</td>
<td>Both curriculum, and teachers should be developed</td>
</tr>
<tr>
<td>Initiation of change</td>
<td>Change planned by administrators or external</td>
<td>Change imposed by administrators or external</td>
<td>Teacher participation in planning change</td>
</tr>
<tr>
<td>Teacher role</td>
<td>Passive implement</td>
<td>Passive implementer</td>
<td>Active implementer and planner</td>
</tr>
<tr>
<td>Time framework</td>
<td>Short-term</td>
<td>Short-term</td>
<td>Long-term, continuous, cyclic</td>
</tr>
</tbody>
</table>

Hargreaves and Hopkins (1991) argue that the first and second approaches employ a short-term and mechanical perspective to conduct curriculum change and implementation. They ignore the dynamic nature of curriculum change and teacher development and the importance of teachers’ active role, involvement and commitment to curriculum planning and their own professional development. Because of this ignorance, curriculum change through these two approaches may not bring long-term effectiveness to teaching and learning, even if it is not frustrated by resistances including teachers’ sabotage, slowdown, protest and apathy.

From Caldwell and Spinks (1988) conception, the dynamic curriculum change approach uses a long-term perspective and is consistent with current emphasis on participative planning or collaborative management for school development. The active role and participation of teachers are assumed to be really important in
curriculum planning and change. Comparatively, this approach seems to be more promising to effective teaching and learning through development and change in both curriculum and teacher competence.

2.4 Challenges Faced During the Implementation of a New Syllabus

When a new syllabus or curriculum is being implemented, a number of challenges are likely to be faced. This study will find out the challenges that headteachers face in the implementation of a new syllabus, with specific focus on the new 8-4-4 syllabus. The challenges may be related to textbooks and curriculum implementation resources, teacher attitudes, teacher preparation through in-service and so on. These challenges are discussed below.

2.4.1 Challenges Related to Procurement of New Textbooks

Normally, changes in the syllabus require that a new set of textbooks is used and this requires finances. Rotich (2004) contends that the various school systems that have been adopted in Kenya since independence have had a collective and individual influence on how textbooks are procured for and distributed to schools. The various Commissions on Kenyan education were used in determining industry as the systems of education at a given time; they thus affected the publishing industry as the source of educational materials. However some of the Commissions, such as the one chaired by Professor Ominde, proposed various changes in the education system but did not make any recommendations to do with the publishing and acquisition of educational materials. Republic of Kenya (1964) made an assessment of the fact that education is an economically expensive undertaking and may be beyond the reach of ordinary Kenyans. This Commission however considered the cost of items needed by students ranging from food, uniforms and books to writing materials and school fees.
Republic of Kenya (1976) made a number of recommendations and touched on the publishing industry. It also appreciated the fact that educational books have a long production cycle from the time of commissioning to the actual publication. Therefore, there was a need to give ample time to the process. They were also aware that at the time the publishing industry was dominated by foreign publishers who could not adequately meet the needs of Kenyans by publishing books with a cultural fit to the needs of the Kenyan education system and its schools. The report expressed the opinion that the situation would require a remedy.

Republic of Kenya (1976) recommended that school textbooks be published and printed centrally by the Jomo Kenyatta Foundation (JKF). The JKF had been established in 1965 with a number of functions, one of which was to publish schoolbooks. The aim of the JKF during its establishment was a charitable organization using its profits for the education of bright students from poor backgrounds. The curriculum centre - the Kenya Institute of Education (KIE) commissioned these textbooks. This was the start of giving the JKF a monopoly in publishing KIE manuscripts. The KIE has been established in 1966 to develop syllabuses and other educational materials, which were to be given to publishers for publication. The report recommended that, for the JKF to make more profit, it needed to be given a commercial function; this took the form of a monopolistic role in publishing educational materials from KIE. Later, in 1980, the Kenya Literature Bureau (KLB) was established through an Act of Parliament. Since it was government-owned publishing house, it was also to obtain educational manuscripts from the curriculum centre.

Republic of Kenya (1981), which led to the establishment of the second university in Kenya made no mention of how to provide books to schools and this was a notable
omission. Though the Commission came out with recommendations to overhaul the entire education system with a new curriculum (from 7-4-2-3 system to 8-4-4 system), there was no mention of how the books for new subjects would be procured and distributed.

The current education system, 8-4-4, came into effect in 1985 when the first batch of students entered standard eight at the primary level. The need for textbooks was intense and most publishers were caught in the middle of the changeover. As indicated by Rotich (2004) there was no clear policy on this issue and what followed was a mushrooming of publishers trying to cash in on the new system of education. Some enterprising Kenyans started their own publishing houses and printed textbooks; most of these were old books fitted with new covers. Some booksellers also joined the lucrative market and started publishing textbooks.

Rotich (2004) considers the mid-1980s an exceptional time for educational publishing. There was a rapid growth in the number of titles, but this led to a failed development. The government or any other school-sponsoring body in Kenya managed the acquisition of textbooks and other educational materials. These bodies included church organizations, District Education Boards (DEB), and Community (Harambee) schools. They had the responsibility for purchasing books for schools under their care.

According to Chakava (1996), the government established the Kenya School Equipment Scheme (KSES) in 1972 which was charged with the procurement and distribution of textbooks. This was a direct government involvement in the purchase of textbooks being increasingly produced by the private sector. Tenders were invited from the various publishing firms whose books were in the list of recommended school textbooks. The titles on the recommended list were mainly developed by KIE
and published by JKF. In 1988, the government stopped the procurement of textbooks and moved to a procedure whereby parents bought books for their children. In other circumstances, the community, through fund-raising, bought books for the schools. This was a move adopted by the government in the process of increasing market liberalization.

The above literature shows that the textbook procurement in Kenya has been greatly affected by changes in education policy, and especially curricular changes. The educational publishing industry in Kenya has also faced numerous problems that have affected its growth. The problems stem from government policies and of late the globalization of the economy through the introduction of wider market liberalization, Structural Adjustment Programmes (SAPs) from the World Bank and the requirements of the International Monetary Fund (IMF). The imposition of economic policies by the IMF and World Bank on the government of Kenya has fuelled problems, which were already facing the publishing and educational sector in Kenya. As a result of this, it was expected that headteachers face textbook-related challenges in the implementation of a new syllabus, and this study will unearth those challenges.

2.4.2 Challenges Related to In-Service Training of Teachers

When a change takes place in the educational system, and especially the curriculum, teachers need some form of induction, or in-servicing, in order to equip them with knowledge and skills to implement the changes. According to Ministry of Education (1996), within the Kenyan education system, the training system is controlled by the Ministry of Education with limited input from either schools or teachers. The training system is centrally determined, supply driven and functions on a purely individual basis in isolation to identified individual and school needs. Explicit connections between national priorities and school or individual needs, therefore, do not exist.
Additionally, there is no clearly agreed framework for either schools or individual teachers to determine their in-service training objectives and priorities. Shulman and Sherin (2004) observe that curriculum change implies teacher change. The high expenditure of time and resources in developing a new curriculum package, however glossy, can be a waste if teachers are not empowered to effectively implement the new curriculum in their classrooms. Teacher development is therefore seen as crucial in facilitating the implementation of a new curriculum. Literature on teacher development covers the various strategies for effective teacher development and also highlights the various pitfalls along the way. One of the dangers highlighted by Briscoe (1991) is that the teaching/learning situation in the classrooms may show very little change despite the professional development programmes teachers attend. This is echoed by Bell and Gilbert (1996) who observed that many teachers, even after attending an in-service course, for example, feel unable to use the new teaching activities, curriculum materials or content knowledge to improve the learning of their students. Unfortunately, it is common for teachers to find themselves teaching in the same way they always have, perhaps utilising some of the new materials but adapting them to fit traditional patterns. Schubert (1986) is of the view that different forms of teacher development enable teachers to be engaged in curriculum change to a greater or lesser extent; from being mere implementers of an already designed curriculum package to being curriculum developers themselves. Traditionally, Kenyan teachers find themselves being mere curriculum implementers, and this could result in professional deficiencies. Stenhouse (1975) expanded the concept of professionalism of the teacher to include curriculum decision making and being involved in the role of ‘teacher as researcher’. Baird, Mitchell & Northfield (1987) highlighted that an important consequence of this is the
sense of control and ownership that the teacher feels he or she has over the new curriculum. Bell & Gilbert (1996) added that this sense of empowerment is viewed by researchers as critical for effective curriculum change. The study explored how much teachers feel they have control over the new 8-4-4 syllabus.

Studies carried out in the past indicate that Kenyan teachers are not given adequate in-service prior to introduction of changes in the curriculum or syllabus. For instance, Kariuki (2007) found out that teachers of English were not adequately prepared to handle the integrated English curriculum, and this led to poor academic performance in the subject. Sitima (1987), in considering the newly established 8-4-4 system of education declared that ‘the trained teachers require some in-service to tune them up for the 8-4-4 system of education’.

2.4.3 Challenges Related to Teachers’ Attitudes toward the New Syllabus

Thompson (1992) point out that an important line of research on curriculum change implementation rests on the assumption that what teachers do in the classroom is fundamentally influenced by their personal views and beliefs, as if these were essentially an individual matter. Those having to implement the educational changes taking place are the teachers within the public education system who have to adopt new ideologies and implement them in their teaching, since it is the teachers who are responsible for passing on the changes through their teaching to their students (that is, the future citizens the government is concerned to educate). According to Kennedy (1996), this double demand (teachers having to change their teaching ideologies and then pass on those ideologies through their teaching to their students who also have to change) puts teachers under strain where the changes involved represent a major shift in beliefs and practices, and can threaten successful implementation unless necessary logistical and professional conditions are met.
Rogers (1995) observed that people’s attitudes toward a new technology are a key element in its diffusion. Rogers (1995) postulated that Innovation Decision Process theory which states that an innovation’s diffusion is a process that occurs over time through five stages: Knowledge, Persuasion, Decision, Implementation and Confirmation. Accordingly, Rogers (1995) defines the innovation-decision process as the process through which an individual (or other decision-making unit) passes from (1) knowledge of an innovation, (2) to forming an attitude toward the innovation, (3) to a decision to adopt or reject, (4) to implementation of the new idea, and (5) to confirmation of this decision. In this study, it is expected that when changes in a syllabus are introduced, success of implementation of the changes by teachers are dependent on the attitudes that teachers form about the new syllabus in line with Rogers’ conceptualization.

Rogers’ (1995) premise concerning individuals’ shift from knowledge about technology to forming attitudes toward it and then to its adoption or rejection corroborates the general and widely accepted belief, as established by Ajzen and Fishbein, (1980) and Zimbardo, Ebbesen, and Maslach (1977), that attitudes affect behaviour directly or indirectly. Most of the studies carried out in the past have looked at teachers’ attitudes towards new technologies, such as computers. For example, Isleem (2003) found teachers’ attitudes to be a major predictor of the use of new technologies in instructional settings. Christensen (1998) states that teachers’ attitudes toward computers affect not only their own computer experiences, but also the experiences of the students they teach. Kluever, Lam, Hoffman, Green, and Swearinges (1994) found that attitudes towards computers affect teachers’ use of computers in the classroom and the likelihood of their benefiting from training. One
of the objectives of this study was to find out the attitudes that teachers form about a new syllabus in Kenya.

Ponte et al (1994) conducted a study to establish teachers’ and students’ views and attitudes towards a new mathematics curriculum in Portugal. Their study found out that although teachers believed that the new curriculum would bring significant improvements for mathematics learning, they were concerned with the following: the overwhelming work required in implementation of the new curriculum, lack of proper training on the new curriculum, and inadequacy of supporting material for the new curriculum. This study by Ponte et al (1994) seems to suggest that teachers’ attitudes towards a new curriculum are influenced by their views of its impact on learning outcomes.

2.5 Summary

This chapter has reviewed literature on curriculum changes and challenges that may be encountered in the implementation of such changes. It has emerged that challenges could be related to inadequacies of materials like textbooks to support the implementation of the new curriculum, lack of training of teachers as the implementers of the changes, and teachers’ attitudes and beliefs about the changes. It was however not clear the challenges faced by headteachers in the implementation of a new syllabus in Kenya. This study therefore investigated the challenges facing secondary school headteachers in the implementation of a new syllabus, and the strategies they use to cope with such challenges.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used to conduct the study, focusing on research design, target population, sample and sampling procedures, research instruments, and data collection and analysis.

3.2 Research Design

This study employed a descriptive survey design. Orodho (2002) indicates that descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Mugenda and Mugenda (1999) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg and Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.

3.3 Study Locale

The study was carried out in public secondary schools in Thika East and Thika West Districts. Singleton (1993) advises that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Thika East and Thika West Districts was chosen because it was within reach by the researcher.

3.4 Target Population

Borg and Gall (1989) define target population as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to
generalize the results of the research study. The target population for this study consisted of all the headteachers and teachers from the 30 public secondary schools in Thika East and Thika West Districts.

3.5 Sample and Sampling Procedures

Orodho (2002) proposes that sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population. It is however agreed that the larger the sample the smaller the sampling error. The researcher used simple random sampling to select 15 schools from the 30 secondary schools in Thika East and Thika West Districts to participate in the study. Gay (1992) recommends a minimum sample size of 20% as adequate for social sciences research, and the current study will use a sample size of 50% which therefore meets this recommendation.

From each of the 15 schools, the headteacher and 3 teachers randomly selected from all the teachers in that school participated in the study. Therefore, the study sample comprised of 15 headteachers and 45 teachers from 15 secondary schools in Thika East and Thika West Districts.

3.6 Research Instruments

The main tools of data collection for this study were two questionnaires for teachers and headteachers. The questionnaire was used for data collection because it offers considerable advantages in the administration: it presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. It is also
anonymous. Anonymity helps to produce more candid answers than is possible in an interview. Details about the instruments are given below.

3.6.1 Teachers’ Questionnaire

The questionnaire gathered data from teachers on the challenges they face in the implementation of a new syllabus. The questionnaire had four sections. Section one gathered demographic data of the teachers including gender, academic qualifications, working experience and teaching subjects. Section two gathered data related to challenges related to availability of supporting materials for implementation of changes in the syllabus. Section three collected data on training received by teachers on changes in the syllabus and section four gathered data related to teachers attitudes toward the changes in the syllabus. Both open ended and close-ended items were used in this questionnaire to enable the researcher gather adequate data.

3.6.2 Headteachers’ Questionnaire

This questionnaire was used to collect data from headteachers on the challenges they face in the implementation of a new syllabus. The questionnaire enabled the researcher to gather in-depth information related to the challenges faced by headteachers, and the strategies they employ to cope with the challenges faced. The questionnaire had items covering all the objectives of the study.

3.7 Validity and Reliability

3.7.1 Validity

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represents the
phenomena under study. Validity, according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. Wiersma, (1995) suggests that all assessments of validity are subjective opinions based on the judgment of the researcher. A pilot study was conducted, which helped to improve face validity and content of the instruments. According to Borg and Gall (1989), content validity of an instrument is improved through expert judgment. As such, the researcher sought assistance of her supervisors, who, as experts in research, helped improve content validity of the instrument.

3.7.2 Reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. To enhance reliability of the instruments, a pilot study was conducted in a population similar to the target population, but which was not used in the final study. The reason behind pre-testing was to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its reliability. Split-Half technique of reliability testing was employed, whereby the pilot questionnaires were divided into two equivalent halves and then a correlation coefficient for the two halves computed using the formulae given below:

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

Where:

\[ r = \text{correlation coefficient} \]

\[ N = \text{sample} \]

\[ \Sigma = \text{summation of scores} \]
D = deviation

(ii) \[ SH = 1 - \frac{2r}{1 + r} \]

Where:

\( SH \) = Split half
\( r \) = correlation coefficient

A reliability coefficient of 0.68 was obtained. Kiess and Bloomquist (1985) indicate that an instrument is considered reliable if it attains a reliability coefficient of 0.7. Therefore the questionnaire was considered reliable because 0.68 rounds off to 0.7.

3.8 Data Collection Procedure

The researcher personally administered the questionnaire to the teachers and interviewed the headteachers. A research permit was obtained from the Ministry of Education. Thereafter, the offices of the District Education Officers for Thika East and Thika West Districts were contacted before the start of the study. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the responses. The filled-in questionnaires were collected the same day. As teachers filled in the questionnaires, the researcher was interviewing the headteacher.

3.9 Data Analysis Plan

This research yielded data that required both qualitative and quantitative analysis. Quantitative analysis entails analyzing numbers about a situation by choosing specific aspects of that situation. Descriptive statistics were used to analyze the quantitative data obtained. The statistics used include frequency counts and percentages. Quantitative data analysis required the use of a computer spreadsheet, and for this
reason the Statistical Package for Social Sciences (SPSS) was used. As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. On the other hand, qualitative analysis entails analyzing in words or pictures by collecting data, recording peoples' experiences not selecting any pre-chosen aspect. The qualitative data obtained in this study was analyzed by organizing them into similar themes and tallying the number of similar responses. The results of data analysis were presented using frequency distribution tables, bar graphs and pie charts.
CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the study and discussion of the study findings. The purpose of the study was to find out challenges facing secondary school headteachers in Thika East and Thika West Districts in the implementation of a new syllabus, and the strategies they use to cope with such challenges. The study was guided by the following research questions:

1. What challenges are the headteachers facing in relation to provision of the necessary textbooks and other instructional materials necessary for successful implementation of the new 8-4-4 syllabi?

2. How do parents respond to instructions by the schools to purchase new textbooks and resources when a new syllabus is introduced?

3. What challenges are faced by headteachers in relation to in-service training of teachers necessary to equip them with skills for implementing the new syllabi?

4. What are the challenges faced by headteachers in relation to attitudes of teachers toward the implementation of the new 8-4-4 syllabi?

5. What strategies have secondary school headteachers been using to cope with the challenges faced in the implementation of the new 8-4-4 syllabi?

Each of the five research questions is addressed in this chapter.
4.2 Background Data of the Respondents

Data for the study was collected from a randomly selected sample comprising of 15 headteachers and 45 teachers from 15 secondary schools in Thika East and Thika West Districts. Among the 45 teachers were 26 (57.8%) female teachers and 19 (42.2%) male teachers. Table 2 presents the academic qualifications of the teachers.

Table 2: Teachers' academic qualifications

<table>
<thead>
<tr>
<th>Academic qualifications</th>
<th>Number of teachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree</td>
<td>37</td>
<td>82.2</td>
</tr>
<tr>
<td>Diploma in education</td>
<td>5</td>
<td>11.1</td>
</tr>
<tr>
<td>Masters' Degree</td>
<td>3</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table shows that 37 (82.2%) of the teachers had Bachelor’s degrees, 5 (11.1%) had Diplomas in education, while 3 (6.7%) had Master’s degrees. Most of the teachers in the study had at least a Bachelor’s Degree in education, with a few having a Master’s Degree.

Having adequately educated teachers is important because, as Odhiambo (2005) puts it, the most important purpose of a school is to provide learners with equal and enhanced opportunities for learning; the most important resource a school has for achieving that purpose is the knowledge and skills of its teachers; and the most important strategy for maintaining and improving that resource is a career and professional development process for teachers. Even with the initial training received, it is important for teachers to continually receive in-service training in order to update themselves as the world of knowledge is continually growing.

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Figure 4 shows the number of years of teaching experience for the teachers who participated in the study.

As shown in Figure 4, 3 (6.7%) of the teachers had a teaching experience of 1 - 5 years, 8 (17.8%) had an experience of 6 - 10 years, 15 (33.3%) had a teaching experience of 11 - 15 years, another 15 (33.3%) had a teaching experience of 16 - 20 years, while 4 (8.9%) had an experience of more than 20 years. It therefore emerges that most of the teachers in the study had a working experience of more than ten years, meaning that they had stayed in the teaching profession long enough to have witnessed changes in the syllabus for the subjects they teach.
Table 3 shows the teaching subjects of the teachers who took part in the study.

**Table 3: Teaching subjects of the teachers**

<table>
<thead>
<tr>
<th>Teaching subjects</th>
<th>Number of teachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>13</td>
<td>28.9</td>
</tr>
<tr>
<td>Humanities</td>
<td>12</td>
<td>26.7</td>
</tr>
<tr>
<td>Mathematics/Sciences</td>
<td>5</td>
<td>11.1</td>
</tr>
<tr>
<td>Sciences</td>
<td>4</td>
<td>8.9</td>
</tr>
<tr>
<td>Languages/Humanities</td>
<td>3</td>
<td>6.7</td>
</tr>
<tr>
<td>Mathematics/Applied technical</td>
<td>2</td>
<td>4.4</td>
</tr>
<tr>
<td>Humanity/Applied Technical</td>
<td>2</td>
<td>4.4</td>
</tr>
<tr>
<td>Applied/Technical</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>Languages/Applied Technical</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>Science/Applied/Technical</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>Mathematics/Languages</td>
<td>1</td>
<td>2.2</td>
</tr>
</tbody>
</table>

**Total** 45 100.0

As shown in Table 3, the teachers were teaching various subjects and subject combinations including languages (28.9%), humanities (26.7%), and mathematics and sciences (11.1%) among other subject combinations. This implies that the study involved teachers who taught all the various subjects, meaning that the study captures a wide range of views on challenges related to changes in the syllabus for all subjects taught in secondary schools.

Out of the 15 headteachers in the study, 8 (53.3%) were male while 7 (46.7%) were female. Table 4 shows their academic qualifications.
Table 4: Academic qualifications of the headteachers

<table>
<thead>
<tr>
<th>Academic qualifications</th>
<th>Number of headteachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree</td>
<td>12</td>
<td>80.0</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>Diploma in Education</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4 shows that 12 (80%) of the headteachers had Bachelor's degrees, 2 (13.3%) had Master's degrees, while 1 (6.7%) had Diplomas in education. This shows that the headteachers were qualified teachers and therefore could offer proper guidance to their teachers on curriculum instruction issues especially when there are changes in the syllabus.

Table 5 shows the number of years of school management experience for the headteachers who participated in the study.

Table 5: Headteachers' work experience

<table>
<thead>
<tr>
<th>Work experience</th>
<th>Number of headteachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 10 years</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>11 - 15 years</td>
<td>4</td>
<td>26.7</td>
</tr>
<tr>
<td>16 - 20 years</td>
<td>7</td>
<td>46.7</td>
</tr>
<tr>
<td>21 years and above</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 5 shows that 2 (13.3%) of the headteachers had a headship experience of 5 - 10 years, 4 (26.7%) had an experience of 11 - 15 years, 7 (46.7%) of the headteachers had a headship experience of 16 - 20 years, while 2 (13.3%) had over 20 years of
school headship experience. Just like their teachers, majority of the headteachers had a work experience of over 10 years, and therefore were in a position to give valid views on the challenges faced when there are changes in the syllabus.

4.3 Challenges Related to Provision of Instructional Materials for Successful Implementation of a New Curriculum

The first research question asked: What challenges are the headteachers facing in relation to provision of the necessary textbooks and other instructional materials necessary for successful implementation of the new 8-4-4 syllabi?

All the 15 (100%) headteachers agreed that they had witnessed changes effected in the syllabus for various subjects since assuming leadership in their current schools. These changes included the following:

- The new 8-4-4 curriculum
- Introduction of life skills
- Introduction of General Science and Mathematics alternative B
- Changes in business studies syllabus

In agreement with the headteachers, 42 (93.3%) of the teachers agreed that they had witnessed changes in the syllabus for their teaching subjects, with only 3 (6.7%) indicating that they had not witnessed any changes in the syllabus. The teachers described the changes witnessed to include removal of some topics and addition of others, changes in arrangement of topics, integration of English and Literature, merging of Commerce, Accounting and Economics to Business Studies, and replacement of compulsory set textbooks (novels) with new ones.

Fourteen (93.3%) of the headteachers reported that when a new syllabus is introduced, they are required to change the textbooks used for teaching and learning. 42 (93.3%)
of the teachers who had witnessed changes in the syllabus agreed with their headteachers that changes in the syllabus often required changing the textbooks. The headteachers added that this poses a problem to teaching and learning because the schools were already operating with inadequate teaching and learning resources, as shown in Figure 5.

Figure 5: Headteachers’ ratings of the adequacy of teaching resources in their schools

![Figure 5: Headteachers' ratings of the adequacy of teaching resources in their schools](image)

Figure 5 shows that 7 (46.7%) of the headteachers rated the teaching resources in their schools as inadequate, 5 (33.5%) rated them adequate, 2 (13.3%) very inadequate, while one (6.7%) rated resources very adequate. One of the main challenges experienced when a syllabus is changed is procurement of textbooks and other teaching and learning resources for the new syllabus. This is mainly because schools operate under financial constraints.

A total of 11 (73.3%) of the headteachers reported that once changes in the syllabus are introduced, old textbooks do not normally address the new syllabus, meaning that schools have to procure new textbooks, and at times the process takes long depending
on the nature of the changes. On their part, the teachers responded as shown in Table 6 when asked whether old textbooks adequately address the new syllabus.

Table 6: Teachers’ views on whether old textbooks adequately address new syllabus

<table>
<thead>
<tr>
<th>Teachers’ views</th>
<th>Number of teachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old textbooks do not address new syllabus</td>
<td>21</td>
<td>46.7</td>
</tr>
<tr>
<td>Old textbooks address new syllabus</td>
<td>12</td>
<td>26.7</td>
</tr>
<tr>
<td>Old texts address syllabus for some subjects</td>
<td>9</td>
<td>20.0</td>
</tr>
<tr>
<td>Have not witnessed syllabus changes</td>
<td>3</td>
<td>6.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As shown in Table 6, 21 (46.7%) of the teachers indicated that normally, old textbooks do not adequately address the new syllabus, 12 (26.7%) indicated that old textbooks address the new syllabus, while 9 (20%) stated that old textbooks address the new syllabus for some subjects only, depending on the changes effected. It therefore emerges that for most of the teachers, when a syllabus is changed old textbooks do not adequately address the new syllabus, meaning that new books have to be purchased. If changes in the syllabus are done without proper planning, as is the trend in Kenya, lack of suitable textbooks for the new syllabus is bound to affect the teaching and learning process, lowering academic performance and the quality of education.

Table 7 shows the responses of teachers on the period of time it normally takes for their schools to procure new textbooks when a new syllabus is introduced.
Table 7: Teachers’ views on time taken to procure new textbooks

<table>
<thead>
<tr>
<th>Teachers’ views</th>
<th>Number of teachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>New textbooks are procured immediately</td>
<td>7</td>
<td>15.6</td>
</tr>
<tr>
<td>New textbooks are bought after a short time</td>
<td>11</td>
<td>24.4</td>
</tr>
<tr>
<td>It takes long to buy new textbooks</td>
<td>9</td>
<td>20.0</td>
</tr>
<tr>
<td>It takes a very long time</td>
<td>3</td>
<td>6.7</td>
</tr>
<tr>
<td>No response</td>
<td>15</td>
<td>33.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 7 shows that 1 (15.6%) of the teachers indicated that after new syllabus is introduced, new textbooks are purchased immediately, 11 (24.4%) indicated that textbooks are procured after a short time (less than three months), 9 (20%) reported that new textbooks are purchased after a long time, usually after two or three terms, while 3 (6.7%) teachers reported that procuring new textbooks can take a very long time, sometimes up to two years. This shows that procuring new textbooks when a new syllabus is introduced takes time. Based on the fact that 21 (46.7%) of the teachers indicated that old textbooks do not adequately address the new syllabus, failure to procure new textbooks on time means that teachers use outdated or unsuitable textbooks to deliver the new syllabus, which affects the quality of teaching and learning.

The findings above imply that when a syllabus is changed, schools face a major challenge of being required to purchase new textbooks. Since the cost of textbooks is too high as observed by Rotich (2004), most of the schools spend a long time before procuring the new textbooks. In the meantime, teachers are left to use the old textbooks which do not reflect the changes. Historically, procurement of textbooks in
Kenya has been greatly affected by changes in education policy, and especially curricular changes. For instance, in 1988 the government stopped the procurement of textbooks and moved to a procedure whereby parents bought books for their children.

4.4 Parents Responses to Instructions by the Schools to Purchase New Textbooks and Resources

The second research question asked: How do parents respond to instructions by the schools to purchase new textbooks and resources when a new syllabus is introduced? The headteachers were asked if when a new syllabus is affected, they require parents to purchase new textbooks and other instructional material for the students. In response, 9 (60%) of the headteachers reported that they require parents to purchase new textbooks, while 6 (40%) of the headteachers reported that they do not require parents to purchase new textbooks and other instructional material. Figure 3 shows the responses of parents to requests to purchase new textbooks as reported by the headteachers.

Figure 6: Parents’ responses to headteachers’ requests to purchase textbooks
Figure 6 shows that 2 (13.3%) of the headteachers reported that parents comply when required to purchase new textbooks, 6 (40%) indicated that some parents comply while others do not, while 1 (6.7%) headteacher reported that parents do not comply. The headteachers explained that most of the parents are poor and cannot afford to buy all the necessary textbooks and other teaching and learning resources; some parents are ignorant of the benefits of buying textbooks for children; and most parents understand that once a book is bought it cannot be changed due to their understanding level and hence do not comply. As a result of these delays there is no smooth changeover of syllabus.

Poverty is a major factor affecting parents' ability and willingness to purchase textbooks for their children. Rotich (2004) argues that the cost of textbooks is too high for most parents, and therefore they prioritize basic essential needs before thinking of purchasing textbooks. With the introduction of free primary education and free secondary education, most parents assume that the government is supposed to shoulder the entire weight of education provision, even procurement of textbooks. This poses a challenge to headteachers when requesting parents to purchase the required textbooks.

Among the teachers, 28 (62.2%) reported that parents are requested to purchase new textbooks when a new syllabus is introduced, while 17 (37.8%) reported that parents are not requested to provide new textbooks.

Table 8 shows teachers’ comments on the responses from parents when requested to purchase new textbooks for the students.
Table 8: Teachers’ comments on parents’ responses to requests to buy textbooks

<table>
<thead>
<tr>
<th>Teachers’ responses</th>
<th>Number of teachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents comply</td>
<td>4</td>
<td>8.9</td>
</tr>
<tr>
<td>Some comply and others don’t</td>
<td>21</td>
<td>46.7</td>
</tr>
<tr>
<td>Parents do not comply</td>
<td>2</td>
<td>4.4</td>
</tr>
<tr>
<td>No response</td>
<td>18</td>
<td>40.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 8 shows that 4 (8.9%) of the teachers reported that parents comply when requested to purchase new textbooks for the students, 21 (46.7%) reported that some parents comply while others do not, and 2 (4.4%) indicated that parents do not accept to buy new textbooks. In agreement with the headteachers, the teachers reported that failure of parents to comply with requests to purchase new textbooks was a result of poverty, ignorance and the assumption that old textbooks are adequate to meet the requirements of a given subject. It is important for the community to be made aware of their role in education, as their support will always be required if our schools are to be successful in offering quality education.

The headteachers and teachers were asked to indicate what other challenges their schools face in relation to adequacy of curriculum implementation support materials when changes in the syllabus occur, to which they responded as follows:

- Normally there is scanty information regarding the changes and new circulars reach the school a little bit late.
- One headteacher in charge of a school with students who are visually impaired reported that resources for the visually impaired are expensive, for example
Braille retails for KShs 45,000 and Braille paper KShs 450 per ream. Most resources for the blind are unavailable locally e.g. Braille, Braille paper, and tallying calculators. This makes it very difficult for the school to procure such resources when changes in the curriculum are made.

- Inadequate funding of schools by the government. When the funds are finally availed, the disbursement is done very late hence delaying purchasing of the materials. The school is not able to buy all the required new books at once. The growing population of students means more books are required and the funding might not be available immediately.
- The changes are normally abrupt and it takes some time to initiate the changes. The school ends up purchasing several books which may not really address the problem.
- The syllabus changes just when we have acquired new materials making them irrelevant when they are new.
- Lack of enough teaching aids. Both teachers and students take time to adapt to the new syllabus due to lack of full knowledge of the exam setting.
- Adjustment by the teachers to the new material is not as immediate as would be the best case.
- Misleading information because some books have contradicting information. This is because there are many authorized authors of the textbooks.
- It takes time for teachers to adjust, preparation is hard and takes time, teachers are not confident because of lack of teaching material.

The findings presented above indicate that schools face daunting challenges related to provision of textbooks and other instructional material once a new syllabus is introduced. On the one hand, finances from the government to schools are not
adequate and oftentimes are disbursed late, and on the other hand parents are not willing or are not capable of procuring textbooks for their children. This can probably be solved by if proper planning is done from the policy making level in the ministry of education to the school level, so that curricular changes are not abrupt.

4.5 Challenges Related to in-Service Training of Teachers

The third research question asked: What challenges are faced by headteachers in relation to in-service training of teachers necessary to equip them with skills for implementing the new syllabi?

A total of 13 (86.7%) of the headteachers reported that their teachers normally receive in-service training to inform them of how to implement changes when a new syllabus is introduced, while 2 (13.3%) reported that teachers are normally not in-serviced. Figure 7 shows the proportion of teachers who had received in-service training after the new syllabus was introduced.

**Figure 7: Proportion of teachers in-serviced after introduction of new syllabus**
Figure 7 shows that 31 (68.9%) of the teachers were in-serviced while 14 (31.1%) were not in-serviced after introduction of new syllabi. This shows that a significant proportion of teachers do not receive in-service training to equip them with skills for handling changes in the syllabus, and this affects quality of teaching in schools.

The headteachers stated that in-servicing of teachers was normally in form of workshops, seminars and in-school briefings. Table 9 shows the nature of in-service courses offered to teachers when a new syllabus is introduced, as reported by the teachers.

<table>
<thead>
<tr>
<th>Nature of in-service courses</th>
<th>No. of teachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>13</td>
<td>28.9</td>
</tr>
<tr>
<td>Seminars</td>
<td>11</td>
<td>24.4</td>
</tr>
<tr>
<td>Workshops and seminars</td>
<td>6</td>
<td>13.3</td>
</tr>
<tr>
<td>In school briefing</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>No in-servicing</td>
<td>14</td>
<td>31.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 9 shows that in-service courses organized for teachers normally are in form of workshops (28.9%), seminars (24.4%), in-school briefings (2.2%) or a combination of workshops and seminars (13.3%). Whatever the nature of in-service training, the most important thing is the quality of professional development that teachers obtain.

Wanzare and Ward (2000) state that professional development, which can also be referred to as staff development, teacher development, or in-service education, refer to any experience designed to enhance teacher performance with the ultimate aim of promoting student learning.
Eleven (73.3%) of the headteachers reported that the in-service courses were not adequate to prepare teachers for implementation of syllabus changes, pointing out that most of the time the seminars simply involve briefings on what has changed without details on how to implement the changes or deliver the new curriculum.

Table 10 shows headteachers and teachers responses on the period when training/briefings of teachers are conducted (that is, before or after new syllabus is introduced).

**Table 10: Period when training/briefing is conducted**

<table>
<thead>
<tr>
<th>Period when training is conducted</th>
<th>Headteachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>After introduction of new syllabus</td>
<td>10 (66.7%)</td>
<td>23 (51.1%)</td>
</tr>
<tr>
<td>Both before &amp; after introduction</td>
<td>2 (13.3%)</td>
<td>5 (11.1%)</td>
</tr>
<tr>
<td>Before introduction of new syllabus</td>
<td>1 (6.7%)</td>
<td>3 (6.7%)</td>
</tr>
<tr>
<td>Not in-serviced</td>
<td>2 (13.3%)</td>
<td>14 (31.1%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong> (100.0%)</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 10 shows that 10 (66.7%) of the headteachers and 23 (51.1%) of the teachers reported that training/briefings are normally conducted sometimes after the new syllabus is introduced, 2 (13.3%) headteachers and 5 (11.1%) teachers reported that training/briefing is conducted before and after introduction of new syllabus, while 1 (6.7%) headteacher and 3 (6.7%) teachers indicated that training/briefings are conducted before the new syllabus is introduced. This shows that for most of the respondents, training was offered after the introduction of the new syllabi, meaning that for sometime teachers taught without skills to implement the changes. This implies poor planning on the part of curriculum developers in the country.
The headteachers and teachers indicated that lack of training and the nature of training offered when new syllabus is introduced affect teaching and learning in the following ways:

- The changes are too sudden hence there is no time to understand changes.
- Sometimes teachers feel ambushed by these changes and some are demotivated.
- Teachers need to be initiators of any curriculum changes, so late involvement creates disharmony and suspicion.
- The teachers are inadequately prepared to handle the students – It is basically implemented on a trial and error basis.
- The teacher is not able to implement the syllabus immediately, with most still staying in the dark for the first year.
- By the time the briefings come the teacher has taught a lot of unnecessary material making the teacher mislead the learners and a lot of time wasted.
- The process slows the syllabus coverage because it takes time to familiarize with new syllabus both for teachers and students.

The headteachers proposed that teachers should be prepared in advance so as to be able to implement the syllabus changes in time.

Ten (66.7%) of the headteachers indicated that their schools had adequately trained teachers to implement newly introduced aspects of the curriculum. On the other hand, 5 (33.3%) headteachers reported that they lacked adequate personnel to teach such aspects of the curriculum, and noted that as a result of this, it is hard to implement the changes effectively and the process affects prompt coverage of the syllabus.

Among the teachers, 31 (68.9%) reported that they felt adequately equipped to teaching using the new syllabus, while 14 (31.1%) reported that they did not feel
adequately equipped to teach the new syllabus. One of the teachers expressed his frustration in implementing a new syllabus by pointing out that:

"There are some new topics in history that I would wish that I have someone to help me understand"

The findings above indicate that when curricular changes are introduced, schools face challenges related to in-service training of teachers. Although most of the teachers are trained on how to implement the changes, such training is often delivered late, and is not adequate to equip them with skills for implementing the new syllabi. Shulman & Sherin, (2004) argue that this is despite the fact that curriculum change implies teacher change. If teachers are not empowered to effectively implement the new curriculum, the investment of time and resources in developing a new curriculum package can be a waste. It is therefore important that curriculum developers come up with an established framework for professional development of teachers that places in-service training first in the curriculum change cycle. Many teachers, even after attending an in-service course, feel unable to use the new teaching activities, curriculum materials or content knowledge to improve the learning of their students. Bell & Gilbert (1996) highlight that it is common for teachers to find themselves teaching in the same way they always have, perhaps utilising some of the new materials but adapting them to fit traditional patterns. To overcome this, in-service training should empower teachers in such a way that they see themselves as a part of the change, not merely change implementers. This signifies the need for teachers to be involved in the curriculum development process, so that they can anticipate and appreciate change when it occurs.
4.6 Challenges Related to Attitudes of Teachers towards Curricular Changes

The fourth research question asked: What are the challenges faced by headteachers in relation to attitudes of teachers toward the implementation of the new 8-4-4 syllabi?

The teachers were presented with ten items on a Likert Scale to measure their attitudes towards curricular changes. They were to indicate the extent to which they agreed or disagreed with each statement using the scale strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). Their ratings are presented in Table 11.

Table 11: Teachers’ attitudes toward implementation of a new syllabus

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree (%)</th>
<th>Agree (%)</th>
<th>Disagree (%)</th>
<th>Strongly Disagree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The syllabus in use currently is easy to implement</td>
<td>4.4</td>
<td>40.0</td>
<td>46.7</td>
<td>8.9</td>
</tr>
<tr>
<td>The syllabus is still too overloaded</td>
<td>37.8</td>
<td>40.0</td>
<td>22.2</td>
<td>0.0</td>
</tr>
<tr>
<td>The syllabus changes have led to too much workload for me as a teacher</td>
<td>17.8</td>
<td>46.7</td>
<td>28.9</td>
<td>6.7</td>
</tr>
<tr>
<td>Some of the changes in the syllabus were uncalled for</td>
<td>20.0</td>
<td>42.2</td>
<td>24.4</td>
<td>13.3</td>
</tr>
<tr>
<td>The contents of the syllabus adequately address the needs in the job market</td>
<td>6.7</td>
<td>37.8</td>
<td>48.9</td>
<td>6.7</td>
</tr>
<tr>
<td>Students easily follow the content of the new syllabus</td>
<td>6.7</td>
<td>37.8</td>
<td>46.7</td>
<td>8.9</td>
</tr>
<tr>
<td>There are adequate resources to implement the current syllabus</td>
<td>8.9</td>
<td>44.4</td>
<td>35.6</td>
<td>11.1</td>
</tr>
<tr>
<td>I am adequately trained to teach all aspects of the new syllabus</td>
<td>26.7</td>
<td>42.2</td>
<td>28.9</td>
<td>2.2</td>
</tr>
<tr>
<td>There is no reason why I cannot cover the new syllabus within the stipulated time</td>
<td>13.3</td>
<td>31.1</td>
<td>37.8</td>
<td>17.8</td>
</tr>
<tr>
<td>Given a chance, I would recommend drastic changes to the current syllabus</td>
<td>26.7</td>
<td>35.6</td>
<td>26.7</td>
<td>11.1</td>
</tr>
</tbody>
</table>

Table 11 shows that most (over 50%) of the teachers agreed with the statements that the syllabus is still overloaded; the syllabus changes have led to too much workload for me as a teacher; some of the changes in the syllabus were uncalled for; I am
adequately trained to teach all aspects of the new syllabus; and given a chance, I would recommend drastic changes to the current syllabus.

On the other hand, most (over 50%) of the teachers disagreed with the statements that the syllabus in use currently is easy to implement; the contents of the syllabus adequately address the needs in the job market; students easily follow the content of the new syllabus; and there is no reason why I cannot cover the new syllabus within the stipulated time.

The responses of the teachers in Table 11 suggest that most of them had negative attitudes toward curricular changes. The headteachers agreed with this, noting that since teachers are not involved in the change process, and they are not adequately equipped with skills and resources to implement frequent curricular changes, they feel let down and this demoralizes them. According to Thompson (1992), what teachers do in the classroom is fundamentally influenced by their personal views and beliefs. Isleem (2003) found that teachers' attitudes are a major predictor of the use of new technologies in instructional settings. Therefore the negative attitudes held by teachers about changes in the curriculum may negatively affect the curriculum implementation process, which compromises the quality of teaching and students' academic performance. Ponte et al (1994) note that when a new curriculum is introduced, teachers are normally concerned with the following: the overwhelming work required in implementation of the new curriculum, lack of proper training on the new curriculum, and inadequacy of supporting material for the new curriculum. This was observed in the current study, and therefore curriculum developers should address these concerns.
4.7 Strategies Employed to Cope with Challenges of Implementing New Curriculum

The fifth research question asked: What strategies have secondary school headteachers been using to cope with the challenges faced in the implementation of the new 8-4-4 syllabi?

The headteachers were asked to indicate the strategies that they employed to deal with challenges of implementing a new syllabus. Their responses are presented below.

4.7.1 Strategies Employed in Provision of Textbooks and Instructional Material

- Request the BoG to assist by buying books, ask parents to assist, request students to visit National library.
- Seeking donations from the community and well wishers.
- Cost – sharing between the parents and the institution.
- Ensure the few available books are not lost, if lost, they are replaced immediately.
- Encourage sharing of textbooks and completion of homework at school.
- We continue using the old textbooks
- Applying for bursaries and donations, use old materials selectively.

4.7.2 Strategies Related to Support from Parents in Purchasing New Textbooks

- Parents are guided and constantly reminded on the need to support the school for the benefit of their children.
- Sensitization on the role of the parent and the government. Setting deadlines for acquisition of the books.
• Students are sent home since parents respond positively when students are sent home.

• Try to convince parents during academic clinics.

• Calling of parents meetings. Come up with a textbook levy.

4.7.3 Strategies on Training of Teachers to Implement Syllabus Changes

• Encourage/motivate the teachers to attend the seminars

• Appeal to teachers to bear with the changes and continue.

• In-school briefings by inviting professionals.

• Availing the teacher to any of the organised courses and encouraging them to compare notes with other neighbouring schools.

• Tell teachers to advise learners on changes.

• Make use of the trained ones to train the rest. Liaise with sponsors and other stakeholders.

4.7.4 Strategies Related to Teachers' Attitude towards Syllabus Changes

• Encourage teachers to appreciate he change since they are for the good of the student and nation at large.

• Ask teachers to try to adapt as soon as possible, and explaining the constraints that all the stakeholders must go through.

• Proper education and giving in-service training to ensure proper implementation.

• Psychological preparedness that the curriculum is bound to be reviewed constantly.

• Encouraging the teachers and providing them with the materials required.

• Encourage teachers to implement the changes as required.
• Continue to show them the importance of accepting changes since it is inevitable.
• Inviting those conversant with the curriculum to talk to the teachers.
• We discuss the pros and cons of the changes in the staff room.

In summary, it emerges that headteachers have been facing major challenges in the implementation of curricular changes, especially problems in provision of textbooks and instructional resources for the new curriculum, lack of parental support in procurement of textbooks, inadequate in-service training of teachers, and negative attitudes of teachers towards curricular changes. Headteachers have been employing various strategies to deal with the challenges faced, such as having students to share textbooks, encouraging teachers and sensitizing parents on the need to support schools through purchase of books. It is however noteworthy that without proper planning on the part of the ministry of education, school-level coping strategies cannot be effective.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study, conclusions and the recommendations arrived at. The chapter also presents suggestions for related studies that could be carried out in the future.

5.2 Summary of the Study

The purpose of the study was to find out challenges facing secondary school headteachers in Thika East and Thika West Districts in the implementation of a new syllabus, and the strategies they use to cope with such challenges. Data for the study was collected using questionnaires from a randomly selected sample comprising of 15 headteachers and 45 teachers from 15 secondary schools. Given below is a summary of the key study findings.

All the 15 (100%) headteachers agreed that they had witnessed changes effected in the syllabus for various subjects since assuming leadership in their current schools. These changes included: the new 8-4-4 curriculum, introduction of life skills, introduction of General Science and Mathematics alternative B, and changes in business studies syllabus. In agreement with the headteachers, 42 (93.3%) of the teachers agreed that they had witnessed changes in the syllabus for their teaching subjects, with only 3 (6.7%) indicating that they had not witnessed any changes in the syllabus. The teachers described the changes witnessed to include removal of some topics and addition of others, changes in arrangement of topics, integration of English and Literature, merging of Commerce, Accounting and Economics to Business Studies, and replacement of compulsory set textbooks (novels) with new ones.
Fourteen (93.3%) of the headteachers reported that when a new syllabus is introduced, they are required to change the textbooks used for teaching and learning. 42 (93.3%) of the teachers who had witnessed changes in the syllabus agreed with their headteachers that changes in the syllabus often required changing the textbooks. The headteachers added that this poses a problem to teaching and learning because the schools were already operating with inadequate teaching and learning resources.

Eleven (73.3%) headteachers reported that once changes in the syllabus are introduced, old textbooks do not normally address the new syllabus, meaning that schools have to procure new textbooks, and at times the process takes long depending on the nature of the changes. Similarly, 21 (46.7%) of the teachers indicated that normally, old textbooks do not adequately address the new syllabus. Majority of the teachers indicated that procuring new textbooks when a new syllabus is introduced takes time, meaning that teachers use outdated or unsuitable textbooks to deliver the new syllabus, which affects the quality of teaching and learning.

Nine (60%) of the headteachers and 28 (62.2%) teachers reported that when a new syllabus is introduced, they require parents to purchase new textbooks. Most of the headteachers and teachers reported that not all parents comply when requested to purchase textbooks. They explained that most of the parents are poor and cannot afford to buy all the necessary textbooks and other teaching and learning resources; some parents are ignorant of the benefits of buying textbooks for children; and most parents understand that once a book is bought it cannot be changed due to their understanding level and hence do not comply. As a result of these delays there is no smooth changeover of syllabus.

The study established that 31 (68.9%) of the teachers were in-serviced while 14 (31.1%) were not in-serviced after introduction of new syllabi. This shows that a
significant proportion of teachers do not receive in-service training to equip them with skills for handling changes in the syllabus, and this affects quality of teaching in schools. Eleven (73.3%) of the headteachers reported that the in-service courses were not adequate to prepare teachers for implementation of syllabus changes, pointing out that most of the time the seminars simply involve briefings on what has changed without details on how to implement the changes or deliver the new curriculum.

Most of the teachers had negative attitudes toward curricular changes. The headteachers indicated that since teachers are not involved in the change process, and they are not adequately equipped with skills and resources to implement frequent curricular changes, they feel let down and this demoralizes them.

5.3 Conclusions of the Study

The study established that headteachers have been facing major challenges in the implementation of curricular changes. The challenges faced include inability of schools to promptly procure textbooks and instructional resources for the new curriculum, lack of parental support in procurement of textbooks, inadequate in-service training of teachers, and negative attitudes of teachers towards curricular changes. Although headteachers have been employing various strategies to deal with the challenges faced, such as having students to share textbooks, encouraging teachers and sensitizing parents on the need to support schools through purchase of books, more needs to be done to assist schools implement curricular changes without compromising quality of education.

The study concludes that curriculum development process in Kenya has not given adequate attention to the school-level change process. When changes in the curriculum are effected, the ministry of education does not ensure that teachers are
adequately trained on the changes prior to implementation and schools are not adequately supported to procure required textbooks. In addition, the Kenyan teacher is never considered in the curriculum development process, and therefore holds negative attitude towards curricular changes. Since the curriculum will keep changing to accommodate new knowledge and reflect changes in the world of work, it is important for curriculum developers, the Ministry of Education, and school administrators to consider the following recommendations in order to ensure that envisaged curriculum change goals are realized without compromising education quality.

5.4 Recommendations

1. Before introduction of any changes in the syllabus or curriculum, the Ministry of Education should ensure that teachers, as the curriculum implementers, are adequately trained on the changes and how to implement them.

2. The Ministry should ensure that there is adequate time before changes are implemented for schools to procure resources required for implementing a new syllabus. In addition, funds should be provided to schools on time for procurement of new resources.

3. Curriculum review process should be participatory in nature, whereby teachers and school administrators are involved in the process. This should ensure that teachers have positive attitudes toward the changes, resulting in an effective implementation process.

4. The community should be sensitized by school administrators and local leaders to become more supportive to school development activities, especially now that tuition for public secondary education is being catered for by the government. The community should assist schools in purchasing extra
resources such as textbooks because what is provided by the government is rarely enough.

5.5 Suggestions for Further Studies

1. A study could be conducted on the impact of frequent syllabus changes on the quality of secondary education in Kenya.

2. For comparison purposes, a similar study could be conducted to find out challenges faced by school principals in other parts of the country when implementing a new syllabus.

3. This study was conducted in secondary schools. A similar study should be conducted in Kenyan primary schools to find out whether they face similar challenges when a new syllabus is being implemented.
REFERENCES


Appendix A: Teachers’ Questionnaire

This questionnaire is an attempt to establish the challenges that face headteachers in the implementation of a new syllabus in Thika East and Thika West Districts. Please answer the questions honestly and diligently following the instructions given. All your responses and information in this questionnaire will be confidential and will be used by the researcher for the purpose of this study only. So do not write your name or that of your school anywhere in this questionnaire.

Part One: General Information

1. Indicate your gender
   [ ] Male   [ ] Female

2. Indicate your age ..................................

3. Academic qualifications
   a. [ ] Masters
   b. [ ] Bachelor Degree
   c. [ ] Diploma
   d. [ ] Certificate
   e. Others (Specify) ..........................................................

4. Years of experience in teaching..............................................

5. What subjects do you teach?
   a. [ ] Mathematics
   b. [ ] Languages
   c. [ ] Sciences
   d. [ ] Humanities
   e. [ ] Applied/Technical
   f. Others (specify) ..........................................................

6. (i) Since you started teaching, have there been changes effected in the syllabus for the subjects that you teach?
   [ ] Yes   [ ] No

   (ii) If yes, briefly describe the changes.

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Part Two: Supporting Material for Implementation of Changes in the Syllabus

1. Rate the adequacy of the following resources in your school.
   (i) Textbooks
       [ ] Very Adequate       [ ] Adequate
       [ ] Inadequate         [ ] Very Inadequate
   (ii) Other curriculum support materials e.g. charts
       [ ] Very Adequate       [ ] Adequate
       [ ] Inadequate         [ ] Very Inadequate

2. (i) When the new syllabus was introduced, did it require you to change the textbooks used in your subjects?
       [ ] Yes       [ ] No
   (ii) If yes, how long did it take for the school to procure the new textbooks?

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

   (iii) If no, do you feel the old textbooks adequately address the new syllabus?
       [ ] Yes       [ ] No

3. When changes in the syllabus are effected, do you require parents to purchase new textbooks or other instructional material for the students?
   [ ] Yes       [ ] No
   If YES, how do parents respond to this?
       [ ] Parents comply
       [ ] Parents do not comply
       [ ] Some comply and others do not
   Explain your answer briefly
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4. What challenges do you face in your work in relation to adequacy of curriculum implementation support materials?
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5. How can you be assisted to address these challenges?

Part Three: In-Service Training

1. (i) Have you received any in-service training related to the new syllabus?
   [ ] Yes  [ ] No

   (ii) If yes, how was the in-service conducted?
   a. [ ] In school briefing
   b. [ ] Workshops
   c. [ ] Seminars
   d. Others (specify) ..................................................

2. How long did the in-service training take?
   a. [ ] One day
   b. [ ] 2-3 days
   c. [ ] one week
   d. [ ] Over one week

3. How many different in-service courses related to the new syllabus have you attended?
   a. [ ] None
   b. [ ] One course
   c. [ ] 2-3 courses
   d. [ ] Over three courses

4. Was the training/briefing conducted before or after the new syllabus was introduced?
   a. [ ] Before new syllabus was introduced
   b. [ ] After new syllabus was introduced
   c. [ ] Both before and after new syllabus was introduced
5. (i) Do you feel adequately equipped to teach using the new syllabus?
   a. [ ] Yes
   b. [ ] No
   (ii) If no, which areas do you need training on?

Part Four: Attitudes toward the New Syllabus

1. The table below presents a number of items related to your feelings about the new syllabus. Indicate the extent to which you agree or disagree with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>a. The syllabus in use currently is easy to implement</td>
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<tr>
<td>b. The syllabus is still too overloaded</td>
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<td>c. The syllabus changes have led to too much workload for me as a teacher</td>
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<td>d. Some of the changes in the syllabus were uncalled for</td>
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<td>e. The contents of the syllabus adequately address the needs in the job market</td>
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<tr>
<td>f. Students easily follow the content of the new syllabus</td>
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<tr>
<td>g. There are adequate resources to implement the current syllabus</td>
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<tr>
<td>h. I am adequately trained to teach all aspects of the new syllabus</td>
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<tr>
<td>i. There is no reason why I cannot cover the new syllabus within the stipulated time</td>
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<tr>
<td>j. Given a chance, I would recommend drastic changes to the current syllabus</td>
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</table>

2. What strategies do you use to deal with the challenges faced when implementing frequent changes in the syllabus?

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Appendix B: Questionnaire for Headteachers

This questionnaire is an attempt to establish the challenges that face headteachers in the implementation of a new syllabus in Thika East and Thika West Districts. Please answer the questions honestly and diligently following the instructions given. All your responses and information in this questionnaire will be confidential and will be used by the researcher for the purpose of this study only. So do not write your name or that of your school anywhere in this questionnaire.

Part One: General Information

7. Indicate your gender
   [ ] Male        [ ] Female

8. Indicate your age ...........................................

9. Academic qualifications
   a. [ ] Masters
   b. [ ] Bachelor Degree
   c. [ ] Diploma
   d. [ ] Certificate
   e. Others (Specify)...........................................

10. Years of experience in teaching..........................................................

11. (i) Since you became the principal of this school, have there been changes effected in the syllabus for the various subjects?
    [ ] Yes          [ ] No

(ii) If yes, briefly describe the changes.
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    ........................................................................................................
    ........................................................................................................
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Part Two: Supporting Material for Implementation of Changes in the Syllabus

6. Rate the adequacy of the following resources in your school.
   (i) Textbooks  [ ] Very Adequate  [ ] Adequate
                   [ ] Inadequate  [ ] Very Inadequate
   (ii) Other curriculum support materials e.g. charts
        [ ] Very Adequate  [ ] Adequate
        [ ] Inadequate  [ ] Very Inadequate

7. (i) When a new syllabus is introduced, are you required to change the textbooks used for teaching and learning?
     [ ] Yes  [ ] No
   (ii) If yes, how long does it normally take for the school to procure the new textbooks and resources?
        ........................................................................................................
        ........................................................................................................
   (iii) If no, do you feel the old textbooks adequately address the new syllabus?
        [ ] Yes  [ ] No

8. When changes in the syllabus are effected, do you require parents to purchase new textbooks or other instructional material for the students?
   [ ] Yes  [ ] No
   If YES, how do parents respond to this?
   [ ] Parents comply
   [ ] Parents do not comply
   [ ] Some comply and others do not

   Explain your answer briefly
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................

9. What other challenges does your school face in relation to adequacy of curriculum implementation support materials when changes in the syllabus occur?
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   ........................................................................................................
10. What strategies do you employ to address these challenges?


Part Three: In-Service Training of Teachers

6. (i) Do your teachers receive any in-service training related to the new syllabus?
   [ ] Yes  [ ] No

(ii) If yes, how was the in-service conducted?
   a. [ ] In school briefing
   b. [ ] Workshops
   c. [ ] Seminars
   d. Others (specify) ........................................

7. Are the in-service training courses adequate to prepare teachers for implementation of syllabus changes?
   [ ] Yes  [ ] No

8. Are the training/briefings conducted before or after the new syllabus is introduced?
   a. [ ] Before new syllabus was introduced
   b. [ ] After new syllabus was introduced
   c. [ ] Both before and after new syllabus was introduced

How does this affect teachers’ ability to implement syllabus changes?


9. Does your school have adequately trained teachers to implement newly introduced aspects of the curriculum such as health and civic education?
   [ ] Yes  [ ] No

If NO, how does this affect implementation of changes in the syllabus/curriculum?


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Part Four: Strategies Employed to Deal with Challenges of Implementing a New Syllabus

In the table below, indicate the challenges faced when changes in the syllabus are effected, and the strategies that you employ to cope with the challenges for each issue presented.

<table>
<thead>
<tr>
<th>Challenges Faced when new syllabus is introduced</th>
<th>Strategies to deal with the challenges</th>
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<tbody>
<tr>
<td>Provision of textbooks and instructional material</td>
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<td>4.</td>
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<td>5.</td>
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<tr>
<td>Parents' support in buying new textbooks</td>
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<td>1.</td>
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<td>5.</td>
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<tr>
<td>Training of teachers to implement syllabus changes</td>
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<td>1.</td>
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<td>5.</td>
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<tr>
<td>Teachers attitudes towards syllabus changes</td>
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