

ASSESSMENT OF STRATEGIES EMPLOYED BY HEAD TEACHERS IN THE IMPLEMENTATION OF THE COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN KENYA: A CASE OF KIAMBU COUNTY

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ABSTRACT

Background: Head teachers play a crucial role in ensuring quality education is achieved, especially at foundation level in public primary schools. This study sought to investigate the strategies employed by head teachers in the implementation of the competency-based curriculum in Kenyan Public Primary Schools: A study of Kiambu County.

Methodology: The study adopted the inductive thematic content design. The target population comprised 576 principals and 21,090 teachers. Accessible population was 15 principals and 15 deputy principals. Purposive sampling was used to pick the 15 principals and 15 deputies. The study objective was addressed using inductive content analysis approach.

Results of the Study: The study established that principals' management competencies through the roles they undertook had a great influence on the implementation of competency-based curriculum. The study established that principals motivated, encouraged, facilitated teamwork and peer training, and also advised teachers.

Recommendations: The study recommended that principals' management competencies should be enhanced through training on management courses. Training on short courses to upgrade their skills should include communication and organizational skills. In addition, school administration should devise leadership strategies to enable the surveillance of the use of teaching and learning resources in schools. Effective inventory management systems should also be implemented in schools to allow for simple and fast tracking of all educational resources and their appropriateness in the school setting.

Keywords: *Strategies, head teachers, implementation of the competency-based curriculum, Public Primary Schools*

INTRODUCTION

Head teachers have a critical role in providing high-quality instruction. They are essential for securing those instructional techniques which facilitate the effective curriculum and instruction are in place. They work as a coordinator, adviser, and promoter of effective teaching methods. Particularly of interest, head teachers recognize the importance of improved test results, but also recognize the need of high-quality instruction in raising student progress. In research carried out in South Africa by Matsidiso reported that head teachers and teachers need the principles of competency-based education to help them implement the curriculum effectively. Head teachers should be able to show educators how to apply CBC principles in lesson preparation and presentation, as well as in learner assessment (2007).

A school curriculum is one of the components that must be well-informed with regards to changing times. It is imperative to mention that a curriculum does not operate in a vacuum and it is usually influenced in a smooth and indirect manner, by pressures from the members of the public. Educational institutions are under great pressure to change curricula since they come across complex curricula needs and crises at different levels and the Kenyan curriculum is not an exception. Educational change has been a leading element in educational sector and has turned out to be inevitable for the development of skills among principals in helping the effective management of their obligations (MoEST 2002).

Sorensen (2011) posits that the role of the principal involves a wide range of schools' stakeholders and to do so on a regular basis. He, however, states that a collaborative method has challenges from diverse stakeholders since the stakeholders could have different opinions and this could result in conflicts. In essence, the need to have conflict resolutions put in place (2011, 14). Mosiori and Thinguri (Year) asserts that the head teacher as an administrator would need to manage the school effectively in order to accomplish the school's objectives. Head teachers in Kenya are assigned the obligation as the sole administrative officer of primary schools responsible of all processes. Furthermore, the head teacher is required to teach though they are assigned a lesser number of lessons in comparison with other teachers. They get their assistance from the deputy head teacher and other teachers to manage the school. Their responsibilities include the following tasks: "Curriculum and instruction; Student/pupil personnel; Staff personnel; the school facilities; Business management; Staff development; School community relations; and Monitoring and evaluations of programmes" (2015, 308-309).

STATEMENT OF THE PROBLEM

The government has put a lot of effort aimed at improving learners' performance by encouraging inclusivity through the competency-based curriculum. Despite all these extensive efforts to improve the implementation of the school curriculum, the performance in education has remained at almost a static level in Kiambu County (Wainana & Rushdie, 2014). There is a shortage in training, preparation, and development of principals in the developing world, especially in Africa (Ibrahim, 2011). Masista asserts that "educational practitioners and researchers concur that very few principals have undergone training to enable them to cope with their duties" (2005, 174). Currently in Kenya there is a shift from the 8-4-4 curriculum to 2-6-6-3 curriculum. The curriculum change was necessitated by the fact that learners would need to have skills on their competencies.

A report conducted by UNESCO (2004) stated that to reform education there is need for an effective administration. According to Abagi (1999) quoted in Syomwene (2013) there is a challenge of incompetent school managers which results in teachers' negligence. The report also noted that there is insufficient supervision from the Quality, Assurance and Standards Officers (QASO's). Syomwene (2013) posits that the head teacher is charged with the responsibility of supervising staff in their schools. She asserts that head teachers would need to be trained on management skills. Ibrahim (2011) supports the idea of empowering head teachers stating that when they are well prepared, they would be able to carry out their roles effectively. This study sought to investigate the strategies employed by head teachers in the implementation of the competency-based curriculum in Kenyan Public Primary Schools: A study of Kiambu County.

THEORETICAL FRAMEWORK

This study was anchored on the transformational leadership theory. According to Emiru (2018), transformational leaders are leaders who propel others to go the additional mile; they set even more testing desires and figure out how to accomplish better. Their supporters will in general be progressively stirred and increasingly dedicated since the leaders engage them and focus on their individual needs and wants. Those leaders carry on and go about as good examples in manners that persuade and rouse their followers (2018). Transformational leadership gives an adaptable way to deal with change which permits a leader's very own style and the setting to differ. Adaptability permits relations to take care of issues while raising supporters' dedication, inspiration, strengthening, and lifting the lead person and the supporter to an advanced motivation to help realize institutional change (Hallinger 2003; Leithwood & Jantzi 2005; Yukl 2006).

Transformational leaders are the persons who are willing to impact and move the dedication and raise the degree of inspiration for supporters in a school. Transformational leaders can influence people on the grounds that such leaders give a vision, impart exclusive requirements, give scholarly incitement, offer help and thought, be good examples in conduct, face challenges, show uprightness and motivate adherents to make changes. The transformational leader additionally makes supporters who can become transformational leaders themselves. Transformational leaders build responsibility, inspiration, and strength in others.

Transactional Leadership

Transactional leadership could be defined as "managing" or making a difference in an organization to accomplish their contemporary objectives more productively and viably by connecting work execution through esteemed reward and guaranteeing that personnel have the assets required to ensure the work done (McShane & Von Glinow, 2010). Barnes (2015) pointed out that transactional leadership spins around the leaders' capability to influence his or her adherents to act in such a way that the leader trusts for trade-in for something that the supporters want.

The transactional leader's approach is identified with the solid classification which demonstrates that control is coordinated from the top. The sort of authority gives the representatives precision around the anticipated and acknowledged results from the workers in return. The leaders appear slightly intrigued within the inferences of the workers and simplify the obligated logic with compensation and disciplines to grasp their objectives. This sort of authority creates quicker choice making, rendering it critical in times of emergency (Balagun & Hailey, 2008).

Instructional Leadership

Zapenda states that instructional leadership is guidance that emphasizes education and has a correspondingly strong obligation of learners' scholarship (2013). She asserts that "strong leadership promotes excellence and equity in education and entails projecting, promoting and holding steadfast to the vision, garnering and allocating resources; communicating progress and supporting the people, programs, services and activities implemented to achieve the school's vision" (2013, 14). We note that the leaders would aim at uniting the teacher leaders with other stakeholders. The head teacher would need to build up visualization and ethos that underpins the organization of the program being supervised, proficient advancement, and different procedures to assist educators with promoting their instructional procedure. The head teacher should be in a situation to advance consistent learning and improvement of educators who are tested to instruct learners to better expectations of responsibility. The head teacher must have the option to instruct in the present since educational systems will consistently seek their leaders for bearing, direction and responsibility to learning for instructors and learners as top need (Zapenda 2013).

Researchers have examined instructional leadership from multiple points of view; however, an adequate definition still does not seem to be generally acknowledged (Marzano 2005). Recently the meaning of practical instructional leadership has developed to incorporate not only a guidance focused methodology, but a range of abilities involved mastery identified with guidance. Nowadays, instructional leadership expects principals/head teachers to be proficient at building groups, setting up vision, developing initiative aptitudes in instructors, and utilizing information to educate guidance and enhancement of the school (Mendels & Mitgang 2013; Portin 2009). Instructional leaders who are powerful will firmly impact the nature of guidance and learners' accomplishment (LaPointe and Davis, 2006; Leithwood, Seashore-Louis, Anderson & Wahlstrom, 2004; Coelli, Green & Warburton, 2007).

Jeptarus (2014) conducted research in Nandi County, Kenya, to investigate the impact of principals' supervisory roles on pupils' academic progress (2014). He noted that head teachers often review instructors' records, such as schemes of work, lesson plans, and records of work, according to the findings of the study. The head teacher also visited classrooms and observed lessons, according to the study, and then offered teachers with instant feedback on the session. In essence, the instructional supervision activities of reviewing teachers' professional records were well performed, according to the study.

EMPIRICAL REVIEW

Communication and Feedback

Schools are surrounded by vibrant, changing social backgrounds. For schools to adjust to consistent and expanding global changes, it is important to include associates to form essential changes. Strong community relations comprise of staff members' individual relations with colleagues, learners, parents, and the bigger community. The progressing and ever-evolving communication process requires principals to respond to issues and needs of numerous challenges that are erratic. Beyond the daily communication channels, head teacher needs to create connections with news vendors and produce community associations in the event that they are to be fruitful (Stronge, Richard & Catano 2008).

Effective communication includes the improvement of shared decision-making forms that consolidate the ideas of stakeholders, across the board. Frequent forms of communications are utilized and injected within the daily work of a school. These different modes of practical communication are demonstrated in the mission pronouncements, mottos and conviction explanations. By cultivating feasible communications on continuous basis, individuals comprehend the viewpoints of an effective leader (Catano & Stronge 2006; Cotton 2003; Leithwood & Riehl, 2003). It is therefore imperative for the head teacher to carry out an annual survey requesting for feedback from teachers and other stakeholders who would give concrete suggestions.

As part of this collaborative process, teacher leaders provide valuable insight and ideas to principals as they collaborate to improve the school. Principals who draw on teachers' expertise throughout the process of transforming their schools and increasing the emphasis on learning are more successful. In addition, principals who work collaboratively on instructional leadership are less likely to burn out (Marks & Printy, 2003).

The school head teacher serves as the school's proponent and spokesperson both internally and externally. They serve as instruments in the local society, defender and regularly communicates to community groups as well as the local government all who have a stake in the influence of schools. The head teacher as a result is responsible for communicating schools plan of action and presenting the image of a school to parents, authorities and society as a whole (Stronge, 2008).

Staff Motivation

Strengthening teachers' motivation would be another strategy to ensure good curriculum implementation (Cobbold, 2017; Muskin, 2015). It would also be beneficial to develop their specialist skills, expertise, enthusiasm, and consciousness in the education sector for their intrinsic motivation. According to Nevenglosky (2018), when a teacher applies a curriculum with confidence, student gains increase as well. For a successful execution of the program. The morale of teachers should be good, and working circumstances should be better (Mokhele, 2012). Teachers that are highly motivated implement the content more successfully. Teachers with poor motivation, on the other hand, believe that the school administration and society are to blame.

Teachers' inspiration has to do with instructors' attitudes towards work. Tracy (2000) characterizes inspiration as each one of those inward endeavoring conditions, depicted as wishes or urges that invigorate the enthusiasm of an individual in an action. Propelled educators have a feeling of polished skill and are excited and completely dedicated to instructing. Steyn distinguished the accompanying proposals of a clear affirmation that strongly linked to fruitful motivation: extraordinary execution and the consistent achievement of outcomes, an elevating aspect concerning basic reasoning and a status to recognize obligation and accommodate change (2002a, 86). This would add strategic goals to the effective understanding of the hierarchical vision of the school.

Therefore, in compelling schools with stimulated and all around committed educators, moreover, there is a deep tradition of teaching and learning. Larger part of teachers feels undervalued, thus the need to ask one's staff how they like to be esteemed. This will assist with comprehending individual staff to feel generally refreshed through uplifting statements which could be done over a cup of tea. When one realizes how the teachers would like to be valued, he/ she could plan for days and times to reach them and take note of their interests.

Motivation of teachers is reflected by their good performance which gives them delight. They are encouraged when the head teacher avoids ‘professional myopia’ and their institution is not compromised. This suggests that instructors are propelled as soon as there is a “teacher-centered approach to educational leadership” (Evans 1998, 160-171). The methodology is just conceivable once the head who is an instructive leader, thriving beyond his/her administration job, tries to encounter whatever number of specific necessities as could reasonably be expected and drives the educators with impressive consideration, an inspirational demeanor and enthusiasm for their government assistance. A head teacher guided by this methodology builds up a work setting that is supported by an “expert culture of resilience, collaboration, bargain and thought of the educators. This methodology is considered as the 'academic initiative' approach”. In essence, effectiveness of a leader has incredible effect on execution teachers’ performance.

The head teacher needs to assume a remarkable job in persuading their teachers and appeal to encourage the compelling working of the school as an association. In fact, the strategic job of the head teacher is driving his/her workforce and molding a condition where teachers are able to accomplish their unsurpassed work. He/she requires full assistance of the administration headed to rouse (Murthy 2003, 1). The head teacher has the obligation to rehearse compelling instructional authority as this adds to high teacher confidence. In addition, through recognizing the underlying foundations of motivation, leaders will provide constructive reinforcement and evoke powerful instructing from all their workers (Chan 2004, 1). Steyn (2002b, 256) contends that compelling principals can make an ethos that produces propelled and fruitful teachers and energized and motivated students in a compelling school setting.

Building Teams

School leaders are progressively being approached to advance organizational ways of raising funds that would help in upgrading schools' capacity to seek after keen learning forms which would build the association's adequacy and limit with respect to continual improvement (Mulford, 2003). While educating has customarily been drilled as an independent workmanship behind shut study halls, a huge group of persuading research over the recent two decades favors training that is collegial and straightforward, agreeable and synergistic and directed in groups and bigger expert learning networks (Stoll & Louis, 2007).

The process of identifying efficient methods for student instruction should be communicated with teachers which may include assistance from the curriculum division and consultants. Teamwork is required in the process of establishing efficient strategies. As a result, principals' obligations should include working to ensure team cooperation. They must recognize that collaborative approach is valuable and can be successful. This would not work, however, unless head teachers invested a great deal of effort, planning, and trust (Mulford, 2003). To achieve this, the collaborative process should begin with data review and input from teachers, curriculum staff, and consultants.

Investigations have indicated that school leaders promoting instructional proficient training networks use standards of collegiality, aggregate obligation, and common goals criteria (Louis and Kruse, 1995), proficient advancement, intelligent forms for practice and efficiency enhancement. They foster trust between themselves by assisting with creating clearness about basic purposes and jobs for coordinated effort and they encourage persistent exchange among school staff and give satisfactory assets to help joint effort (Leithwood et al., 2006). This is supported by Stronge who

posits that effectual leadership establishes guidance and persuades members of the organization to collaborate in order to achieve structural goals (2008). Head teachers can fulfill this critical responsibility by stipulating respective support, stimulating teachers to analyze their personal practices to guarantee models that meet world-class training.

By unquestionably perceiving the central role of school leaders in building community-oriented communities and by sharing and dispersing best practices right now, policymakers will advance and empower collaboration among school staff. (Pont, Nusche & Moorman 2008). The head teacher is not able to accomplish things alone. This means that teachers would need to be supported, to ensure that systems in the school are working optimally. In essence the head teacher would need to create a strategy that builds the skills and talents of the workers who engage in supporting positions such as front office personnel, custodians, counselors and heads of departments. In his book, "The Principal," Michael Fullan argues that principals should always prioritize building effective teams (2007).

Leadership commitment preceding the school can incorporate associations with other schools, networks, organizations, social offices, colleges and makers of policy on a neighborhood, countrywide and worldwide premise. They will expand proficient learning, upgrade by improvement through common help and make more prominent union among each one of those worried about the accomplishment and prosperity of each child (Pont, Nusche & Moorman 2008).

Availability of Resources

Effective instructors constantly include their collection of information around strategic resources and hardware in preparation to meet the requirements of their learners. They utilize their information of procedures to benchmark and direct their decision-making on what assets they need to obtain or create. Most instructors utilize extra supplies and overheads on a standard premise. Schools and classrooms with computers and data innovation are generating a growing array of school areas. Whereas the existing researchers have not explicitly connected successful teachers and innovation utilization, one report demonstrates that when computer innovation was utilized, student learning expanded. Instructors utilize innovation to offer more individualized deliberation to learners which increase proactive instruction, and making the environment student focused (Stronge, Tucker & Hindman 2004). To excel in the execution of the program, teachers must also have resources for their work. Help resources must be ready and continuous, including the provision of suitable and sufficient teaching/learning materials and the creation of local centers where instructional staff can converge to discuss and develop the new curricula in seminars and workshops. In essence, teachers need their head teachers to both help and consult them.

It is imperative to avail textbooks which have a constructive correlation to triumph in both primary and secondary schools. Songole (1999), in his earliest seminar on education resources and books, articulates that there is significant high need in quality textbooks and reading resources which will attract the interest of children, stir up their curiosity and contribute to their unbiased imagination. It is necessary for each child to obtain a textbook. Furthermore, he notes that the content of the textbook must be suitable for the child's level of intensity. To a large extent, the successful implementation of the curriculum in Kenya will also rely on the provision of the necessary resources and facilities to ensure that teachers and learners' excitement is preserved. Sifuna and Obonyo (2019) posit that there is need to provide students with the necessary assets which they

would use to collaborate with and build significance out of them in the Competency-Based methodology.

Presentation of educators, students, guardians, school administrators and bodies charged with overseeing data on the purpose behind the use of the educational program and the degree of its influence should be given considerable attention to ensure that everyone knows the problems involved and thoroughly understands them. These in-service mediations, accordingly, just somewhat address the difficulties referenced earlier. To address the referenced difficulties, there is need for a huge scope of helpful exertion between the instructive specialists, the suppliers of in-service educators' preparation and supports from the private sector will be essential (Bush & Bell 2002). Sifuna and Obonyo (2019) agree with this to state that there should be regular proposals of an intelligent and participatory methodology which would include and start with assessments by class teachers and district education officers. This would guarantee the perceptions of the individuals nearest to instructing and learning processes. In relation to the assessment prototype, learners, lecturers, guardians, educational consultants, quality assurance officers and standard officials and different specialists are associated with curriculum planning as well as implementation of the CBC reforms.

Teaching and Learning Strategies

In their book titled "The Principal's Guide to Curriculum Leadership," the authors posit that Principals are charged with leadership and they utilize Covey's first thing first by giving a chance to all partners in helping build up the schools' needs and make an arrangement for accomplishing distinguished needs (Sorenson et al., 2011). Viable instructing and learning rely upon the encouraging strategies and methods utilized by the educators. Teachers requires powerful and propelling techniques which make students need to find out more and be keen on learning. It has been the inclination of numerous schooling commissions that instructor focused techniques for guidance must offer approach to student focused strategies for educating to improve execution (KICD 2017; MOEST 2005; MOEST 2012; MOE 2018).

Effective teachers approach instruction with an emphasis that's comparable to getting prepared for competition. Once they are convinced about their objective, they accept their plan and put them into consideration aiming at succeeding. They translate their work and arrange it into activities. Teachers usually put together similar guidance strategies inside their classes, in spite of the fact that their plans center on academic work. Planning does not reasonably happen; but teachers utilize different levels of arrangement, such as annually, termly and weekly units as well as having daily plans. This will guarantee that information, thoughts, in addition to abilities exist displayed in a consecutive way using satisfactory period for mutual teaching and learning. While they make plans for instruction, teachers visualize the units respectively, recognizing components that are essential, supporting, improvement, and remediation. Consequently, instructors have looked into whatever responsibility is inculcated and anything being utilized to supplement instruction (Stronge, Tucker & Hindman 2004). The innovative teaching and learning technique support learners in remembering anything they consume through learning for longer timeframes. All in all, the revelation strategy helps better maintenance while transfer of learning is accomplished through disclosure approach (Ojwang, 2004).

Teachers are endowed with the primary responsibility for implementing new curricular revisions after the introduction of outcomes education. The question on everyone's mind who was influenced

by the changes was how these changes will affect school teaching and learning. According to Ornstein and Hunkins (2009) the goal of curriculum development, regardless of level, is to make a difference in students' ability to achieve the educational goal. Furthermore, one of the most important aspects of curriculum planning is to make anticipated changes a reality.

RESEARCH METHODOLOGY

The study adopted the inductive thematic content design. The target population comprised 576 principals and 21,090 teachers. Accessible population was 15 principals and 15 deputy principals. Purposive sampling was used to pick the 15 principals and 15 deputies. They were randomly sampled from the five sub-counties within Kiambu County, with each producing 3 principals and 3 deputies. Data was collected from the principals, their deputies or senior teachers, using self-administered questionnaires and in-depth interview guide. Research also used observation method to collect information that was not captured by questionnaire and interview methods. Validity of the three instruments were established through scrutiny and input of the supervisors. Reliability of the instruments was established through peer-to-peer review and collaboration method. Qualitative data were transcribed and reported thematically. The study objective was addressed using inductive content analysis approach.

RESULTS

Participants described their experiences on the administrative roles the head teacher played. The main administrative activities included: supervision of teachers work, planning of curriculum activities, organizing tasks, and provision of a conducive environment for proper learning.

Supervision of Teachers' Work

Sixty-four responses highlighted the supervisory role of the head teacher. Principals ensured that teachers complied with MoE directives while undertaking their instructional duties as outlined in the CBC policy documents. They supervised by monitoring teachers' instructional activities and evaluating them by assessing their performance using tools prescribed by TSC under the CBC curriculum. The key activities routinely undertaken by principals were reviewing teachers' record of work, lesson plans and schemes of work, in line with the curriculum design.

HT 4 interviewee had this to say: "I make sure that the lesson plans are aligned to the designs, schemes and record of works".

DHT interviewee 8 said: "The Head teacher ensures that all teachers prepare schemes of work, lesson Plans and ensure that they utilize the curriculum designs".

DHT1 said: "The Head teacher teaches the curriculum himself. Sensitizes parents on the implementation process. Visits ECD centers and also releases and supports teachers to attend workshops and seminars".

The head teacher essentially organizes the program of study and supervise its operation. They do this by ensuring that teachers bring up to date program booklets including job schemes, lesson plans, and staff minutes or departmental gatherings or subject boards. He or she organizes and supervises the school's administration, the accessibility in addition to utilization of teaching and learning capitals, ensuring that students' journaling is recorded and strategic assessment matters are put in place in order to support the head teacher together with safeguarding quality in the

schools' teaching and learning. Torto quotes a report done by (UNESCO, 2000) stating that "Teaching and learning materials are aids used by the teacher to teach effectively and to ensure that the lesson has been well understood by the learners" (2019, 167). The researcher noted that principals also planned class timetables for teachers, and together with their deputies and senior teachers enforced it to be followed by all teachers. As the school management, they ensured that teachers covered the syllabus in time.

DHT interviewee 8 noted: "Head teacher ensures that in all the grades there is a timetable to be followed by teachers and the standard time given of 30 minutes is well utilized".

The head teachers are charged with the responsibility of ensuring that the required standards are kept in accordance the policies guiding CBC. They also conducted classroom visits to assess the progress of learners on what they were taught and ensures there was minimal absenteeism by teachers.

DHT interviewee 3 stated: "The head teacher constantly follows-ups execution of curriculum by checking on students work and how far the teachers have covered the syllabus. He conducts impromptu lesson observation by walking around to hear what learners are learning".

However, some challenges were noted by respondents who had reservations in the implementation process of the curriculum changes. Key challenges were lack of enough time by teachers to teach the lessons within the prescribed time under the new curriculum.

HT interviewee 15 reported: "I cannot effectively instruct the new curriculum since there is limited time and the content is too large".

Another notable challenge was the bureaucracy in the supervision process due to too much documentation. There were too many documents which had to be filled by teachers and principals in compliance with the curriculum design.

HT interviewee 15 also said: "Additionally, there is too much documentation i.e. 40 lessons for every teacher hence most time meant for teaching is spent in documenting".

Planning and Organizing

Planning also emerged as a key task undertaken by the head teacher, with eight responses noting head teachers' role in curriculum design and budgeting at the policy level in consultation with other stakeholders in the education sector. Ten responses affirmed head teachers' role in coordinating school activities, especially related to organising staff activities, with the aim of enhancing the implementation of the curriculum. This included organising school timetables, distributing teaching and learning materials, and organising training for teachers.

According to Wiles (2008) planning should provide maximum opportunity for the greatest number to make the most appropriate time for delivery. He asserts that to be effective in the classroom, planning must address the details of daily teaching and learning. In essence the principal should ensure that the standards of teaching are well attained by referring to the schemes of work, lesson notes and records of works (Republic of Kenya 2001).

HT 2 stated: "I am involved in planning since I am part and parcel of the implementation process. I have owned the curriculum and have ensured flexibility to adjust from the old curriculum to the new."

HT4 stated: “I have been ensuring that classes are availed when practical lessons are needed. I also organized for academic visits for learners to grasp the practical lessons i.e. safety in buying and selling”. I monitor the materials and ensure that they are being utilized making sure lessons being taught are in line with the designs, and lesson plans are aligned to the designs, schemes and record of works. I plan with the teachers the time-table to make sure that the lessons are given the time required by the Ministry of Education”.

DHT 6 interviewee stated: “Head teacher receives and coordinates the distribution of learning and teaching materials and other relevant materials necessary for CBC. And he also organises training seminars for teachers”.

Providing conducive environment that foster learning

According to Keega and Mugo a conducive environment encourages learners to become active participants in their classroom events allowing the teachers to become confident in their delivery hence a smooth implementation of the curriculum. On the other hand, the teacher encourages the learners by discussing relevant issues while coordinating activities which result is getting the desired results (2018). Successful teaching and learning must ensure the proper curriculum material is followed in school, training is employed, classroom sizes are balanced with the correct teacher-student ratio and technology is successfully implemented in the teaching and learning process. As individuals with educational quality assurance, they have an obligation to ensure that quality education is delivered in their respective schools. The standard of education available to learners depends mainly on the quality of the school they attend during education. There are different factors influencing the quality of education including school context, teachers, and classroom dynamics.

Ten responses from the interview report recorded that head teachers were also tasked with providing a conducive and enabling environment for learners and teachers to be comfortable and focused while undertaking their instructional duties. Activities included ensuring that security was guaranteed, and the required materials were provided.

HT interviewee 15 stated: “I ensure vital equipment like good desks are available and a good environment for learners is in place. Also makes sure that safety of the school is enhanced”.

Efficient Management of School Resources

The head teacher was also involved in ensuring the school resources were well managed. The main activities involved: ensuring secure storage of learning materials, efficient utilization of CBC funds, and ensuring that school equipment and facilities were kept in good condition.

HT4 stated: “I ensure that the books received from Ministry of education are stored in a safe way making sure that an inventory is put in place for accountability purposes. This includes the safe storage of all the students’ laptops where I managed to reinforce a strong room for their safety”.

HT5 stated that: “I ensure that the materials that need to be improvised are sourced and well secured for future use. I also make sure that the textbooks provided by the government are secured in a strong room before they are disbursed to the learners”.

HT interviewer 15 noted: “I ensure an inventory count is taken so that equipment does not get lost. I also undertake maintenance of infrastructure and ensure prudent use of funds meant for CBC”.

Teaching

Apart from supervising teachers and learners, five responses observed that the school head teacher was also allocated a few classroom lessons where s/he taught the curriculum. This was noted by respondent 1 who was deputy head teacher.

DHT1 stated: “The head teacher himself teaches the curriculum to nurture and develop the skills of learners and also gets to understand the areas that require improvement under the curriculum”.

Staff Management

Teachers are the backbone of CBC implementation. According to Bader (2007) the teacher must encourage students to collaborate through participation in group projects. He/she must arrange for students to work in pairs or groups. He introduces and clarifies the content of activities, and complete tasks when time runs out. The teacher is also charged with the role of providing feedback, modification, and grading the learners. This is followed by updating the learners on their progress while he must encourage them while giving honest evaluation and useful feedback. He/she prompts the learners who are unable to follow on the requirements by giving them clarification on the information provided.

Facilitating Teachers’ Working Environment

According to Keega and Mugo a conducive environment encourages learners to become active participants in their classroom events allowing the teachers to become confident in their delivery hence a smooth implementation of the curriculum. On the other hand, the teacher encourages the learners by discussing relevant issues while coordinating activities which result is getting the desired results (2018). Successful teaching and learning must ensure the proper curriculum material is followed in school, training is employed, classroom sizes are balanced with the correct teacher-student ratio and technology is successfully implemented in the teaching and learning process. As individuals with educational quality assurance, they have an obligation to ensure that quality education is delivered in their respective schools. The standard of education available to learners depends mainly on the quality of the school they attend during education. There are different factors influencing the quality of education including school context, teachers, and classroom dynamics.

Most responses (18) noted that the head teacher attended to CBC teachers’ needs. They facilitated them by listening to their challenges through organising regular staffroom meetings and guiding them with practical solutions.

DHT interviewee 6: “Head teacher organises regular meetings with CBC teachers to establish the progress as well as difficulties and challenges faced during teaching and evaluating the learners. And she also ensures they work in a conducive environment”.

Motivating, Sensitizing and Advising Teachers

According to Mason (2004) motivation can be described as a strategic approach for persuading individuals to adjust, releasing staff's trapped potential and bringing out the best in people, improving teaching and learning, and satisfying some psychological need in an individual for the benefit of both the individual and the school. Motivation is a person's inner state or condition that energizes, sustains, and directs behavior to meet an individual need. The principals also actively advised and sensitized teachers on various issues surrounding the appropriate approach in implementing the CBC. Ten responses from the interview reports affirmed that head teachers played this role effectively.

DHT interviewee 5 stated: Head teacher offers wise counsel and motivates teachers to work diligently in executing the curriculum.

Encouraging Teamwork and Peer Teaching

It was observed that the head teacher enhanced teamwork among teachers through organising meetings to share new knowledge and skills and facilitate sharing of ideas among them. This subject was coded with eight responses.

HT5 stated that: "I ensure that staff meetings are held regularly and making sure they hold briefs on monthly basis. Through the meetings I encourage teachers to work as a team where they embrace peer teaching/team teaching. This has seen the teachers sharpen one another where if a teacher is challenged in one area they can ask for help from the others".

DHT Interviewee 10 stated: "Our principal always encourages team teaching; teachers work as a team where they embrace and sharpen one another. If a teacher is challenged in one area they can ask for help from the others. Every Friday afternoon is used to plan together and the teachers observe to grasp weak areas".

Head teachers encouraged and facilitated peer training. This subject was recorded with eight responses. Teachers who were unable to attend external training were trained on specific knowledge areas by those teachers who participated and were well-trained. This helped to bridge the skill gap between the teachers since the ministry delayed in organising regular teachers training which were conducted in piece meal.

HT interviewee 7 stated: "I encourage teachers who have undergone the through the CBC training in skill development to train the rest of the teachers who were unable to attend, through peer teaching. I have encouraged teachers to also form functional subject panels in the school".

DISCUSSION

According to Goodlad (1979) teachers are the single most important variable in effectiveness of the school. Most participants in this research identified the cardinal responsibility of the head teacher in guiding his/her staff by motivating them, advising, sensitizing, enhancing teamwork and highlighting challenges they face while executing their duties. The various subjects under this theme are discussed below:

Guidance: Motivating, Sensitizing, and Advising

From the finding of this research, head teachers ensured that teachers who instructed under the new curriculum were adequately engaged, advised and stayed motivated to execute their instructional mandate. The result under this theme is consistent with the contingency theory of transformational leadership, which states that leaders raise a degree of inspiration for supporters, motivate adherents to make changes and improve dedication among the staff in school (Haallinger 2003; Leitwood & Jantzi; Yuki 2006).

The findings also concur with Hattie's visible learning theory of staff motivation which notes that motivation of teachers is reflected by their good performance which gives them delight (2012). Teachers are central and important stakeholders in determining the degree to which the schools implement curriculum policies (Porter, 2015). This relies on their attitude and perspective of the curriculum. In essence all the head teachers interviewed demonstrated experience with curriculum implementation change. They were involved with organizing meetings with staff members and other stakeholders to discuss the curriculum modification and come to an agreement.

Peer Training and Teamwork

From the findings of this study, it was noted the head teachers facilitated in-house training to ensure that no teacher was left behind even when all staff could not be trained at the same time. This is a program where head teachers facilitated and encouraged the teachers who had undergone training on CBC to also train and impart new knowledge and skills they gained from training to other teachers who were unable to attend the training. They also shared their experience while teaching CBC and trained each other on skills required to improve on content delivery and improve in key areas where they individually experienced challenges. The findings therefore are in agreement with Mason (2004) who stated that the head teacher must recognize teachers for model teaching and urge them to impart to other people. He/she should recognize great teachers and give input that advances proficient development. This is also in line with Stronge (2008) who posits that competent head teachers understand that teamwork is necessary to make it possible in meeting instructional objectives. He states that one of the most important responsibilities of head teachers is to sustain learning, which is best accomplished by leading and learning endeavors. This could be done by ensuring that distributing leadership throughout a school and ensuring leadership succession are critical to a school's success (Stronge, 2008).

Organizing Training for Teachers

The findings of the research indicated that head teachers encouraged and facilitated training of teachers in their schools. In-service training and providing guidance to the teachers contributed to their professional development which translates to better performance by the students. This is supported by Masters (2018) asserting that head teachers who are extremely effective put in place processes to assist teachers in implementing great teaching. Collaboration planning, mentoring arrangements, classroom observations, and providing feedback on teaching performance are all examples of these procedures. They collaborate with other school leaders to improve teaching, enhance others' skills to guide and support more effective teaching, and work directly and indirectly with individual classroom teachers. They also promote and encourage professional development aimed at boosting teaching effectiveness. They attempt to establish a professional learning culture by demonstrating continuous learning (2018).

A study by Hotmire (2018) agrees with this statement citing that principal discussed several strategies they used to provide resources to help prepare teachers to instruct their students, including their experience with previous educational reforms, setting clear expectations, curriculum mapping, and providing professional development.

CONCLUSIONS

From the findings, it was established that principals motivated, encouraged, facilitated teamwork and peer training, and also advised teachers. This strategy used by principals was meant to motivate them in executing their instructional mandate in the implementation of CBC. Another key strategy used by head teachers was they encouraged and facilitated teachers training and skill development with an aim of uplifting their competencies in readiness for implementation of the changes in curriculum.

RECOMMENDATIONS

Principals' management competencies should be enhanced through training on management courses. This will enhance principals' abilities to effectively mobilize stakeholders for funding, and also manage both financial resources and school personnel. Training on short courses to upgrade their skills should include communication and organizational skills.

In addition, school administration should devise leadership strategies to enable the surveillance of the use of teaching and learning resources in schools. These initiatives ought to be able to integrate information systems capable of recording resources. This is essential in preventing loss of property in the school and people not being held accountable. Effective inventory management systems should also be implemented in schools to allow for simple and fast tracking of all educational resources and their appropriateness in the school setting.

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