

**INFLUENCE OF BOARD OF MANAGEMENT SUPERVISION
OF CURRICULUM IMPLEMENTATION ON
PERFORMANCE IN KENYA CERTIFICATE OF
SECONDARY EDUCATION IN PUBLIC SECONDARY
SCHOOLS IN TRANS MARA EAST SUB-COUNTY, NAROK
COUNTY, KENYA**

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ABSTRACT

Purpose of the Study: The study examined the influence of Board of Management supervision of curriculum implementation on performance in KCSE in public secondary schools in Trans Mara East Sub- County, Narok County, Kenya.

Statement of the Problem: School boards of management play an important role in ensuring that students register impressive academic grades in national examinations by supervising curriculum implementation. However, in public secondary schools in Trans Mara East Sub-County, the situation is quite different with academic performance being low.

Methodology: The study employed a mixed methodology with a concurrent triangulation design, targeting a population of 785 respondents, from which a sample of 265 was selected using stratified and random sampling methods. Data were collected through questionnaires and interviews, with qualitative data analyzed thematically and quantitative data analyzed using descriptive statistics and Pearson's Product Moment Correlation Analysis via SPSS.

Findings: The study found that students' performance in KCSE in Trans Mara East Sub-County has been low for the last five years (2019-2023). This has been attributed to how school BoM supervise curriculum implementation. In other words, the study found that there has been infrequent supervision of curriculum implementation activities. The study also revealed that there is a significant positive relationship between the supervision of curriculum

implementation by the Board of Management (BoM) and students' academic performance, as indicated by the Pearson's Product Moment Correlation Analysis.

Conclusion: The study concludes that the infrequent supervision of curriculum implementation by the Board of Management (BoM) has significantly contributed to the declining academic performance in KCSE among public secondary schools in Trans Mara East Sub- County. In addition, it is concluded that enhancing BoM's active involvement in monitoring and evaluating teaching practices and curriculum adherence is essential for improving student outcomes and reversing the downward trend in academic performance.

Recommendations: The study recommends that school BoM implement a comprehensive system for monitoring and evaluating both teacher performance and student learning outcomes through regular classroom observations and structured feedback mechanisms. Additionally, BoM should introduce consistent student assessments to track progress and identify areas for improvement in curriculum implementation. Moreover, professional development opportunities for teachers should be promoted to enhance instructional quality and align teaching methods with educational goals.

Keywords: *Board of management, supervision, curriculum implementation, performance, public secondary schools, trans mara east sub-county, Kenya.*

INTRODUCTION

The Board of Management plays a crucial role in school management worldwide. In India, for example, Baysinger and Butler (2014) state that school Boards of Management (BoMs) are responsible for coordinating and monitoring school activities, managing school resources economically, efficiently, and effectively. To achieve these objectives, school BoMs adopt various management strategies, including curriculum implementation. Supervision of curriculum implementation is a planned, purposeful, progressive, and systematic process designed to create positive improvements in the educational system. As changes and developments occur globally, school curricula are impacted. Carl (2011) asserts that curriculum developers at this level of education participate in the standardized test-writing process, crafting questions to ensure that students master the necessary concepts and techniques.

A study by Fullan (2010) in the Netherlands revealed that, either while in school or after completing a degree, many professionals in the workforce seek certification and training programs that enhance specific skill sets. Fullan (2010) found that these programs require design, and curriculum developers are responsible for creating both the study materials and

certification tests. However, Fullan (2010) emphasizes that secondary school education poses challenges for curriculum designers, particularly when guiding personnel in secondary schools who have low certification and limited training. Thus, the role of the school Board of Management in supervising curriculum implementation in secondary school education is indispensable.

In Australia, Handler (2010) discovered that in developing a curriculum, the school Board of Management must ensure that staff cover key learning areas, adopt a unified pedagogical approach, and maintain a consistent level of quality across age groups and regions. Handler (2010) noted that the school Board of Management helps in understanding the importance of play, group work, and storytelling as concepts that stimulate critical thinking and learning. In collaboration with other education stakeholders, the school Board of Management also plays a role in determining the timeline for curriculum implementation and supporting the secondary school curriculum development process. Johnson (2012) supports this by noting that education officers are responsible for designing relevant curriculum support materials. Furthermore, the school Board of Management coordinates the formation of curriculum supervision committees, primarily composed of teachers, administrators, and sometimes members of the public. Johnson (2012) stresses that these committees must be led by an effective and knowledgeable chairperson and include members who, over time, become experts in both the development and implementation phases. In Colombia, Glickman, Gordon, Gordon, and Ross-Gordon (2013) identified that the initial step in the supervision of curriculum implementation involves researching recent trends in the field. According to Glickman et al. (2013), this allows curriculum committees to identify key issues and trends that inform needs assessments and curriculum philosophy. These findings highlight the critical role of the school Board of Management in supervising curriculum implementation by coordinating the preparation of what is taught in secondary schools at a specific time each year. A similar study by UNESCO (2010) in Paris confirmed that education officers must review the current curriculum, evaluate state and national standards, and familiarize themselves with the instructional materials and assessments in use. Additionally, UNESCO (2010) found that curriculum committees should be aware of newly available instructional materials, especially those that may be adopted to support curriculum implementation.

In Africa, Ramparsed (2013) noted that the supervision of curriculum implementation should focus on meeting student needs, which improves their learning outcomes. A study conducted in Zimbabwe by Moyo, Wadesango, and Kurebwa (2012) concluded that the school Board of

Management, along with curriculum developers, must gather comprehensive information, including expected academic outcomes, assessment roles, and current learner performance. Moyo et al. (2012) emphasized the importance of considering the perspectives of teachers, administrators, parents, and students. This information includes assessment samples, lesson plans, standardized test scores, textbooks in use, and feedback from learners and parents. With this data, the school Board of Management and curriculum supervision committees can conduct needs assessments to better understand the concerns and desires of all stakeholders. Chirozva (2013), in a study conducted in Tanzanian secondary schools, affirmed that the goal of effective curriculum supervision is to meet the cultural, societal, and educational expectations of the population being served. Curriculum implementation and the educational reform process are continuously reviewed and revised to adapt to changing needs (Chirozva, 2013).

In Kenya, Njoroge (2011) reported that secondary school teachers and education officers are central to curriculum supervision and implementation processes. Teachers, with their knowledge and experience, are essential to these efforts. Gathumbi (2014) noted that in Trans Mara East Sub- County, the school Board of Management has multiple roles, including guiding teachers in creating lesson plans and syllabi based on the curriculum framework. Teachers, in turn, are responsible for implementing the curriculum to meet learners' needs. Despite the involvement of the school Board of Management in curriculum supervision, Gathumbi (2014), along with other empirical studies, failed to specify the exact activities BoMs undertake and how these activities influence KCSE performance. More research is needed to clarify these roles and their impact on student outcomes. Hence, the study examined the influence of the Board of Management (BoM) supervision of curriculum implementation on academic performance in public secondary schools in Trans Mara East Sub- County, Narok County, Kenya. The motivation for this study stemmed from the persistent issue of low academic performance in the Kenya Certificate of Secondary Education (KCSE) within the region, as highlighted by the Ministry of Education. Despite the pivotal role of BoMs in managing school activities and ensuring curriculum adherence, public schools in Trans Mara East have consistently recorded poor performance compared to the national average. Previous efforts to improve these outcomes through various educational interventions have yielded minimal success. Thus, this study sought to address the gap by exploring how effective supervision of curriculum implementation by BoMs impacts student performance, with the aim of identifying practical solutions to enhance educational outcomes in the region.

STATEMENT OF THE PROBLEM

School boards of management play an important role in ensuring that students register impressive academic grades in national examinations by supervising curriculum implementation. However, in public secondary schools in Trans Mara East Sub- County, the situation is quite different with academic performance being low. As noted earlier in the background, the Ministry of Education (2019) reports that Trans Mara East Sub- County registered 30.6% in 2016, 29.4% in 2017, 32.2% in 2018 and 34.3% in 2019 which paints a picture of low academic performance compared to the national aggregate. Efforts to mitigate these challenges have not yielded much remarkable progress and have compromised the quality of education offered in public secondary schools. Despite these findings, many studies had not exhaustively interrogated the extent to which supervision of curriculum implementation by school BoM influences performance in KCSE, hence the study.

OBJECTIVES OF THE STUDY

The study was guided by the following objectives:

- i. To assess the status of performance in KCSE in public secondary schools in Trans Mara East Sub- County
- ii. To examine the influence of BoMs' supervision of curriculum on performance in KCSE in public secondary schools in Trans Mara East Sub- County.

THEORETICAL FRAMEWORK

This study was guided by management systems theory, postulated by Luhmann Nklas (2004), which views a school as a managed system that transforms inputs such as raw materials, people, and resources into outputs, representing its products and services. One of the key concepts of this theory is the interaction between human resource management and the environment to gather inputs and return outputs. Teaching, learning, and management involve planning, organizing, and administering the educational process, with teachers playing a central role. Academic performance hinges on effectively organizing human resources, and management strategies adopted by the school BoM are crucial to achieving expected outcomes. Factors like staffing, instructional resources, and school facilities are essential for quality education and improved KCSE performance.

Additionally, the study was informed by Walberg's academic achievement theory, which posits that learners' psychological traits and their immediate learning environments influence

educational outcomes. Walberg (2012) outlined nine aspects impacting educational success, including learners' prior achievement, motivation, instructional quality, classroom climate, and parental involvement. These psychosocial traits provide valuable insights for optimizing classroom environments. The theory highlights the importance of considering both educational process goals and achievement goals, recognizing that ignoring social and experiential factors in favor of traditional test scores can diminish motivation and lower achievement levels.

RESEARCH METHODOLOGY

The study utilized a mixed methodology and concurrent triangulation design. Target population totaled 785 respondents comprising 32 principals, 208 teachers, 544 members of school BOM and the Sub- County QASO from which a sample of 265 respondents was obtained using Yamane's Formula. Stratified sampling was applied to create four strata based on the number of zones in Trans Mara East Sub- County. From each zone, three principals and 30 members of school BOM were sampled using purposive sampling and the SCQASO. However, from each zone, simple random sampling was applied to select 33 teachers. This sampling procedure realized a sample size of 12 principals, 120 BoM members, the SCQASO and 132 teachers. A questionnaire was applied to gather data from teachers whereas interview guides for principals, members of school BoM and SCQASO. Data analysis began by identifying common themes. Qualitative data were analyzed thematically based on the objectives and presented in narrative forms. Quantitative data were analyzed using descriptive statistics and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Package for Social Sciences (SPSS Version 23) and presented using tables.

RESULTS AND DISCUSSIONS

This section presents the findings of the study based on the objective. It also outlines the methods of presentation of the study findings and discussions.

Response Rates

In this study, 132 questionnaires were administered to teachers and 118 questionnaires were filled and returned. In the same token, the researcher interviewed 10 principals, 100 Members of school BoM and 1 Sub- County QASO. This yielded response rates shown in Table 1.

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Principals	12	10	83.3
Teachers	132	118	89.4
Members of School BoM	120	100	83.3
Sub-county QASO	1	1	100.0
Total	265	229	86.4

Source: Field Data (2024)

Table 1 shows that principals registered a response rate of 83.3%, teachers registered 89.4% whereas the members of school BoM registered a response rate of 83.3%. However, the only sub-county QASO (100.0%) took part in the study. This yielded an average response rate of 86.4%, which is consistent with the assertions of Creswell (2014) that a response rate above 75.0% is adequate. This information was important since it allowed the researcher to generalize the study outcomes to the target population.

Status of Performance in KCSE in Public Secondary Schools

The study sought to assess the status of students' KCSE performance (mean points) between 2019 and 2023. Results are shown in Table 2.

Table 2: KCSE Performance in Public Secondary Schools in Trans Mara East Sub-County (Mean scores) between 2019 and 2023

KCSE Results in Mean Score (Points)	Years of Examination				
	2019	2020	2021	2022	2023
	%	%	%	%	%
1-2.9 points (Poor)	40.2	43.5	44.2	47.3	48.9
3-4.9 points (Below Average)	36.9	35.1	34.9	33.5	32.5
5-6.9 points (Fair)	15.4	15.1	14.8	13.7	13.4
7-8.9 points (Good)	5.3	4.4	4.3	3.8	3.6
9-11.9 points (Excellent)	2.2	1.9	1.8	1.7	1.6

Table 2 shows that in 2019, 40.2% of secondary schools in Trans Mara East Sub-county had mean points ranging between 1-2.9 in the KCSE, 36.9% scored between 3-4.9 points, 15.4% scored between 5-6.9 points, 5.3% scored between 7-8.9 points, and only 2.2% of the schools scored between 9-11.9 points. In the subsequent years, the performance declined steadily. In 2020, 43.5% of schools scored between 1-2.9 points, 35.1% between 3-5 points, 15.1% between 5-7 points, 4.4% between 7-8.9 points, and 1.9% between 9-11.9 points. This trend continued in 2021, with 44.2% of schools scoring between 1-3 points, 34.9% between 3-5

points, 14.8% between 5-7 points, 4.3% between 7-8.9 points, and 1.8% between 9-11.9 points. By 2022, 47.3% of schools scored between 1-2.9 points, 33.5% between 3-4.9 points, 13.7% between 5-6.9 points, 3.8% between 7-8.9 points, and 1.7% between 9-11.9 points.

This downward trend persisted in 2023, with 48.9% of schools scoring between 1-3 points, 32.5% between 3-4.9 points, 13.4% between 5-6.9 points, 3.6% between 7-8.9 points, and only 1.6% between 9-11.9 points. These findings align with Babalola’s (2018) assertion that academic performance is reflected by the quality of grades achieved in examinations. Similarly, Onuma (2016) observed that low teacher productivity negatively affects students' educational outcomes, particularly in skills acquisition, repetition, and dropout rates. The Ministry of Education (2023) report also confirms the continued decline in KCSE performance in Trans Mara East Sub- County, largely due to teachers failing to complete the syllabus on time, which has contributed to low academic achievement in national examinations.

School BoMs’ Supervision of Curriculum Implementation and Performance in KCSE

The study sought to determine how school BoMs’ supervision of curriculum implementation and performance in KCSE. Descriptive data were collected from teachers, organized and summarized into specific thoughts. Results are presented in Table 3.

Table 3: Teachers’ Views on the Influence of School BoMs’ Supervision of Curriculum Implementation and Performance in KCSE

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public secondary schools, teachers’ syllabus coverage is rarely supervised as a way of improving performance in KCSE	55.4	14.4	5.8	16.5	7.9
Public secondary school BoMs usually supervise teachers’ classroom instructions approaches as a way of improving performance in KCSE	59.7	7.2	3.6	26.6	2.9
In public secondary schools, teachers’ participation in co-curricular activities is often being supervised by BoMs as a strategy for improving performance in KCSE	53.2	8.6	4.3	21.6	12.3
Despite supervision of curriculum implementation strategies adopted in public secondary schools’ BoMs, performance in KCSE is still low	51.8	13.7	3.6	27.3	3.6

Source: Field Data (2024)

Table 3 shows that 65(55.4%) of the teachers strongly agreed with the view that in public secondary schools, teachers’ syllabus coverage is rarely supervised as a way of improving performance in KCSE while 17(14.4%) agreed, 7(5.8%) were undecided, 19(16.5%) disagreed

whereas 9(7.9%) strongly disagreed. The study revealed that 70(59.7%) of the teachers strongly agreed with the view that, public secondary school BoMs usually supervise teachers' classroom instructions approaches as a way of improving performance in KCSE while 8(7.2%) agreed, 4(3.6%) were undecided, 31(26.6%) disagreed whereas 3(2.9%) strongly disagreed. The study revealed that 63(53.2%) of the teachers strongly agreed with the view that in public secondary schools, participation in co-curricular activities is often being supervised by BoMs as a strategy for improving performance in KCSE while 10(8.6%) agreed, 5(4.3%) were undecided, 25(21.6%) disagreed whereas 15(12.3%) strongly disagreed. Majority, 61(51.8%), of the teachers strongly agreed with the view that despite supervision of curriculum implementation strategies adopted by school BoMs, performance in KCSE is still low whereas 16(13.7%) agreed, 4(3.6%) were undecided, 32(27.3%) disagreed whereas 4(3.6%) strongly disagreed. These findings are consistent with the findings of a study carried out in Australia by Handler (2010) which revealed that school BoM help in understanding the role of play, group work, and storytelling as concepts that stimulate critical consciousness and learning. Handler (2010) further established that school BoM is often involved in determining the implementation timelines for the secondary school curriculum and how stakeholders work to support the implementation of the developed secondary school curriculum. These findings also support the assertions of Gathumbi (2014) that school BoM guides secondary school teachers to create lesson plans and syllabi within the framework of the given curriculum since the secondary school teacher's responsibilities are to implement the secondary school curriculum to meet learner needs. According to Gathumbi (2014), the level of involvement of the school Board of Management as a center of secondary school education supervision of curriculum implementation leads to the effective performance of secondary school educational reform. These findings point to the fact that the school Board of Management is a critical factor in the success of secondary school supervision of curriculum implementation including the steps of implication and evaluation.

This indicates that, despite the challenges, school Board of Management (BoM) plays a crucial role in supervising curriculum implementation and enhancing students' academic performance in schools. By overseeing the adherence to the national curriculum, the BoM ensures that educational standards are met and that teaching practices align with academic goals. Effective BoM supervision involves regular review of curriculum delivery, allocation of resources, and assessment of teaching methods. Additionally, the BoM supports professional development for teachers and addresses any challenges in curriculum execution. By fostering a conducive

learning environment and ensuring that the curriculum is effectively implemented, the BoM contributes significantly to improving student outcomes and academic performance.

Inferential Analysis

To verify influence of School BoM’s supervision of curriculum implementation strategies on performance in KCSE, data were collected from the ten (10) principals of the sampled public secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) BoM supervises curriculum implementation and students’ academic performance in KCSE for the last five years (2019-2023). Results are shown in Table 4:

Table 4: Frequency of School BoM’s Frequency of Supervision of Curriculum Implementation and Performance in KCSE (2019-2023)

Frequency of BoM’s Supervision of Curriculum Implementation	KCSE Performance (meanscores)				
	2019	2020	2021	2022	2023
2	4.723	4.724	4.643	4.17	4.52
1	2.5	2.68	2.805	2.24	2.34
1	2.003	2.245	2.179	2.27	2.30
3	3.1	3.15	3.118	2.77	2.29
2	3.140	4.320	3.710	4.010	4.020
2	4.660	4.750	6.090	5.286	6.030
5	8.320	7.700	7.670	8.409	7.913
3	4.706	5.700	5.316	5.534	5.500
4	5.162	5.928	6.757	5.150	5.566
5	3.720	3.485	3.420	3.615	3.424

Table 4 shows that, in public secondary schools where teachers are frequently motivated by school BoM, students’ performance in KCSE has been impressive and vice versa. This implies that frequent motivation of teachers significantly enhances students' academic performance by fostering a positive learning environment. This encouragement leads to increased student enthusiasm, better classroom dynamics, and ultimately, higher academic achievement and retention. Data above were run in the Pearson’s Product Moment Correlation Test Analysis and results are shown in Table 5.

Table 5: Relationship between School BoM's Supervision of Curriculum Implementation Strategies and Performance in KCSE (2019-2023)

		X	B	C	D	E	F
X	Pearson Correlation	1.000					
	Sig. (2-tailed)						
	N	31					
B	Pearson Correlation	.613**	1.000				
	Sig. (2-tailed)	.000					
	N	31	31				
C	Pearson Correlation	.593**	.959**	1.000			
	Sig. (2-tailed)	.000	.000				
	N	31	31	31			
D	Pearson Correlation	.618**	.932**	.964**	1.000		
	Sig. (2-tailed)	.000	.000	.000			
	N	31	31	31	31		
E	Pearson Correlation	.557**	.937**	.953**	.951**	1.000	
	Sig. (2-tailed)	.001	.000	.000	.000		
	N	31	31	31	31	31	
F	Pearson Correlation	.510**	.912**	.948**	.962**	.979**	1.000
	Sig. (2-tailed)	.003	.000	.000	.000	.000	
	N	31	31	31	31	31	31

** . Correlation is significant at the 0.01 level (2-tailed).

Key: X- Frequency of Supervision of Curriculum Implementation; B, C, D, E and F-Students' Performance in KCSE (mean scores) for the Years 2019 to 2023 respectively.

The study found that there is a statistically significant influence of Board of Management (BoM) supervision of curriculum implementation on students' academic performance in public secondary schools, as shown by the Pearson Product Moment Correlation Test Analysis in Table 5. The analysis generated correlation coefficients of $r_1 = 0.613$, $r_2 = 0.593$, $r_3 = 0.618$, $r_4 = 0.557$, and $r_5 = 0.510$, with corresponding p-values of 0.000, 0.000, 0.000, 0.001, and 0.003, respectively. These results confirm that the supervision of curriculum implementation by BoM significantly affects students' academic outcomes. Effective supervision ensures that the curriculum is adhered to as planned, with teachers following prescribed guidelines and maintaining high teaching standards. The BoM's active involvement in overseeing teaching methods, resource allocation, and assessment practices is crucial in improving instructional quality, fostering accountability, and ensuring better academic performance. Therefore, BoM's role in curriculum supervision is integral to enhancing overall academic achievement in public secondary schools.

Thematic Analysis

During the interviews, the principals, the Members of school BoM and Sub-county QASO also responded in favour of the view that school BoM usually supervise how curriculum

implementation activities as a way of improving students' academic performance. Principal, P1, stated;

In my secondary school, BoM frequently supervise how teachers organize their classes, teaching methods and how frequent students and teachers take part in co-curricular activities

On their part, the sub-county QASO noted the members of school BoM are expected to monitor teaching activities taking place in their schools. This is key since it ensures prompt syllabus coverage and improved learner competencies. Just like quantitative findings, these views further support the assertions of Gathumbi (2014) that involvement of school Board of Management in the supervision of curriculum implementation leads to the effective performance of secondary school educational reform. These mixed findings point to the fact that, despite these challenges, the supervision of curriculum implementation is crucial to the academic performance of students. Proper oversight ensures that teachers adhere to the set curriculum, apply effective teaching methodologies, and meet learning objectives. When the BoM monitors these aspects, they can identify gaps, such as teachers not completing the syllabus on time, and address them before they impact student performance. Additionally, the BoM can advocate for necessary resources, professional development, and support systems for teachers. Therefore, effective supervision by the BoM can lead to improved teaching quality, which directly influences students' academic success in public secondary schools.

CONCLUSIONS

The study concludes that the declining performance of students in the Kenya Certificate of Secondary Education (KCSE) in public secondary schools in Trans Mara East Sub-County over the last five years (2019-2023) is significantly linked to the infrequent supervision of curriculum implementation by the Board of Management (BoM). The findings suggest that inadequate supervision of curriculum activities has been a major contributor to the poor academic outcomes observed in these schools. Specifically, the study found that the BoM has not consistently monitored critical aspects of curriculum implementation, such as ensuring timely syllabus coverage and effective classroom instruction. As a result, students have struggled to meet academic benchmarks, leading to low performance in national examinations. Therefore, it is concluded that improving the frequency and quality of BoM supervision is essential for addressing the persistent academic underachievement in these schools.

In addition, it is concluded that BoM plays a vital role in shaping the overall educational process, from planning and resource allocation to overseeing teaching methods and student

assessments. The correlation analysis presented in the study revealed a strong positive relationship between BoM supervision and improved student performance, further reinforcing the importance of active BoM involvement. Moreover, schools where the BoM regularly supervised curriculum implementation tended to report better KCSE results, indicating the direct impact of effective oversight on academic outcomes. Besides, the study concludes that regular classroom observations, evaluations of teaching strategies, and feedback mechanisms are crucial elements that should be incorporated into BoM supervision practices. Strengthening these practices can help create a more accountable and supportive learning environment for both teachers and students. In summary, enhancing the BoM's role in supervising curriculum implementation is imperative for reversing the declining trend in academic performance and ensuring that public secondary schools in Trans Mara East Sub- County meet educational standards.

RECOMMENDATIONS

The study recommends that the school Board of Management (BoM) implement a robust system for monitoring and evaluating both teacher performance and student learning outcomes. This should include regular classroom observations to ensure that teachers are adhering to the curriculum and maintaining high instructional standards. In addition, it is recommended that BoM establishes comprehensive student assessment frameworks, which would allow for ongoing tracking of students' progress throughout the academic year. These assessments would not only provide feedback on student performance but also help identify areas where additional support is needed, thus enabling timely interventions. Moreover, the introduction of structured feedback mechanisms is crucial, enabling teachers to receive constructive feedback on their instructional approaches and encouraging a culture of continuous improvement in teaching practices.

Besides, the study recommends that BoM engage in regular reviews of curriculum implementation strategies to ensure that they align with national educational goals and standards. This should include evaluating the adequacy of instructional resources, such as textbooks and learning materials, to ensure that teachers and students have the necessary tools for effective learning. In addition, it is recommended that BoM fosters professional development opportunities for teachers to improve their instructional techniques and stay updated with current educational trends. Furthermore, the BoM should work closely with other stakeholders, including parents and education officers, to promote a collaborative approach to curriculum supervision. This collaboration would help ensure a supportive learning

environment and, ultimately, improve student outcomes. In summary, the study recommends that strengthening BoM's oversight role through enhanced supervision, resource allocation, and collaboration is essential for improving academic performance in public secondary schools.

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