

# Challenges Encountered on Capacity Building of Heads of Departments in Public Schools in Kericho County, Kenya

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## ABSTRACT

The rationale of this study was to investigate influence of capacity building of Heads of Departments on implementation of curriculum in order to improve Kenya Certificate of Secondary Examination (KCSE) performance in public schools in Kericho County. The performance of KCSE has been decreasing over the last five years (2013—2017) the least mean score being 3.408 which is below average. The study was guided by the following objective namely; to establish the challenges encountered by schools on Capacity building of Heads of Departments in order to improve KCSE performance of public schools in Kericho County. The study was used the Theory of Human Capital Theory by Becker and Gerhart (1996) which gave a deeper insight to this research study. The study adopted descriptive survey design which was suitable for this study. The target population was composed of 80 Principals, 400 Heads of Departments and 800 Teachers totaling to 3200. Simple random sampling and purposive sampling was used to get a sample of 1280 respondents. Data were collected using questionnaires and interview schedules. The data obtained was analyzed using Statistical Package for Social Sciences (SPSS Version-21). Both qualitative and quantitative data analysis techniques were used to analyze the collected data which was then presented in form of pie-charts, frequency tables and graphs and thematically explained. The study found out lack of time and financial resources for capacity building for Heads of Departments (HODs) affected curriculum implementation. Majority of the schools held internal seminars to instill efficiency in performance although they had inadequate teachers and incentives. Majority of the respondents preferred the government to sponsor their professional development trainings instead of relying on their already migre salaries. With this in place then there will be success in curriculum implementation through efficiency and effectiveness in learning and performance. In conclusion Principals, Heads of Departments (HODs) and teachers agreed that they have done very little in full curriculum implementation and professional development leading to poor performance in national exams in subsequent years and other conflicts of interest. The study recommends that the Teachers Service Commission and the Ministry of Education should constantly review its policies to accommodate changing needs of Teachers and Heads of Departments in full Profession Development.

**KEYWORDS:** Capacity Building, Curriculum, Implementation

## 1. INTRODUCTION:

One of the imperative challenges affecting education in the world, with Kenya not being left out, is how to advance the worth of teaching and gaining knowledge

in learning institutions, which in turn will hasten the academic performance of the individual students and the schools in general. It's a topic of address both in

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developing and developed countries and notwithstanding its widespread acceptance and wide usage, the concept had not been clearly understood almost by all interested parties in education (Egbo, 2013). Teachers' Capacity Building is having teachers undergo intellectual activities deliberately designed and meant to advance their knowledge with an intention to replicate such knowledge to the classroom activities so as to have a positive impact on the students (Stocklin, 2011).

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

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

In most Sub-Saharan Africa countries, measures are constantly being put in place to support and ease effective teaching to improve students' performance but observed with many financial challenges (Pretorius, 2012). It is noted that Africa has enough policies, means and processes to guarantee quality of teacher education hence need for stirring and up-scaling the on-going teacher quality improvement efforts and putting these policies on Capacity Building becomes a challenge in terms of inadequate resources and misplaced priorities (Sanyal, 2013).

In Partnership to Capacity Building Kenya Institute of Curriculum Development (KICD) Act No. 4 of 2013 has join forces with other establishments and institution in classifying and carrying out professional advancement programmes for teachers, teacher trainers, worth assurance, standards officers and other officers concerned in education and training on curriculum and materials (Oketch, 2017). In Kenya most of the public secondary schools, capacity building opportunities are often not easy to come by, this is one of the challenges facing capacity building since KEMI courses need additional payment which some schools cannot afford (Okusimba, 2017). Rare promotion opportunities, delays experienced in the disbursement of teachers' salaries occasionally go up to three months. These are reasons for the lessening of Capacity Building levels and have improved levels of anxiety and discontent, ensuing in extremely poor worth of education (Disch, 2017). The outcome has been teachers eyeing possible way to earn modest earning somewhere else and consequently quitting teaching; hence they do not take into much consideration in the performance of the students (Levin, 2017).

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

**Table 1.1: HODs Training and KCSE Mean Score in Kericho County**

YEAR	2013	2014	2015	2016	2017
<b>HODs Trainees</b>	125	284	504	600	886
<b>KCSE M. S.</b>	4.292	4.587	4.830	3.630	3.408

**Source:** Kericho County Education Office, 2018

From the Table 1.1 above, it can be noted that after 2015 there has been decline from 4.830 to 3,630 in 2016 and 3.408 in 2017. It is also noted that the percentage increase from 2013 to 2014 is 13.2% while that from 2014 to 2015 is 5.3%. The percentage decline from 2015 to 2016 is 24.8% while that from 2016 to 2017 is 6.11%. The highest mean score was 4.830 in 2015 while the lowest was 3.408 in 2017. This shows clearly that the performance is very dismal as the years go by.

### 1.1. Statement of Problem

In an ideal situation when Heads of Departments are trained, they should be efficient and effective on the KCSE performance of the students. However, the reality in Kericho County there is a decline in KCSE performance despite the fact that they have trained on various aspects. The success of curriculum implementation in schools is paramount to efficiency and effective in academic performance. There is dismal performance in KCSE for the last five years with an average of mean score of 4.119 the schools in the County. This indicates that the students may not achieve academic excellence in present and future.

### 1.2. Objective

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

### 1.3. Rationale of the Study

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

### 1.4. Theoretical Framework

Human Capital Theory as formalized by Becker and Gerhart (1996) is the leading point of view on on-the-job training. This theory posits training as an investment; it is raised with expectation of a prospect yield but at a cost. The unique attribute of a human capital investment is its concern to property rights. Thus, if the people in management are trained, this is expected to result in high performance. As teachers in

public secondary schools have the diplomacy over the deployment of their own human capital, workers and firms need to concur on a switch over in the labour market. This means that the expenditure on Capacity Building and proceeds on KCSE performance are mutual between teachers in public secondary schools and school, this forms a central unease on-the-job training literature.

## 2. LITERATURE REVIEW

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

In a study conducted in Kenya to assess teaching learning resources and academic performance in secondary schools in Bondo District of Kenya, Yara and Otieno (2010) made clear that the reasons of poor Kenya Certificate of Secondary Examination (KCSE) performance among students, especially in mathematics is due to poor planning by teachers, inadequate teaching and learning resources and teacher shortages. On poor students' performance, teacher preparation has been made liable. Other factors that influence students' Kenya Certificate of Secondary Examination (KCSE) performance include: high cost of education in secondary schools, lack of enough classrooms and lack of equipped laboratories, libraries and Information, Communication and Technology (ICT) Centers (Mitchel and Sackney, 2017). The causes of poor students' performance is supported by Kenya's Ministry of Education, Science and Technology (MOEST) report that stated that shortage of teachers, shortage of material resources, low commitment by some teachers and other key stakeholders to supporting learners, low student admission performance and insufficient funding of co-curricular activities which are liked by most students (MOEST, 2004).

Egbo (2011) explained that even though teachers' are a significant resource to student learning, in some cases, teachers are responsible for poor students' performance. According to Oloffson (2017) teachers are held responsible for the anguish in schools, in that they are not as dutiful and keen to the cause of education as their forerunners while teachers fault it



on parents and the children. In support White (2017) says that they also hold the government responsible for unappealing state of service where capacity building is inclusive and poor physical amenities in some elements of the educational system. But Franks (2016) suggests that however, there is an awful call for building teachers' capacity so as to better teachers' performance. The government should be tasked with devising essential strategies that will counter the challenges in the educational system mostly in teacher capacity building.

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

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

### 3. METHODOLOGY

#### 3.1. Research Design

This study employed a descriptive research design as it involves gathering data as well as describing events (Orodho, 2009). Descriptive methods are broadly employed to acquire data handy in assessing present practices and giving room for decision. The design allowed the researcher to use instruments like questionnaires and interview schedules. This assisted

in pointing out the previous weaknesses in relation to lack of professional capacity building towards Heads of Departments (HODs).

#### 3.2. Location of the Study

This research study was conducted in Kericho County. Despite the fact that there is continuous routine assessment of schools Kenya Education Management Institute officers academically the County has been performing badly for the last 5-years in Kenya Certificate of Secondary Examination (KCSE) with average of 4.1494 mean score and therefore, provides a viable ground for scientific investigation (Birgen, 2009).

#### 3.3. Target Population

The target population was composed of 200 Principals, 1000 Heads of Departments and 2000 Teachers totaling to 3200.

#### 3.4. Sampling Techniques and Sample Size

##### 3.4.1. Sampling Technique

Simple random sampling was used on Principals, HODs and Teachers. Kothari (2004) explains that simple random sampling is a sampling technique where each and every item in the population has an equal chance of inclusion in the study.

##### 3.4.2. Sample Size

The sample size was 80 Principals, 400 HODs, 800 Teachers totaling to 1280 respondents

#### 3.5. Research Instruments

The two types of research instruments were adopted that is questionnaires for HODs, Teachers and interview schedule for the Principals

#### 3.6. Data Collection Techniques

Data collection for was sort from the following authorities namely; School of Education, Graduate school, NACOSTI in the Ministry of Education.

#### 3.7. Methods of Data Analysis

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

### 4. RESULTS

The respondents cited these challenges namely: on the lack of finance majority respondents 142(36.7%) agreed. On the outsourcing trainers majority respondents 116(29.7%) agreed. On the Adequacy of

time majority respondents 121(21.3%) disagreed. On the delayed incentive, majority respondents 104(26.7%) felt they were uncertain. On the Nepotism on who to attend trainings, majority respondents 201(51.5%) strongly disagreed. On the heavy workload, majority respondents, 155(39.7%) agreed. Majority respondents 313(80.26%) indicated that the challenges of training HODs impact on the academic performance of the students.

## 5. CONCLUSION

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

## 6. RECOMMENDATIONS

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

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