

Influence of Capacity Building of Heads of Department on Implementation of Curriculum 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 (HODs) on Implementation of Curriculum in order to improve in Kenya Certificate of Secondary Examinations (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 determine the influence of Capacity Building of HODs on Implementation of Curriculum 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 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, 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 (TSC) and the Ministry of Education (MoE) should constantly review its policies to accommodate changing needs of Teachers and Heads of Department (HODs) in full Profession Development. A further study in Capacity Building and curriculum implementation was suggested upon completion of this research study in other institutions of learning.

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

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1. INTRODUCTION Kenya Certificate of Secondary Examination

One of the imperative challenges affecting education in the world, with Kenya not being left out, is how to advance the worth of teaching and gaining knowledge in learning institutions, which in turn will hasten the academic performance of the individual students and the schools in general. It's a topic of address both in developing and developed countries and notwithstanding its widespread acceptance and wide usage, the concept had not been clearly understood almost by all interested parties in education (Egbo, 2013). Teachers' Capacity Building is having teachers undergo intellectual activities deliberately designed and meant to advance their knowledge with an intention to replicate such knowledge 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 Kenya KEMI conducts capacity building of teachers, the institute establishment was based on the suggestions of the National Committee on Education Policies (NCOEP). KEMI sole purpose is to make the ability of teaching personnel to embrace delivery of education services competently and effectively (Gumba, 2017). KEMI being a Capacity Building Agency with the Ministry of Education is mandated to arrange and carry out training for staff involved in the supervision and running of education programmes (Olaniyan, 2017).

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 H.O.Ds. See Table 1.1.

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

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

Source: CDE's Office Kericho County, 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 determine influence of capacity building of HODs on implementation of curriculum in order to improve KCSE performance in 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

Performance management focuses on meticulous measures procedures and organizational structures to augment output and performance. The shift of performance management principles and frameworks from business to education has included the advancement of teachers' accountability and evaluation systems (Milanowski, 2004) and pointer systems that assess student productivity (Meyer & Christian, 2008). Performance management in education has paid attention on school data use process and organization, hence, stressed the embracing of quality management practices at the school level (2017).

Organizational capacity is comprised of a hierarchy of capacities and recommends capacity building frameworks that reproduce the hierarchies (Kaplan, 2000). According to Ingram (2017) organizational capacity is defined, as a set of capacities, including the capacity to expect and manipulate change and make up to date policy decisions, develop good programmes to implement policy, attract and manage resources, and evaluate to guide action. Kaplan (2000) also proposed a series of mutually dependent elements that are indispensable to organizational capacity. Kaplan affirmed that this 'hierarchy of joining elements' model cannot be functional in a basic way; it all depends on positioning of the organization in terms of time and location.

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

Harllinger (2017) emphasizes that it is important that the principal must know how to manage and lead the process of Curriculum implementation through the HODs. The Head teacher should ensure that he/she has the necessary policy documents, circulars and guidelines on hand. He/she should study these documents and internalize all the fundamentals of the curriculum implementation. According to West

(2017) change means that the principal and HODs must work through the following phases with his staff: diagnosing the problem, planning for change, implementing change and reviewing developments. Mujis (2017) emphasizes that working as a team with the staff would ensure that those who are affected by the implementation of change are involved from the beginning in the planning. Whoever makes the final decision, the staff must feel that they were consulted as a group as well as individual, and that their opinions have had some influence on the final decision.

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

3. METHODOLOGY

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 HODs.

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

Target Population: The target population was composed of 200 Principals, 1000 HoDs, and 2000 Teachers totaling to 3200.

Sampling Techniques and Sample Size: 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. The sample size was 80 Principals, 400 HODs, 800 Teachers totaling to 1280 respondents

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

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. FINDINGS

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

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

On the degree of adequacy of teachers or department for perfect implementation of Curriculum in school, majority 313 (80.3%) respondents saw it as fair. On matters, adequacy of learning and physical resources for curriculum implementation in the department or school, majority 282 (72.3%) respondents indicated that it was fair. On the Attitude of teachers towards Head of Department leadership, majority 256(65.6%) respondents indicated that their relationship with the teachers was good. On the preparation that the Heads of Department were accorded before they assumed

office, majority 220(56%) respondents admitted that they were not exposed to any kind of training before assuming office.

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

5. CONCLUSION

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

6. RECOMMENDATIONS

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

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