Effects of Capacity Building on Curriculum Implementation in Secondary Schools in Kenya

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Abstract:
The purpose of this study was to investigate the effects of capacity building on curriculum implementation in secondary schools in Mwingi central and east constituencies. The study objectives were; to investigate the effects of human resource development, organizational development and institutional and legal framework on curriculum implementation. Descriptive survey was utilized in this study. The target population was 48 principals from 48 public secondary schools in Mwingi central and east constituencies. The researcher used purposive sampling technique to sample all 48 principals. Questionnaires and interview schedules were used for data collection. To test validity and reliability, a pilot study was done. The research utilized descriptive data analysis techniques for each of the questions asked in the questionnaires presenting them in tables. While qualitative data was analyzed thematically. The findings revealed that head teachers had attended few workshops and therefore had little training in curriculum implementation, education management, Information Communication Technology (ICT), discipline and human resource management. Nearly all schools in Mwingi central and east constituencies had a very poor rate in which new classrooms were being developed in their schools and there was little renovation of buildings due to inadequate government funds. Moreover, the institutional and legal framework was designed in such a way that it supports curriculum implementation. This study recommends all head teachers and teachers be taught on education management, ICT, discipline and human resource that are vital in the curriculum implementation. The government should allocate funds for new classrooms, renovation of buildings, ensure there is enough supply of textbooks, provide materials for ICT in the schools, post more teaching staff to schools and supply other reading materials. Kenya National Union of Teachers(KNUT), Teachers Service Commission(TSC) and Kenya Education Staff Institute (KESI) should perform their institutional and legal mandates so that they can ensure that there is effective implementation of the curriculum in secondary schools.

1. Background to the Study

UNICEF (2000) defines capacity on the context of capacity building as the process of assisting an individual or group to gain insights, knowledge and experiences needed to solve problems and implement change. According to UNESCO (2011) capacity building for curriculum implementation has three important dimensions including: improving competence and positive attitudes; developing innovative pedagogical approaches and models; and attracting community participation and resources. This implies that for a curriculum to be implemented, knowledge and experience is required in order to improve competence and positive attitude, this will enable institutions to solve problems and implement change.

UNCF (2000) observes that a range of capacities is required to facilitate curriculum implementation including: understanding the core concepts such as frameworks, local curricula, flexibility and learner centered approaches. Further, understanding the curriculum implementation cycle and monitoring and supervision requires one to include assessment of teaching and learning, supervision, monitoring and evaluation of curriculum implementation.

Furthermore, according to Ramparsard (2001) those engaged in curriculum implementation must be exposed to a variety of capacity building activities which include training workshops, follow-up activities and school based capacity building initiatives all geared towards development programs. For example, for teachers, the establishment of teachers' support network in every school provides collegial assistance on a continuing basis. This will help reduce teacher isolation and facilitate the process of adoption of curriculum change. According to UNESCO (2011) curriculum implementation is a dynamic and challenging process, and its success depends on

all stakeholders having the capacity to develop or adopt a shared vision, positive attitudes and commitment. Moreover, they need to develop the necessarily professional competencies in the various aspects of curriculum change.

Moreover, Keriga and Buria (2009) asserts that the Kenya education system was originally modified around the British system of the 7-4-2-3 system, under this system, an individual would spend seven years in primary schooling, four years in secondary and an additional two years of advanced secondary education, one would then proceed for a three year degree programme on successful completion of A-levels. This system was later replaced in 1985 after a presidential decree to a system known as 8-4-4 which placed more emphasis on provision of basic education (primary and secondary). The 8-4-4 System required that students take thirteen examinable subjects at primary level and thirteen examinable subjects at secondary level. This syllabus however underwent several reviews which have resulted in reduction of examinable subjects. In 2001, the number of examinable subjects at the secondary level was reduced to seven.

Moreover, UNESCO (2010) in a study on the evaluation of secondary school curriculum in Kenya argue that some subjects had difficult and broad content. Furthermore, some schools had inadequate instructional materials and inadequate number of teachers. With regards to aspects that relate to innovation and the application of technology, the curriculum was visibly deficient and the majority of its products did not exhibit those attributes after school. UNESCO (2010) argues that, the centralized curriculum used for all regions in Kenya did not take into account the diverse needs of learners in their geographical and social cultural contexts. Moreover, there was a concentration on imparting theoretical skills at the expense of desired attitudes and values. It is imperative that issues related to capacity building in relation to curriculum implementation were not seriously considered in relation to ensuring that there were adequate instructional materials and adequate number of teachers.

However, Keriga and Buria (2009) argue that the acquisition of practical skills had been undermined by inadequate facilities. This had particularly affected the learning of science and technical subjects whose instruction requires a practical approach. Col (2002) observes that there are several factors that affect curriculum implementation including: the teacher who selects and decides what to teach from the prescribed syllabus or curricula; resource materials and facilities; as no meaningful teaching and learning can take place without adequate resource materials. The curriculum revision in 2002 envisaged that learners would be equipped with competences to operate effectively in a knowledge based economy. The achievement of this objective was hampered by lack of effectiveness in Information Communication Technology(ICT) integration.

Furthermore, UNESCO (2010) asserts that capacity building in curriculum implementation remains a major challenge facing the education sector. However, there are no regular scheduled in-service and orientation programs to continuously enhance the capacity of teachers to integrate and implement the curriculum effectively. Further, it was reported that there was poor coordination of in-service courses offered by the different players.

Moreover, the principal as an instructional leader is key in leading the implementation of schools curriculum. According to Hoy and Miskel (2005) instructional leadership encompasses those actions the principal takes, or delegates to others, to promote growth in student learning. Mazibuko (2003) observes that principals should assist educators alter, rearrange, and reinterpret the curriculum through organization of an effective instructional programme, create a positive school climate, exercise effective management behavior and overcome constraints from the community or handle the inputs from the community effectively.

Mason (2004) observes that principals provide curricular direction for the team, inspire and energize the team, motivates and mediates educational policy to the team, mentors and supports the team and monitors progress through overseeing the curriculum planning in the school, developing learning activities, developing and managing assessment strategies, ensures that teaching and learning time is used effectively, ensure that classroom activities are learner-centred, develop team planning techniques and manage resources. Blasé & Blasé (2004) agrees that successful implementation of curriculum requires the principal to facilitate programs/ instructional material that are geared towards teachers development which could include facilitation of in-service training, giving suggestions, giving feedback, modeling, using inquiry, soliciting advice and opinion from teachers, support for collaborations, development of coaching relationships, provision of resources and teacher motivation.

Although it is a complex duty to determine the needs of every employee within an institution, the principal should try and establish the needs of the staff and integrate them with the needs of the school (Higgins and Kruglanski, 2000). Therefore the principals should create a comfortable and pleasant teaching and learning environment; good classrooms, furniture, teaching and learning resources, teacher-pupil ratio, ensure a work environment that is physically and psychological safe and free from external threat, ensure a stable work environment through creation of order, systems, policies, procedures, job descriptions and being consistent and fair with everyone. The principal should also enhance efficient regular communication, support personal growth through continuous learning and training as well as allow individual to perform. Principals need to implement the curriculum with the help of teachers in an actual school setting and find out if the curriculum achieved its goal. In the past decade, public educators–both teachers and administrators– have faced considerable pressure from parents, the private sector, and politicians to be accountable for the "bottom line." The bottom line is student learning, and now more than ever, educators are expected to create schools in which all children achieves excellent outcomes in the face of shrinking budgets and dwindling resources. Principals must possess a wide array of competencies in order to lead schools effectively toward the accomplishment of educational goals.

Marinas and Ditapat (2011) in a study on curriculum development in Philippines observes that there is massive training of school teachers and orientation of school teachers and supervisors to ensure that the curriculum implementation is carried out effectively. The researchers observed that capacity building for teachers equips them with the necessarily professional development that enables them deal with changes effectively.

According to Oloruntegbe et al (2010) in a study on teachers' involvement, commitment and innovativeness in curriculum development and implementation in Nigeria, research findings indicated that poor curriculum implementation was affected by poor capacity among the teaching staff. The teachers used out-dated methodology and strategies of lesson delivery because they lacked necessarily skills like computer literacy and internet competences that are associated with the modern teaching techniques. It was established that majority of the teachers were not computer literate and training of teachers in that respect was shoddy and characterized by low attendance and lack of computer and internet facilities in the schools.

There are many facets of organizational development (Marinas and Ditapat, 2011). In the context of this study, organizational development involves resources required for curriculum implementation. Bush and Beck (2002) observe that depending on the context, resources can be interpreted in various ways, including teaching staff, support staff, materials, services and premises or resources such as knowledge, technology, power, assessment, information and finance.

According to Oloruntegbe et al (2010) in a study on teachers' involvement, commitment and innovativeness in curriculum development and implementation in Nigeria, research findings indicated that poor curriculum implementation was affected by inadequate funding. The implication of the shortfall is that teachers of whatever categories are poorly represented in development and planning, poorly trained and poorly remunerated. Many of the teachers were found not to be involved with subject associations, for instance, the Science Teachers Associations of Nigeria that organizes annual conferences and workshops for teachers training and development. As a result, they do not attend training programs especially when meager sponsorship was not forthcoming. The teachers therefore are not committed and innovative and this affects curriculum implementation.

Furthermore, Ellen (1996) observes that while text books are important, so is the availability of the learning materials. Wherever possible, establishing and maintaining school libraries and classroom reading corners is an important part of school curriculum. UNCF (2000) agrees with Ellen that textbooks are very important in the process of curriculum implementation. However, textbooks and reading materials need to be a regular feature of the teaching-learning process. In the study of resources for curriculum implementation in Ghana, findings indicated that availability of teachers, ample classrooms, adequate support staff and availability of facilities are very necessary for effective curriculum implementation.

UNESCO (2009) in their study on secondary education in Philippines observed that though the country lacked capacity in teacher development due to limited finances, the institutional and legal framework was designed in such a way that it supports curriculum implementation. The principals of secondary schools in Philippines are mandated by law to ensuring that education standards are maintained by all means (UNESCO,2009).Furthermore, this had been done by putting up the necessary laws that gives power to the principals to carry out their duties without interference as long as they operate within the requirements of the law and are accountable.

According to Kindiki (2009) in a study on curriculum implementation in secondary schools in Kenya, research findings indicated that though there was documented evidence to show that the government of Kenya was carrying out capacity building activities to ensure that curriculum in schools was implemented effectively, there was limited data to show the effectiveness of this initiatives. This study intends to fill in this gap by looking into the effectiveness of capacity building in curriculum implementation in Kenya. Most of the previous studies carried out have emphasized on the role of leadership on curriculum implementation. However, no study has specifically narrowed down on how capacity building affects curriculum implementation in Mwingi Central and East constituencies. This study therefore seeks to fill the apparent gap in literature.

In Kenya, the government has put in a lot of financial support to build capacity for curriculum implementation through various training programs including Kenya Institute of Education and Kenya Education Staff Institute (Republic of Kenya, 2005). There are a number of Government projects which support capacity building in specific areas like the Basic Education Project (BEP) which has taken the initiative to build capacity in; financial management, procurement and the development of work plans. However, UNESCO (2010) observes that there are still limitations in curriculum implementation. The researchers observe that there is limited data on impact of these initiatives and the researchers intended to establish the impact of these initiatives by looking at the effect of capacity building on curriculum implementation in Mwingi East and Central Constituencies.

2. Purpose of the Study
The purpose of this study was to examine the effect of capacity building on curriculum implementation in secondary schools in Kenya focusing on Mwingi central and East district.

3. Objectives of the Study
This study was guided by the following research objectives:
- To investigate the effect of human resource development on curriculum implementation in secondary schools in Mwingi central and east district.
- To establish the effect of physical resource development on curriculum implementation in secondary schools in Mwingi central and east district.
- To determine the effect of institutional and legal framework on curriculum implementation in secondary schools in Mwingi central and east district.

4. Significance of the Study
The study results will document the effects of capacity building on curriculum implementation in secondary schools in Kenya. This will provide a source of information for any further studies and utilization by the Government of Kenya, through the Ministry of

education and other education stakeholders. The study findings will provide the policy makers in the Government of Kenya with insights on the critical factors they need to be considered when formulating programs for capacity building geared towards enhancement of curriculum implementation. The study results will also provide information on further research for students and lecturers who are interested in this area of study.

5. Materials and Methods
The study adopted a descriptive survey design because it enabled the study to collect information on the subject of study in its current state. Descriptive survey design was used in the study because it enabled the researcher to receive detailed information on the effect of capacity building on curriculum implementation in secondary schools in Mwingi east and central constituencies in Kenya. The target population was 46 principals from 46 public secondary schools in Mwingi Central and East districts. All 46 principals were purposively sampled. Two Quality Assurance and Standards Officers (QASO's) were also purposely sampled from each district. Data was collected using open-ended and closed questionnaires. QASO officers were interviewed to shed more light on items that may not have been captured in the questionnaire. Validity and Reliability in this study was measured through piloting. Both qualitative and quantitative techniques were used in the analysis and presentation of data.

6. Research Findings and Discussion

6.1. Effect of Human Resource Development on Curriculum Implementation in Schools
The first objective sought to investigate the effect of human resource development on curriculum implementation in secondary schools in Mwingi central and east constituencies. The study therefore sought to find out the number of workshops the respondents had attended in the past five years on curriculum development in order to find out if curriculum implementation was carried out effectively. Majority (79%) of the respondents indicated that they had attended between 2-3 workshops, followed by (21 %) that had mentioned 4-5 workshops, while apparently no one had missed any workshop. This meant that most head teachers had been trained, although not many times.

Furthermore, when asked on the subjects covered in the workshops that equip them with necessary professional development to implement curriculum effectively. The study established that 41% of respondents indicated that they were taught on curriculum implementation while 20%, 18%, 12% and 9% were taught on education management, ICT, discipline and human resource respectively. This implies that most of the head teachers have had little knowledge on curriculum implementation and other areas such as education management, ICT, discipline and human resource therefore are not able to implement the curriculum well. This concurred with Marinas and Ditapat (2011) who observed that capacity building for teachers equips them with the necessarily professional development that enables them deal with changes effectively.

6.2. Role of HR Development on Curriculum Implementation in Schools
Most head teachers used outdated methodology and strategies of lesson delivery because they lacked necessarily skills like computer literacy and internet competences that are associated with the modern teaching techniques. For this reason the study sought to further find out if the teachers were undergoing HR development in order to implement curriculum effectively. They were asked on the role of HR development on curriculum implementation in schools in Mwingi Central and East constituencies. This is shown on table 1.

Statement	Strongly disagree	Disagree	Agree	Strongly agree	Total
Workshops attended by head teachers assist them provide a positive school climate	4(9%)	6(14%)	22(48%)	14(29%)	46(100%)
An ICT savvy head teacher is able to exercise effective management behavior	1(1%)	4(9%)	24(52%)	17(38%)	46(100%)
HR development for head teachers produces good managers	3(6%)	1(14%)	16(34%)	21(46%)	46(100%)
HR development for head teachers enables them to be able to handle input from community effectively	6(14%)	12(26%)	21(45%)	7(15%)	46(100%)
On overall, HR development is core to curriculum implementation since head teachers are the leaders in secondary schools	2(3%)	17(30%)	23(42%)	14(25%)	46(100%)

Table 1: Role of HR Development on Curriculum Implementation in Schools

According to the findings on table 2, majority (77%) of the respondents agreed that workshops they did attend assisted them in providing a positive school climate, while few (23%) disagreed. Further, a majority (90 %) agreed that an ICT savvy head teacher is able to exercise effective management behavior while 10% disagreed. Moreover, majority(90%)of the head teachers strongly agreed that HR development for head teachers produces good managers while few (10 %) respondents disagreed. Most (60 %) of the

respondents agreed that HR development for head teachers enables them handle input from community effectively while 40% disagreed. Most (67 %) of the head teachers agreed that HR development is core to curriculum implementation since head teachers are leaders in secondary schools while 33 % disagreed. This implies that the role of human resource development was very important in effectively implementing curriculum in secondary schools in Mwingi central and east constituencies. This concurred with Ellen (1996) that development in any field related to human resource is considered very significant in the running of the organization.

6.3. Effect of Organizational Development on Curriculum Implementation in Schools
The second objective sought to establish the resources required for curriculum implementation that are associated with organizational development. The study therefore sought to establish whether there has been any organizational development in the secondary schools in Mwingi east and central constituencies. When asked to state whether there has been organizational development in the schools or not, the study results revealed that according to (26%) of the head teacher respondents, there was an organizational development in their schools. While (74%) indicated that there was no organization development. This implies that there was inadequate organizational development in Mwingi east and central constituencies. This concurred with UNICEF (2000) that observed that textbooks and reading materials need to be a regular feature of the teaching-learning process. The educational systems therefore need to continually assess student achievement and the appropriateness of textbooks and reading materials for accuracy. Furthermore, there should be organization and sequencing of topics, the level of reading difficulty and interest to students, and other factors involved in textbook development. These will lead to effective curriculum implementation in schools.

6.4. Rate of Various Organizational Development Activities in Schools
Moreover, the study sought to know the rate at which various organizational development activities were witnessed in the last 2 years. This is shown on table 2;

	Statement	Impressive	Satisfactory	Poor	Very poor	Total
a)	New classrooms	5(10%)	7(15%)	17(37%)	18(38%)	46(100%)
b)	Renovation of buildings	5(11%)	6(14%)	18(38%)	17(37%)	46(100%)
c)	Supply of text books	4(8%)	11(24%)	15(33%)	16(35%)	46(100%)
c)	Available of support services in schools such messenger	5(11%)	18(39%)	14(31%)	9(19%)	46(100%)
d)	Adoption of ICT in the school	2(4%)	5(10%)	22(48%)	17(38%)	46(100%)
e)	Availability of teaching staff	8(18%)	9(19%)	19(41%)	10(22%)	46(100%)
f)	Supply of other reading materials such as journals, newspaper, management	1(3%)	3(6%)	27(58%)	15(33%)	46(100%)
g)	Supply of exercise books	13(28%)	17(37%)	7(15%)	9(20%)	46(100%)

Table 2; Rate of Various Organizational Development Activities

Furthermore, according to the table 2, majority (75 %) of the head teachers indicated that there was a very poor rate in which new classrooms were being developed in their schools and renovation of buildings, while very few 25% had a satisfactory point of view. This meant that most of the secondary schools in the area had not received grants for building new classrooms and renovation of buildings in the recent past.
Moreover, from the findings in table 2 most (68%) of the respondents indicated that they had a very poor supply of textbooks in the recent past while (32 %) said it was satisfactory. The study revealed further that half (50%) of the respondents argued that they had a satisfactory support service contrary to other developments in the schools in Mwingi east and central constituencies, while the other half 50% felt that this was poor. According to majority of the respondents that is 86%, 63% and 91% indicated that there was poor adoption of ICT in the school, availability of teaching staff and supply of other reading materials respectively. While14%, 37 % and 9 % had a satisfactory point of view in these areas. However, most (65%) of the respondents said there was a satisfactory supply of

exercise books while 35% had poor supply. This means that most of the resources required in the schools were poorly developed in the organization thus poor curriculum implementation.

Furthermore, QASO officers interviewed concurred with the above findings that they had visited most of the schools and indicated in their report that the standards for learning were very low, starting from the low state of the classrooms, very old textbooks that were outdated and most of the schools had no ICT in their schools. QASO cited that teaching staff in most of the school was over stretched and that the proportion of teacher to students was unacceptable. They admitted that most of the head teachers could not therefore implement the curriculum well. This concurred with Oloruntegbe et al (2010) in a study on teachers' involvement, commitment and innovativeness in curriculum development and implementation, research findings which indicated that poor curriculum implementation was affected by inadequate funding.

Furthermore, it was important to establish the role played by organizational development in curriculum implementation. The results are shown on table 3.

	Statement	Strongly disagree	Disagree	Agree	Strongly agree	Total
a)	Availability of teaching staff in school enhances curriculum implementation	6(13%)	7(16%)	13(28%)	20(43%)	100%
b)	With enough teaching material, head teachers can provide curricular direction for teachers	8(17.74%)	6(12.9%)	3(8.07%)	28(61.29%)	100%
c)	Adoption of ICT can help head teachers organize and speed up the curricular implementation	5(10%)	6(13%)	10(21%)	26(56%)	100%
d)	With supply of other reading materials such as journals, head teachers can help learners acquire knowledge	4(8.06%)	8(12.45%)	22(47.6%)	14(31.89%)	100%

Table 3: Role of Organization Development

According to table 3 majority 71% of the respondents strongly agreed that availability of teaching staff enhances curriculum implementation while 21% disagreed on this. Furthermore, 69% respondents admitted that they strongly agreed that when head teachers have enough teaching materials they can provide curricular direction for teachers while 31 % respondents disagreed. From the findings majority (77%) of the respondents agreed that Adoption of ICT can help head teachers organize and speed up the curricular implementation process while 23% head teachers disagreed. Most (79.5%)of the respondents agreed that with supply of other reading materials such as journals, they could help learners acquire knowledge while 20.5% disagreed. This meant that available teaching staff, teaching/learning materials, updated ICT with supply of other reading materials is very necessary for the effective implementation of curriculum in secondary schools. This concurs with UNCF (2000) observations that textbooks and updated ICT are very important in the process of curriculum implementation. Furthermore, textbooks and reading materials need to be a regular feature of the teaching-learning process.

6.5. Effect of Various Institutional and Legal Framework Development Activities on Curriculum Implementation
The third objective of the study sought to investigate if the institutional and legal framework was designed in such a way that it supports curriculum implementation. This is shown on table 4.

	STATEMENT	Impressive	satisfactory	poor	Very poor	Total
a)	KNUT safeguards the welfare of the head teachers and all other teachers	25(55%)	10(21%)	6(14%)	5(10%)	100%
b)	TSC ensures that teachers are paid on time to enhance their growth	7(15%)	9(20%)	13(28%)	17(37%)	100%
c)	TSC provides resources to enable head teachers grow career wise	23(49%)	17(36%)	1(1%)	4(9%)	100%
d)	There is a framework to guide head teachers on how to implement curriculum	14(29%)	22(48%)	6(14%)	4(9%)	100%

e)	KIE conducts necessary workshops on curriculum implementation	10(22%)	26(56%)	5(11%)	5(11%)	100%
f)	KESI conducts workshops that can aid in institutional framework development	21(45%)	10(22%)	10(22%)	5(11%)	100%

Table 4: Effects of Various Institutional and Legal Framework Development Activities on Curriculum Implementation

Moreover, table 4 shows that majority 76% of the respondents indicated that KNUT safeguards the welfare of the head teachers and all other teachers impressively while few (24 %) had a poor impression. Though TSC provides resources to enable to head teachers to grow career wise, TSC does not ensures that teachers are paid on time to enhance their growth according to majority (65%)of the head teachers while 35 % said that they were impressed. From the findings on table 5, majority (85 %) of the respondents indicated that there is a satisfactory framework that guides head teachers on how to implement curriculum. Most (77 %) of the respondents indicated that KIE conducts necessary workshops on curriculum implementation satisfactory while majority (78%) were of the view that KESI conducts workshops on institutional framework development. This implies that KNUT, TSC, KIE and KESI as the educational institutions in the country are very important in ensuring that the country's curriculum is implemented effectively in all secondary schools not only in Mwingi but in the whole country.

Furthermore, this concurs with the interview of the QASO officers that KNUT"s role in the institutional level had safeguarded the welfare of the head teachers and all other teachers registered under the KNUT association. QASO officers said that TSC had ensured the government delivers most of the resources required in implementation of the country's' secondary school curriculum. The interviewed QASO officers agreed that TSC was unable to force the government to pay teachers on time and always had delays that made all teachers country wide to go on strike. This meant that the educational institutions in the country did not do their best to promote the curriculum. This concurred with Ellen (1996) that for any development of the curriculum in any country every institution responsible for the effective implementation of the curriculum should play their part well. It also concurred with the QASO interview that KIE conducted workshops regularly and that KESI conducts workshops that can aid in institutional framework development.

6.6. Role of Institutional and Legal Framework Development Activities on Curriculum Implementation
Furthermore, to investigate on the effect of various institutional and legal framework development activities on curriculum implementation. It was important to investigate the role of institution and legal framework development activities on curriculum implementation. This is shown on table 5.

	STATEMENT	Strongly disagree	Disagree	Agree	Strongly agree	Total
a)	Staff welfare by TSC enables head teachers implement curriculum successfully	1(2%)	4(9%)	17(38%)	23(51%)	100%
b)	Courses conducted by KIE are vital for curriculum implementation	1(2%)	3(7%)	27(59%)	15(32%)	100%
c)	KESI courses serve to guide head teachers in implementation of curriculum	4(9%)	11(24%)	15(33%)	16(34%)	100%
d)	KNUT role of teachers welfare ensures that head teachers execute their roles	5(10%)	7(15%)	17(37%)	17(38%)	100%
d)	TSC has spelled out duties for head teachers which includes curriculum implementation; this ensures that head teachers play their role	5(11%)	6(14%)	17(38%)	17(37%)	100%

Table 5: Role of Institution and Legal Framework Development Activities on Curriculum Implementation

From the findings in table 5, 89% of the respondents strongly agreed that staff welfare by TSC enables head teachers implement curriculum successfully while 11% disagreed. When asked about whether the courses conducted by KIE are vital for curriculum implementation, 91% of the respondents agreed while 9% disagreed. Furthermore, 67% respondents strongly agreed that KESI courses served to guide head teachers in their work in the various secondary schools while 33% disagreed. From the findings most (75%) head teachers agreed that KNUT role of teachers' welfare ensures that head teachers execute their roles while 25 % disagreed. However when asked whether TSC has spelled out duties for head teachers which includes curriculum implementation thus ensuring that head teachers play their role in the various schools in Mwingi district, 75% of them strongly agreed while 25% did not agree. This implies that KNUT, TSC, KIE and KESI as the educational institutions in the country are responsible for implementation of the

curriculum in schools in the country through various legal frameworks that guide head teachers in every secondary school not only in Mwingi east and central constituencies but also in the whole country. This concurs with Col (2002) that institutions in the education sector have a very important role in curriculum implementation that it entails putting into practice the officially prescribed courses of study, syllabuses and subjects using the set standards as legal framework.

7. Conclusion

It can be concluded that head teachers had attended few workshops and therefore had little training in curriculum implementation, education management, ICT, discipline and human resource management. This implies that lack of capacity building for head teachers was not adequate in equipping them with the necessarily professional development that enables them to deal with curriculum implementation effectively. Further, the study concluded that 2 days spent on those workshops was not long enough for every head teacher and teacher to fully grasp the ways of implementing curriculum effectively in their school. It can also be concluded that most of the workshops the head teachers attended assisted them in providing a positive school climate and that an ICT savvy head teacher would be to exercise effective management behavior while becoming good managers thus there was a high impact on the implementation of the secondary schools curriculum.

Furthermore, nearly all schools in Mwingi central and east constituencies had a very poor rate in which new classrooms were being developed in their schools and there was little renovation of buildings due to inadequate government funds. Moreover, schools in Mwingi had a very poor supply of textbooks in the recent past including poor adoption of ICT in the schools, inadequate teaching staff and poor supply of other reading materials. This implies that most of the resources required in the schools were poorly supplied and developed in the organization thus poor curriculum implementation.

Moreover, the institutional and legal framework was designed in such a way that it supports curriculum implementation. It can be concluded that KNUT impressively safeguards the welfare of the head teachers and all other teachers and ensures that head teachers executes their roles. TSC provides resources to enable head teachers grow career wise but does not ensure that teachers are paid on time to enhance their growth. It can be further concluded that there is a satisfactory framework that guides head teachers on how to implement curriculum. Moreover, KIE conducts necessary workshops on curriculum implementation to the satisfactory of the head teachers and that courses conducted by them are vital for implementation of curriculum while KESI conducts workshops on framework development. This implies that the institutional and legal framework was designed in such a way that it supports curriculum implementation.

8. Recommendations

The study recommends that all head teachers attend more workshops in a year and more than one week in the workshops to ensure they are taught more on how to implement the curriculum in their schools thus better performance of those schools in Mwingi district. It can also be recommended that more workshops/ seminars be organized especially by Kenya Education Management Institute on curriculum implementation and have a relevant body to follow up more often on the head teachers and teacher's implementation of curriculum especially through QASO officers.

Furthermore, this study recommends all head teachers and teachers be taught on education management, ICT, discipline and human resource that are vital in the curriculum implementation in all secondary schools in Mwingi districts. This is due to the fact that there is a very high chance that effective teaching/learning in the schools will be enhanced.

It can be recommended that the government should allocate funds for new classrooms, renovation of buildings, ensure there is enough supply of textbooks, provide materials for ICT in the schools, post more teaching staff to schools and supply other reading materials. These will facilitate effective curriculum implementation.

Moreover, TSC as an educational institution should ensure that all teachers are paid salaries on time so that they are motivated provide better education to the students. KNUT, TSC, KESI and KEMI should perform their institutional and legal mandates so that they can ensure that there is effective implementation of the curriculum.

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