

Influence of Continuous Professional Development Programmes on Curriculum Implementation in Selected North Rift Counties Public Secondary Schools, Kenya

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Abstract

This paper looks at how utility of continuous professional development of teachers and other staff in schools as a quality assurance standards enhances curriculum implementation. The research was conducted because standards of education had declined in the three counties; Elgeyo-Marakwet, West Pokot and Baringo. For curriculum to be implemented properly, the human resources need to be continuously trained. The respondents for this study teachers and principals of public secondary schools together with quality assurance and standards officers formed the population. Simple random sampling was used to select teachers from 35 sampled schools making a total of 350 out of 3469 teachers in the selected counties. All the principals of sampled schools (35) were included in the study. Fourteen sub county quality assurance and standards officers were selected through purposive sampling method. Data was analysed using qualitative and quantitative methods. The research found out those continuous professional development opportunities for teachers to increase their knowledge and skills was not regularly provided. This affected curriculum implementation because most teachers were not able to adequately deliver curriculum content as required as they had not adequate knowledge and skills. The research recommends that schools need to prioritise and budget for teachers training during annual school planning. Teachers also need to be motivated to attend in-service training to improve their knowledge and skills towards curriculum implementation.

Key Words: professional, continuous, curriculum, implementation & development

Introduction

Curriculum is a body of knowledge contents and or subjects (Blenkin, 2012). Curriculum implementation is the process by which knowledge and skills are transmitted or delivered to learners by the most effective methods that can be devised by the teacher in a classroom (Ahmadi & Lukman, 2015). Curriculum is an organized plan of course outlined with the objectives and learning experience to be used for achievement of these objectives. In a broader perspective, it is a way of preparing individuals to become productive citizens and useful member of the society to which they belong. Therefore, curriculum is a tool of education to educate and humanise the whole man. Current interpretation sees the curriculum as all the knowledge and experience got by a student in and out of the school walls, either on the time table or outside it i.e. the experiences the learner has regardless of when or how they take place (Akinsola & Abe, 2006). This paper looks at the process of curriculum implementation in secondary schools. Garba (2004) described curriculum implementation as putting the curriculum into work for the achievement of the goals for which the curriculum is designed. In his conception of curriculum implementation, Okebukola (2004) defined it as the transition of the objectives of the curriculum from paper to practice. From the above definitions, it can be seen that curriculum implementation is putting into practice educational objectives by various stakeholders in schools to promote quality education. Continuous professional

development of curriculum implementers is one key area of internal quality assurance standards and practice.

Gongera, Muigai and Nyakwara (2013) noted that quality assurance and standards is concerned with quality development. Quality development deals with development of teaching and learning materials, provision of advisory services and provision of opportunities for staff development. Advisory services are given on management of school curriculum, teaching and learning, examination and in-service training on regular basis by the internal and external quality assurance officers. For secondary education curriculum to be effectively implemented there is need for continuous training of the persons involved who appears to be mainly teachers and their principals. Quality work force in the education sector brings quality education which is an instrument highly indispensable in the transformation of individual values, beliefs and behaviour; it is also used to preserve societal cultural settings and acquisition of skills that make members of the society useful to themselves and their society (Oyetola, Kayode & Okunuga, 2012). In this information age, the principals are expected to provide quality orientation and capacity building for teachers towards keeping with the current thinking in curriculum planning by ensuring good organisation of the lessons with sequence, continuity and integration of concepts to facilitate systematic implementation and assessment of the curriculum to achieve the set goals (Ayeni, 2011). All these are required to ensure a complete well rounded education and production of quality students from the secondary school system. For Ahmadi and Lukman (2015), the availability of qualified teacher was found to influence curriculum implementation in Nigeria secondary education. The importance of teacher in curriculum planning, development and most importantly implementation cannot be over-emphasized. This paper therefore looks at how continuous professional development practices influence curriculum implementation in schools.

Statement of the Problem

More research studies have been done on how external quality assurance and standards practices influences curriculum implementation in school but not on internal quality assurance and standards practices. Continuous professional development of academic staff in school is critical to effective curriculum implementation in the present age. However, it is not known whether secondary schools are utilising the continuous professional development quality assurance process for ensuring effective implementation of curriculum in three North Rift counties of Kenya that have recorded decline standards of education in recent years.

Objective of the Study

The objective of the study is to investigate how utility of continuous professional development programmes influences curriculum implementation in selected North rift counties public secondary schools.

Research Hypothesis

The paper tests the following hypothesis

H₀₂ There is no significant influence of continuous professional development programmes on curriculum implementation in secondary schools

Review of Theoretical and Empirical Literature

The quality assurance process requires that the classroom instruction meets the set standards through continuous professional development of teachers (Aderokun, 2012). The teaching approach that a teacher adopts is one factor that may affect students' achievement and facilitates high standards of learners' outcomes. The success or failure of students rests on the quality of instruction and not lack of students' abilities to learn (Levine, 1985; Mills, 1991). In order to ensure quality assurance – oriented teaching and learning processes, the teachers are expected to have in-depth knowledge of the pedagogy in their subject areas to be able to understand the effective ways of organising and presenting subject matter (objective statements, providing the right methods, learning experiences and learning resources), and evaluating teaching and learning activities in consonance with the set objectives (Ayeni, 2010). Osakwe (2016) argued that quality assurance emphasises the teacher competence, creativity and commitment, and how educational administrators organize school activities in order to realize the full potentials of all personnel in educational institutions. It is the appropriateness and relevance of resources available for the achievement of educational goals and priorities, hence quality in education whether primary school, secondary school, or tertiary institutions require adequate inputs and output (Onyedinachi, 2011). To ensure standards in these areas, academic institutions require qualified teachers who are well motivated.

Teachers' professional development is particularly important because of the need for teachers to do better and raise academic performance standards of students. In order to meet the challenging demands of their jobs occasioned by technological innovations, teachers must be capable and willing to continually upgrade their content knowledge, skills and practices. For instance, the results of the teacher survey by the National Centre for Education Statistics (NCES) on United States of America (USA) indicated that 90% of teachers participated in professional development in 1993-94, and 99% took part in 1998, in such areas as new methods of teaching, students' assessment, cooperative learning, use of education technology for instruction, classroom management and in-depth study in their subject fields to improve their professional competencies in instructional task performance. There are various approaches to teachers' professional development such as the cluster-type workshops, mentoring and full-time in-service training; whichever approach one adopts for teachers training, the important thing is for the teachers to be professionally equipped (Ayeni, 2010). It is incontrovertible that every approach has its own merits and demerits. For instance, the traditional approaches to professional development such as seminars, workshops and conferences have been criticized by Fullan (1993) for being relatively ineffective because they are usually short-term, typically lasting from one to eight hours; they lack continuity due to inadequate follow-up and on-going feedback from experts; they take a passive approach to training teachers, allowing little opportunity to learn by doing and reflecting with colleagues. Gravani and John (2002) stressed that the centre-periphery model of professional development in which participants were made to be passive listeners be replaced with the cluster-type in which the practitioners and policy makers are brought together into new forms of discourse communities, where teachers can share their own knowledge of classrooms, children, subjects and pedagogy with policy makers who bring their own critical and substantive expertise to the knowledge-building table of the profession; this process is more likely to ensure a successful professional development enterprise. The much talked about cluster-training is also much criticized; but the important thing is that any approach that is adopted must be carefully and strategically designed and implemented to provide continuity between what teachers learn and what goes on in their classrooms and schools to produce long-lasting effects on

teachers' competencies and students' learning outcomes (Fullan, 1993). However, the inadequacies in teacher professional development constitute a gap that can possibly lower the standard of teachers' instructional task performance and the rate at which students understand the subject matter in schools (Ayeni, 2011).

Bardi (2009) argues that quality assurance needs to include a personal development component. Globally, there is an increasing recognition of the inter-connectivity of quality assurance in education and/or teaching and teacher professional development. After all, teacher professional development, as a process, owes much to both teacher professional identity and quality assurance. Such a symbiotic relationship necessitates the emphasis on both expertise and quality in teacher professional development. In Tanzania, the development of modern professional teachers has a long history linked to the establishment of missionary and colonial education in the 1800s (Lawuo, 1982). Since then, teacher professional development has remained a means that provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals (Komba & Nkumbi, 2008). Ijaiya (2009) agrees that trained or educated human resources constitute work force and personnel that bring about national development. This is simply saying that the amount of educated citizen is equal to the amount of available quality work force that will contribute to a nation's development. Meanwhile, the quality of the workforce in the school system presupposes the quality of the school output, that is, the human resources that will be available for the nation. Ochuba (2009) also states that if the education industry would want to carry out its function of development of quality human capital, there would be need for checks and balances through regular and effective supervision and inspection. This, in essence, is to ensure and maintain quality of output by the teacher. This situation is what warranted the adoption of quality assurance system by the Lagos State Education Ministry to bring about quality in the teaching work force, despite all odds.

A survey conducted by Jones (2001) noted that lack of training to a great deal have been responsible for the inefficiency and ineffectiveness so commonly observed in the performance of many educational systems. The management of an educational institution demands knowledge, skills and attitudes that would enable the educational manager to work effectively. There is need for a systematic and consistent preparation of educational administrators to enable them to discharge their duties effectively. Agaoglu (2005) investigated the exposure of head teacher to management training. The study examined the competence of primary school head teachers in management and whether the levels of the administrative experience, exposure to management training, support from professional support groups and administrative support from education officers' co related with the principal competence. It recommended that the state department and the graduate training institutions should work together to provide plans for training development activities. Vasileiadis (2010) study attempted to understand the teachers and educators' perceptions regarding the adoption of Total Quality Management principles in elementary schools of Eastern Thessalonica. A total of 174 elementary school teachers have participated. Findings of this study revealed that the perceptions of elementary educators towards the adoption of Total Quality Management principles were in general positive. Furthermore, it showed that when these perceptions were related to the variables of gender, seniority, tenure ship, level of education, specialty and administrative position no significant difference was found.

According to Randiki (2002), the Kenya Institute of Special Education (KISE) was started to train teachers in curriculum delivery in Special Schools. Teachers for the deaf are equipped with

information and techniques to handle deaf learners. However, there is little training on management of curriculum implementation. A study also carried out by Ajuoga, Indoshi and Agak (2010) on perception of QASOs about their competence: implications for training, showed that supervisors needed a training programme and ranked in order of preference of training needs as follows; supervisory skills, curriculum evaluation, action research, guidance and counselling, human relations, communication skills, report writing skills, management of instructional materials, knowledge of information technology, and special needs education respectively. In Pakistan, Ahmad (2011) sought to indentify successful leadership practices of head teachers for school improvement at secondary level in Pakistan. The study was descriptive (survey type) in nature. It was conducted on a sample of 351 secondary school head teachers, 702 elementary and secondary school teachers working in the government secondary schools of Punjab province. The findings of the study revealed that the majority of the head teachers of successful schools developed a common and shared school vision and promoted a culture of collaboration, support and trust. They empowered others to lead and distributed leadership responsibilities throughout the school; involved different stakeholders in the process of decision-making; developed and maintained good relationships among different personnel of the school community. They emphasized the professional development of teachers as well as themselves, and involved parents and community in the process of school improvement.

Ogamba (2011) on his study about the role of QASOs in enhancing primary school teachers' effectiveness in Marani district, Kenya, indicated that 61.67% of the teachers reported that QASOs did not conduct training of teachers on the current curriculum to alleviate problem of poor subject mastery and dismal performance. This was attributed to inadequate capacity development of QASOs to enable them discharge their mandate effectively and inadequacy of their numbers to expedite INSET task. A study done in Nigeria by Oghuvbu (2011), on the implementation of the primary school curriculum on the role of supervision on the content of primary school curriculum modules and the role of school supervision in the interpretation and application of curriculum by teachers. The study findings established that the role of the supervisors as effective school inspection on instructional supervision, regular workshops for head teachers and teachers. Adeolu (2011) study examined the relationship between teachers' instructional tasks and their qualifications and teaching experience. The descriptive survey design was used in the study. There were significant relationships between teachers' qualifications and instructional task performance ($r = 0.681$ and $p < 0.05$), and between teachers' teaching experience and instructional task performance ($r = 0.742$ and $p < 0.05$). The study concluded that teachers' instructional task performance can be enhanced with a good qualification and experience in teaching, while the challenges that teachers face in the tasks of instructional inputs and curriculum delivery require effective capacity development during service, so as to improve the quality of teaching in secondary schools and the overall quality of the education system. Olawole (2009) investigated the perceived influence of supervision of instruction on teachers' classroom performance in Ijebu-North Education Zone. The population of the study comprised all 852 teachers in the 18 public junior and senior secondary schools in Ijebu-North education Zone. The findings showed that interaction between teachers and instructional supervisors influences to a great extent teachers' classroom performance. The use of instructional materials suggested by instructional supervisors' influences teachers' classroom performance greatly. Also, conferences and seminars organized by instructional supervisors influence teachers' classroom performance to a great extent. Achimugu (2013) study was designed to investigate the principals' instructional leadership qualities that enhance effective teaching and learning of chemistry in secondary schools in Kogi state, Nigeria. The sample of this study

consisted of 42 principals, 84 chemistry teachers and 1,050 chemistry students from 42 senior secondary schools selected using multi-stage sampling technique. A 36-item questionnaire ($r = 0.81$) was developed, validated and used by the researcher to collect data. Mean and Standard Deviation were used to answer research questions while t – test was used to analyse the hypothesis at 0.05 alpha level. The results showed among others that provision of conducive teaching and learning environment, constant supervision of teaching – learning process and provision of incentives to both teachers and students by the principals are the leadership qualities that enhance effective teaching and learning. It was also found that non – significant difference existed between the mean perception scores of students and teachers on the instructional leadership qualities of principals' that enhance effective teaching and learning chemistry.

In Ethiopia, Suleyman (2016) study was to identify the main school factors affecting the quality of education in secondary schools of Afder. The necessary data for the study was collected from 240 students (175 Males and 65 Females), 65 teachers (62 Males and 3 Females) and 10 secondary schools principals and vice principals drawn from the five sample schools as well as five supervisors from the five woredas. The findings of the study revealed that, the dominant in-school factors that affect quality of secondary school education in the Zone were Shortage of teaching materials, large number of students in a class and poor in the language of instruction of students. The results of the study also show that to improve quality education, there was need to provide enough teaching materials, change the shift system and minimize the number of students. These are the ways to improve quality education. Mwelu (2013) study findings show most of the head teachers (41.4%) indicated that QASOs sometimes offered professional guidance to teachers on effective curriculum implementation. The in-service courses offered were reported to be of repeated context thus more need to be done to improve on the quality of in-service courses offered. The Induction of new teachers and head teachers on effective curriculum implementation and smooth school running was to boost their professional performance. Post conferencing after classroom observation where both the QASO and teacher discuss the results and remedial action should be done. Sobe (2013) determined the influence of head teachers' motivational practices on teacher performance in public primary schools in Ikerege Division, Kuria West Sub County, Kenya. The research design was descriptive survey. The sample size consisted of 14 head teachers, 67 class 8 subject teachers and 168 class eight pupils. The study revealed that some head teachers recognized teachers' efforts through material incentives, tours and very little through oral praise. The study findings revealed that most teachers attended seminars organized by the DEO's office. It was further established that new teachers were assigned experienced teachers to orientate them on the various school programmes as part of teacher support. Jeptarus (2014) study sought to examine the influence of instructional supervisory roles of the principals on student's academic achievement in Nandi North District, Nandi County Kenya. A mixed method of cross sectional survey and naturalistic phenomenology designs was used. The findings established that principals' oriented the new teaching staff; supervise the curriculum, timetabling and monitor students' academic progress. They were rated very highly as roles frequently performed. Principals were found to refrain from visiting classrooms for lesson observation and rarely provided in-service training for teachers. The major challenges that faced principals included: lack of finances, in-adequate staffing, high turnover of teachers and inter-relationship challenges. The review of the above literature shows that teacher continuous professional development is critical to attainment of curriculum goals. However, the review of literature (empirical) has shown that inadequate research has been conducted to determine how utility of continuous professional development initiatives influences curriculum implementation in schools in selected North rift counties of Kenya.

Materials and Methods

This research was conducted in three counties in the North Rift region of Kenya; Elgeyo-Marakwet, Baringo and West Pokot. These three counties were chosen as they share similar geographical features. The research followed a mixed method research paradigm incorporating qualitative and quantitative data. The research design that guides this paper was a descriptive survey. The target population for the research consisted of; 14 sub county quality assurance and standards officers and 349 public secondary schools principals and teachers. The respondents were selected through stratified and purposive sampling methods. Only 35 principals, 14 SC-QASOs and 359 teachers formed the sample size. The research collected data through questionnaires and interviews. Quantitative data collected was analysed through; frequencies, percentages, means, standard deviations and correlations while qualitative data was analysed using content analysis method. The research results and discussions are described in the next sub-section.

4.0 Results and Discussions

Despite teachers possessing the right qualifications for teaching in secondary schools, they require to upgrade their knowledge and content in pedagogical skills which is important aspect of improving teaching and learning process. Therefore objective was to determine the influence of teachers' continuous professional development programmes on curriculum implementation in secondary schools. Therefore, the teachers were asked to indicate the frequency to which these in-service training was provided based on the following scale: never (1), rarely (2), sometimes (3), occasionally (4) and always (5). The results are presented in Table 1.

Table 1 Provision of Continuous Professional Development Programme to Teachers

Supervisors.....	Never	Rarely	Sometimes	Occasionally	Always	Mean	SD
i. Organize for in-service training for teachers to improve curriculum implementation	21 (6.3%)	70 (20.9%)	99 (29.6%)	103 (30.7%)	42 (12.5%)	3.2239	1.10552
ii. Conduct needs assessment to know areas that teachers need further training to improve their pedagogical approaches	18 (5.4%)	57 (17.0%)	118 (35.2%)	102 (30.4%)	40 (11.9%)	3.2657	1.04874
iii. Emphasise for continuous professional development programmes	8 (2.4%)	27 (8.1%)	82 (24.5%)	93 (27.8%)	125 (37.3%)	3.8955	1.07132
iv. Ensure that teachers are techno-savvy	15 (4.5%)	48 (14.3%)	83 (24.8%)	108 (32.2%)	81 (24.2%)	3.5731	1.13459

v. Give advice to teachers on the new trends in teaching	5 (1.5%)	33 (9.9%)	58 (17.3%)	86 (25.7%)	153 (45.7%)	4.0418	1.07700
vi. Sponsor teachers for further education and training	57 (17.0%)	82 (24.5%)	68 (20.3%)	74 (22.1%)	54 (16.1%)	2.9582	1.33965
vii. Ensure many teachers attend in-service training	24 (7.2%)	66 (19.7%)	90 (26.9%)	90 (26.9%)	65 (19.4%)	3.3164	1.19688
Composite scores						3.4678	1.13910

Research results shows that 103 (30.7%) of teachers agreed that sometimes their principals organised for in-service training for them to improve on their curriculum implementation process. However, 99 (29.6%) said that in-service training was sometimes provided to them, 70 (20.9%) indicated that it was rarely done and 21 (6.3%) said that it was never done in their schools. The mean statistics shows that ($M=3.22$ and $SD=1.10$) respondents appeared to suggest that in-service was sometimes provided to teachers in secondary schools. The high standard deviation scores suggest that some principals supported their teachers in in-service training courses while others did not. In line with study findings, Gichobi (2012) research in Gatundu established that at least half of the proportion (50.0%) of teachers and HODs who participated in the study has ever attended in-service training courses. In-service training helps teachers to acquire new knowledge and new skills for the purpose of empowerment, consolidation and better understanding of existing curriculum, updating teachers in new curriculum, and identified problems existing in the curriculum. Lack of regular provision of in-service training for teachers in the current dynamic world would affect curriculum implementation in secondary schools.

Secondly, 118 (35.2%) of teachers said that sometimes their head teachers conducted needs assessment to know whether they needed additional training in schools, 102 (30.4%) indicated that they occasionally provided, 57 (17.0%) said that it was rarely provided, 40 (11.9%) indicated that they always conducted needs assessment while 18 (5.45) of principals did not. The results show that training needs analysis was sometimes ($M=3.26$ and $SD=1.04$) conducted by principals in secondary schools. This implies that some head teachers conducted needs assessment while others did not. In contrast to the study findings, Nzile (2012) established that about 57.6% of the teachers indicated that to high extent the head teacher plans and executes new in-service for teachers and 20.2% to a very high extent. Lack of conduction of needs analysis may affect teacher capacity to improve their pedagogical competencies that may be critical in curriculum implementation in schools. When asked on the extent to which principals emphasised for continuous professional development programmes, 82 (24.55) said that they sometimes emphasised, 93 (27.8%) said that principals occasionally emphasised while 125 (37.3%) admitted that their principals always emphasised. This shows that in most schools, head teachers occasionally ($M=3.89$) emphasised on the need for in-service training programmes for teachers to undertake but the standard deviation scores ($SD=1.07$) suggests that some head teachers (although few) did not emphasise this issue on their schools. In support of the study findings, Nzile (2012) found out that close 58.6% of the teachers felt that to some extent their head teacher encouraged new ideas, planned and executed new in-service courses for teacher professional growth. Ahmad (2011) also found out that more than two-thirds (68 percent) of the heads arranged ongoing professional development programmes for staff while 57 percent of the heads encouraged staff to actively participate in the professional

development programmes. When head teachers value the importance of continuous professional development programmes to their teachers, it would improve curriculum implementation process.

The results also showed that 108 (32.2%) of teachers said that their head teachers often ensured that all teachers are techno-savvy, 81 (24.2%) said that their principals always alerted them, 83 (24.8%) were sometimes informed, 48 (14.3%) were rarely informed while 15 (4.5%) were not informed. The descriptive statistics showed that principals occasionally ensured ($M=3.57$) that all teachers are technology literate but high standard deviation scores shows a significant number did not ensure that their teachers are adaptive to current technological resources. When teachers are techno-savvy, they can be able to use electronic media in classroom teaching and learning hence ensuring that the goals of educational curriculum are attained. It was also found out that 153 (45.7%) of teachers indicated that their school heads always gave advice to them on emerging trends in the teaching profession, 86 (25.7%) said that they were occasionally assisted, 58 (17.3%) were sometimes assisted, 33 (9.9%) were rarely assisted and 5 (1.5%) were never assisted. The results suggests that most head teachers ($M=4.04$) occasionally assisted their teachers to know and understand new trends in teaching profession. Only a few as reflected through standard deviation values ($SD=1.07$) were found not to assist their teachers in knowing current trends in teaching. When teachers are made aware of new techniques in classroom instruction, curriculum implementation process would succeed. In agreement to the study findings, Sobe (2013) established that head teachers gave teachers freedom to select teaching methods and gave them information available to the teachers for further training. Similarly to the study findings, a research done in selected countries in European countries by OECD (2009) found out that teachers reported they would receive no recognition for being more innovative in their teaching. This says little for a number of countries' efforts to promote schools as centres of learning that fostered continual improvements.

Findings also showed that 82 (24.55) of teachers indicated that they were rarely sponsored to go for further education and training, 57 (17.0%) were never sponsored, 68 (20.3%) were sometimes sponsored, 74 (22.1%) were occasionally sponsored and only 54 (16.1%) said that they were always sponsored by their heads for further education and training. The result therefore shows that some head teachers ($M=2.95$ and $SD=1.33$) sponsored their teachers for further training while other did not. Considering most schools are cash strapped, this could explain the reason that makes some teachers not to be sponsored for further education hence affecting curriculum implementation in secondary schools. In line with the study findings, Gichobi (2012) found out that head teachers motivated staff members by delegating responsibilities to them, consulting them regularly, recognizing their achievements and appreciating their work. In contrast to the study findings, Mburu (2016) established that most head teachers in Thika West sometimes sponsored teachers for workshops and seminars. Asked on whether their head teachers ensured that all teachers attended in-service training, 24 (7.2%) of heads did not, 66 (19.7%) rarely ensured, 90 (26.9%) sometimes ensured, 90 (26.9%) occasionally ensured and only 65 (19.4%) of teachers admitted that their heads emphasised that they attend in-service training. The findings therefore implies that not all head teachers ($M=3.31$ and $SD=1.19$) allowed or encouraged their teachers to attend in-service training aimed at improving their pedagogical competencies that are key to successful curriculum implementation. This is in contrast to Nzile (2012) research that found out that head teachers encourage teachers to attend workshops, bringing in new ideas and support creativity, innovation and practice of new skills. In addition, Sobe (2013) research in Kuria West found out that of teachers from the schools attended seminars organized by the District Education Office. The school also organized workshops, educational tours and school based in- service programmes. Moreover,

Mburu (2016) research study in Thika West found out that the largest percentage of head teachers sometimes granted their teachers study leave to pursue further training.

Composite scores shows that continuous professional development programmes were sometimes ($M=3.46$ and $SD=1.13$) provided to teachers in public secondary schools in selected counties in North Rift region, Kenya. This implied that not all secondary schools valued in-service training for head teachers as part of quality internal control standard aimed at improving curriculum implementation in schools. The findings were somewhat different from Nzile (2012) who found out that teachers rated to a high extent the support given by head teachers on professional growth. Furthermore, Mburu (2016) study found out that large number of head teachers rarely or sometimes gets involved in conference with teachers. Involving teacher in conferences ensures that teacher understand the plans and strategies that the school administration intend to employ. To check on the kind of relationship that existed between the independent (CPD) against dependent (curriculum implementation), a correlation analysis was conducted. The results are presented in Table 2.

Table 2 Relationship between Teachers' Continuous Professional Development and Curriculum Implementation

		Continuous professional development	Curriculum implementation
Continuous professional development	Pearson Correlation	1	.433**
	Sig. (2-tailed)		.000
	N	335	335
Curriculum implementation	Pearson Correlation	.395**	1
	Sig. (2-tailed)	.000	
	N	335	335

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

The results shows that there exist significant positive relationship ($r=0.395$ and $p=0.001$) between head teachers provision of continuous professional development programmes to teachers and curriculum implementation in schools. This implies that continuous provision of continuous professional development programmes to teachers in secondary schools increases the likelihood of curriculum implementation in secondary schools. The vice versa is true. In agreement with this finding, Nzile (2012) established that promoting professional development was the most common principal leadership behaviour found by the researcher to have a positive effect on teacher classroom instruction hence effective curriculum implementation. Furthermore, Sobe (2013) research found out that the professional growth of teachers was catered for by head teachers through attending seminars and workshops, hence resulting to a positive influence of teachers support by the head teacher on teacher performance.

4.1 Principals' Responses on the Influence of CPD Programmes on Curriculum Implementation

The study also sought information from head teachers with regard to promotion of continuous professional development programmes on curriculum implementation in schools. Therefore, principals were asked to indicate how CPD programmes were done in their schools and its effects on curriculum implementation. Principal No. 6 from Keiyo North had this to say:

It is done through workshops and seminars. It ensures staff gets updated on emerging issues and get refreshed on matters on curriculum implementation.

Another Principal No. 8 from Keiyo South Sub County indicated the following:

TPAD and P.C. activities are critically undertaken hence making teachers eligible for promotions Regular attendance of workshops and symposium. It is quite effective for they motivate teachers and make them get promotion, students perform well in exams and school reputation is improved.

Another Principal No. 14 remarked that:

Teachers attend workshops on specific areas. It results to practicability of knowledge yields better. Not all teachers will apply knowledge without close follow up by a supervisor.

The remarks by the above principals show that they do facilitate CPDs but implementation of lessons learnt in training becomes a challenge by some teachers. This corresponds with Nzile (2012) who established that all the head teachers noted that they promoted teachers professional growth by stepping in to aid teachers professional growth, encouraging new ideas, supporting creativity, innovation and practice of new skills, praises, supports and facilitates teachers work to a high extent. In Kuria West, Sobe (2013) established that the encouragement and assistance teachers received from the head teacher and learning from their colleagues was satisfactory. Furthermore, Olayeye (2013) found out that head teachers in Nigeria fostered learnt work in schools by having a get together to celebrate and review any achievement, supervise teachers and students instructional activities and managed conflict among staff. In some schools some principals said that this was not provided regularly as observed by principal No. 24 who commented that:

Not so evident except through workshops and going back to school for masters among others. Therefore, the effect on curriculum implementation has not been quite clear.

This information coincides with teachers responses that showed that opportunities for continuous professional development for teachers were inadequate in most secondary schools in the three counties. Despite that, majority of the principals reported that to an individual teacher, continuous professional development programmes improved curriculum implementation in secondary schools. In line with the study results, Gichobi (2012) established that school heads reported that they motivated teachers through; giving teacher's incentives for good performance, taking them out for lunch, commending them orally and through written letters for appreciation. This implied that this act by head teachers increased the likelihood of curriculum being implemented in schools. To support the study findings, Ahmad (2011) research established that majority of the head teachers mostly emphasized on the personal as well as staff professional development because they thought that professional development of head teacher and staff members can effectively contribute towards school improvement. This is because professional development improves teachers' performance within the subject areas. Teachers' discussion and exchange of subject teaching methods improves teaching quality and consequently students' learning and staff development increase the teacher's effectiveness.

4.2 QASOS Views on Influence of CPD Programmes on Curriculum Implementation

The researcher also sought the views that QASOs had towards provision of continuous professional development programmes on curriculum implementation in secondary schools. One SC-QASO No. 4 from Baringo Central said the following with regard to CPDs provided and their influence on curriculum implementation:

Insets, benchmarking and workshops. It improves curriculum implementation and academic results.

Another officer from Marakwet West Sub County indicated that:

Organisation of workshops on safety and other government policies and training of guidance and counselling teachers can have positive impact of all the stakeholders who embrace it.

This showed that training was varied and targeted areas of curriculum in schools. SC-QASOs No. 7 also said that:

CPDs will always sharpen the implementation of curriculum in areas of pedagogy and instructional resources. There will be improved knowledge content and hence improve on service delivery.

Another officer No. 10 indicated the following:

Through mounting school based or county based seminars and workshops geared towards equipping teachers with new skills and competencies. As a result, curriculum implementation becomes efficient and goal bound.

The responses above show that CPDs is aimed at increasing teacher knowledge, competency and skills in classroom instructions. When teachers have undergone this kind of training, curriculum implementation process succeeds. However, it appeared that the frequency of conducting this kind of training was not regular and schools rarely supported teachers to undertake these training courses. The findings contradict with Mburu (2016) who established that head teachers grant teachers study leave to attend workshops and seminars. This act by head teachers ensured that teachers understand school policies and plans. This in turns helps in curriculum implementation and improvement of teaching activity, which in turn help in improving curriculum implementation in schools

Conclusions and Recommendations

Research results showed that opportunities for continuous professional development were inadequate to teachers in public secondary schools in the study area. This was occasioned by high standard deviation values (more than 1) recorded on the aspects of CPD. Despite that, the following were found to be occasionally provided to teachers in secondary schools: For instance, it was established that most principals gave advice to teachers on new trends in teaching, they emphasised that teachers should undergo CPD and also it should ensured that many teachers attended in-service training. What came out from the study was that most secondary schools were unable to support (financially) their teachers to go for in-service training courses. Composite statistics showed that CPD for teachers as a quality assurance and standard practice in secondary schools was moderately practiced by heads in secondary schools in the study area. This explains why a weak positive correlation ($r=0.395$) was obtained. This aspect of teacher quality through undergoing CPD would improve teaching and learning hence promote academic performance of students in schools. This means that continued teaching learning is an important ingredient which should be embraced by head teachers in secondary schools as it would result in effective curriculum implementation. To improve on continuous professional development, there is need for schools to consider setting aside a vote through which funds for teacher professional development would be made available. Moreover, there is need for TSC and MOE to work together to sponsor teachers for in-service training in their areas of specialisation particularly in the technological era. Further, principals need to continuously provide teachers with updates on training opportunities available for them.

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