



International Journal of Social and Development Concerns

ISSN 2524-1478 (Online)

Vol. 21 | Post COVID-19 Recovery and Sustainable development

Vol. 21 Article 8 | September 2024

Copyright © 2024 The International Journal of Social and Development Concerns (IJSDC) All Rights Reserved (An International Publisher for Academic and Scientific Resources)

Influence of Competency Based Curriculum Implementation on Head teacher’s Administration of Public Primary Schools in Nyatike Sub-County, Migori County, Kenya

Authors: ¹Ochwado Jeremiah Oliech, ²Elizabeth Nduku Nzivu and ³Paschal Wambiya
^{1,2&3}The Catholic University of Eastern Africa. **Website.** www.cuea.edu

Correspondence: Ochwado Jeremiah Oliech. **E-mail:** oliechjeremiah6@gmail.com

Cite as: Oliech, O. J., Nzivu, E. N., & Wambiya, P. (2024). Influence of Competency Based Curriculum Implementation on Head teacher's Administration of Public Primary Schools in Nyatike Sub-County, Migori County, Kenya. *International Journal of Social and Development Concerns*, 21(8), 143–153. <https://doi.org/10.5281/zenodo.13824835>

Chief Editor
 Web: www.ijsdc.org
 Email: info@ijsdc.org

Editing Oversight
 Impericals Consultants International Limited

Abstract: *The head teacher's mandate is no longer limited to ensuring effective learning and teaching rather, their work has become increasingly complicated with continuous management challenges. Besides new set of expectations has evolved, which makes it difficult to manage and reconcile school administration. This research sought to examine how workload in the implementation of Competency Based Curriculum, influence head teacher’s effective administration of Public Primary Schools in Nyatike Sub County, Migori County, Kenya. The study was guided by Fred Fielder’s Contingency Theory as cited by Shala, Prebreza, & Ramosaj, (2021) and adopted convergent mixed parallel design under Mixed Method Research Approach. The designs used were cross-sectional and phenomenology. The target population included 130 public primary schools, 130 head teachers, 130 Board of Management Chairpersons, 260 teachers, 4 Curriculum Support Officers and one sub-county Director of Quality Assurance Standards Officer. Both probability and non-probability sampling techniques were employed to sample the respondents for the study. Data collection instruments included questionnaires for the head teachers, BOM chairpersons and teachers, while an in-depth interview guide was employed for DQASO and CSOs. To determine reliability and validity of data collection instruments, the tools were verified using both peer review and Cronbach's Alpha. Quantitative data was analyzed using descriptive statistics with the help of SPSS version 26 while Qualitative data was analyzed using content analysis organized thematically. Findings revealed that head teacher’s workload had significantly increased thus affecting effective supervision of schools. The implementation of the new curriculum and domiciling of junior school came with challenges of increased teacher workload, inadequate retooling, inadequate infrastructure, flooded classrooms and unclear pedagogy which were significant obstacles in effective administration to the head teacher. The study recommended the need for workload balance and leadership training for head teachers, enriched retooling training programs for teachers, sufficient physical infrastructure resources through additional allocations for effective administration in the implementation of CBC.*

Keywords: *Competency Based Curriculum, Implementation, Workload, Public primary schools, Head teacher’s administration*

1.1 Background of the Study

21st century requires educators who are professionals, have the capacity to creatively solve the challenges they encounter, foresighted and knowledgeable, skilled and focused on national development. This is particularly important in this era of competence based curriculum which requires them to nature different skills among the young people. According to Gulled (2023), a competence-based curriculum is an educational strategy that places an emphasis on the growth of pupil's abilities and knowledge via the implementation of focused learning goals and evaluation of their performance. The increased global debate on how to better school leaders for their roles led to a surge of investigations into what constitutes successful school leadership that contributed to the development of programs and certifications for school leaders to provide school-centered management trainings that will support effective leaders in head teacher roles. This was experienced in Czech Republic, Slovakia, Poland and in Saxony according to Eger, PISOŇOVÁ, & Tomczyk, (2017). The aim was to prepare head teachers to effectively design the structure, content, teaching and learning methods of new programs. Central Europe trained the head teachers before implementing Competency based curriculum that made it easier for them to administer the process effectively.

The mixed expression of head teachers on various challenges during the implementation of new curriculum in Zimbabwe, including workload balance, inadequate teaching materials, insufficient teacher training, and logistical issues in adapting to the new curriculum's structure and content showed the essence of having head teacher pre training and proper preparation. According to Muzvondiwa, & Gudyanga, (2024), Zimbabwe seemed not prepared and were hit by the curriculum implementation including lack of proper structures, and teachers often go unpaid. This affected the administration and supervision of the curriculum by head teachers therefore, there is great need to prepare head teachers adequately for effective implementation of new curriculum.

In an analysis of the principal's training in Cuba, Valiente & Ramirez (2018), discovered that, the formation of principals is key and should be conducted for their professional management due to their wide range of complex obligations. They also stressed on the role of principals as liaisons between the education stakeholders with obligations like resolving conflicts, keeping records, safeguarding and managing resources, supervising instructors, and maintaining facilities. This tries to improve pupils' academic performance. Similarly, Denis & Mudulia (2019) believe that school administrators are also responsible for personnel management, which is the method by which the head teacher supervises the teaching human resource in charge of the student's academic achievement. The people management method has four functions: acquisition, development, motivation, and maintenance of teaching human resources. Thus, it is consistent with the study since it confirms the head teacher's tasks regarding teacher recruitment, retooling, supervision and appraisal which all add up to a heavy workload in addition to other obligations.

Lyonga (2018) conducted research in Cameroon to investigate the influence of head teachers' instructional supervision strategies on teacher performance in selected primary schools in the Konye Sub Division. The findings demonstrated that teacher monitoring, such as classroom observation and record checking, enhanced instructors' performance and teaching techniques to the satisfaction of respondents (78.6% and 66.6%), respectively. Based on the findings, the research advised that experienced administrators be sent to rural primary schools in order to promote education in remote settings and to provide oversight. Even though the study was carried out in Cameroon, it is pertinent to the current one since it seeks to determine the workload of head teachers. This aspect of finding if not considered can lead to implementation failure and poor

performance of schools since it directly influences the head teacher's instructional supervision to supervise the implementation effectively.

Despite the CBC implementation challenges, Kenya is ranked among the best performers in Eastern Africa following significant advancements in preparation for both head teacher and teacher compared to the preparations for Tanzania and Rwandan administration (Kenya Economic Report, 2021), however, Kenya still lags behind in terms of training head teachers, recruiting well equipped educators and retooling the post trained educators. According to a study conducted by (PWPER), (2023). The study recommended workload observation among head teachers and considering the welfare of educators. The study found out that the implementation was hurriedly done hence faces a lot of challenges. As part of the recommendation, the junior school was domiciled in primary section which has contributed to workload and relational challenges in the implementation of CBC.

1.2 Statement of the Problem

The continuous development of education to keep up with the changing world is critical to any nation's economic viability. The African challenge of unemployment and mismatch between the training and the job demands has always pushed for curriculum review and therefore several countries just like at the global level, have incorporated the same. The potential of Competency Based Curriculum is significant in revolutionizing educational administrators as it provides leaders with the necessary skills to effectively navigate the ever-evolving educational environment. Lack of proper preparation amongst head teachers in schools has created several tensions among the stakeholders as to whether the pupils get what they purport to thus, there is need to know how the schools are being managed by the head teachers and how effective it is to the progress of the pupils and the nation's economic viability. The study by Porter, (2022) conducted in USA identifies that instructors and administrators, in this case head teachers, are influential and crucial stakeholders in shaping the extent to which school curriculum guidelines are implemented. Hence, if the instructors who are pivotal in undertaking the reforms do not embrace the curriculum changes and do not have a balanced workload, then reforms may not be effectively carried out in the implementation of CBC in primary schools. A study conducted in Ethiopia by Kelkay, (2020) to find out the leadership responsibilities of head teacher in continuous professional development of teachers. The study found out that CPD was ineffectively implemented and a recommendation was made to focus on retooling of head teachers and teachers for professional growth and success of education in Ethiopia. This aimed at strengthening the administration and supervision of schools.

A case in Kenya, according to Kimario & Otieno's (2022) cited that, some head teachers have identified emerging issues in school administration that they face when implementing Competency Based curriculum, such as increased workload, financial incapacitation, poor infrastructure, stakeholder engagement, teacher competency, domiciling junior school in primary section, and so on. These elements impact the successful administration and implementation of a Competency Based Curriculum. As a result, the clamor to find the best ways for the success and efficiency of primary school administration has spread throughout the country.

In a similar case, in Nyatike sub-county, Migori County, Kenya, where the study targeted, head teachers have been having concerns about their working conditions amidst the implementation of CBC. Despite the area having recorded the highest number of demoted head teachers in the recent past, some of the key social outcries which have been cited by the head teachers includes heavy workload, inadequate teacher retooling, congested classrooms and lack of laboratories, inadequate time for instructional supervision as obstacles to offering effective school administration. Besides, the community is worried about the future of their children whom they feel is not taught with the right personnel's who understands the curriculum. Having reviewed literature,

this research sought to examine the influence of implementation of Competency Based Curriculum on head teacher's administration of public primary schools in Nyatike sub-county, Migori County, Kenya.

1.3 Research Question

The research was guided by the following research question:

How does workload caused by the implementation of CBC influence head teacher's effective administration of public primary schools in Nyatike Sub County Migori County Kenya?

1.4 Theoretical Review of Related Literature

The study was guided by Fred Fielder's Contingency Theory as cited by Shala, Prebreza, & Ramosaj, (2021). Fred Fiedler, intended to demonstrate the link between leadership performance and situational conditions. He argued that the head teacher as an administrator should have the capacity necessary for the effective implementation of CBC curriculum in schools. Therefore, it implies that successful implementation of a new curriculum and effective administration of schools requires several elements to be put into consideration. That is: administrator workload balance and leadership styles, implementer expertise and capability, stakeholder engagement and support, teachers' perceptions and competencies, pupils' consideration, professional development and learning materials. We note that the administrator requires different varying leadership styles to manage the situation psychologically, mentally and socially for the success and full growth and development of a school during curriculum implementation. This is because head teachers are in charge of supervision of the curriculum and should get enough time for both administrative duties as well as instructional teaching. Therefore, the effectiveness in the implementation of curriculum depends on the role of the supervisor, in this case the head teacher, availability of instructional materials, in this case the physical infrastructure, the expertise and competency level, stakeholder engagement and support and safe and secure environment to execute well. Thus, the head teacher requires a well-balanced workload to oversee the instructional supervision, to observe the teacher delivery in classrooms and oversight the pupils' progress despite other administrative mandates.

Relevance of Contingency theory to the Study

The theory was of relevance to the research because it emphasized the necessity for the head teacher to apply leadership styles that are appropriate for the school. As a result, the head teacher must recognize that each school is a complex organism with distinct traits that have a significant impact on administration. One has to consider the many responsibilities he or she must play, including institutional, structural, and environmental roles that impact the school's performance and hence the curriculum implementation process. Due to modifications and new advances in the implementation process, head teachers must provide leadership and consider many styles that might appeal to be the best. This made Contingency theory the ideal fit for this study since it encouraged multiple approaches to leadership styles, which relate to the CBC implementation process because it necessitated flexibility in administration.

Further, the theory and the study focused on emergent administrative challenges during the implementation phase and how they affect head teacher administration by creating awareness and providing reasons as to why each situation requires case study. Contingency theory's strengths include developing organizational reports for leaders, stressing blended leadership styles and their state of affairs, and forecasting if the assessing technique is effectively described about the conditions.

1.5 Review of Related Literature

According to Clever-Thomas & Hammand (2017), the growing sophistication of the teaching profession in Finland is a major factor in the country's strong support for an equal and high-quality education system. A master's degree in education, spanning at least two years, is required of all educators in this field. This degree must include not just the content area but also effective teaching methods, research methods, and the integration of theory and practice. Many educators choose to stay in the classroom after obtaining a doctorate degree, since teaching has surpassed medicine as the most sought-after career. Finland transformed from a relatively uneducated society to a 21st-century powerhouse in the span of a single generation, with a literacy rate of 96%, high college enrollment and graduation rates, and first place results across the board on the PISA tests. The respect and assistance shown to teachers is not coincidental. Similarly, Singapore has shifted its focus from hiring teachers to producing top-notch educators. Many Australian teacher preparation programs get large grants from the government to forge stronger relationships with local schools in an effort to replicate the success of Finland's model schools.

The government of Australia was very active in promoting the creation of competency-based programs in a variety of industries, including the construction industry and the healthcare industry. The objective was to provide people with the skills they need to be successful in a labor market that is always on the move. A significant number of post-secondary educational institutions in Canada, such as Simon Fraser University and the Northern Alberta Institute of Technology, adopted the concept of competency-based education. This was in preparation before the roll out of the program. These universities created programs in variety of fields, including business, healthcare, and technology, among others. According to Simon Fraser University (2021) & Northern Alberta Institute of Technology (2021) as cited in Harrison, & Mueller, (2021), these courses provide pupils the opportunity to demonstrate their understanding of certain abilities through competencies which are practical and can be assessed. Furthermore, the competency-based education model has gained major momentum in a number of Asian nations' efforts to improve and extend the quality and application of their educational systems. These countries are working to improve their educational systems.

In nations such as Singapore, where CBC is widely implemented in educational institutions and schools, competency-based education has been included into the national education systems. Because of the adoption of competency-based education, the education system in Singapore is largely regarded as one of the finest in the world (OECD, 2018). This achievement may be credited, at least in part, to the presence of competency-based education. The roll out in these nations began by pre-service training to both head teachers and teachers and through it created awareness to other stakeholders. This is contrary to what was introduced in the current study since more focus was placed in continuous training to pre service and as cited by (PWPER), (2023), the training is inadequate hence affecting the administration of schools.

As mentioned in the Rwanda Education Board (2018). Rwanda adopted a competency-based curriculum in 2015 to alleviate a skills gap in the country's educational system. This was implemented as a response to Rwanda's educational philosophy, which is to ensure that all children, regardless of their learning level, receive a high-quality education in order to assist them in achieving their full potential and acquiring the necessary knowledge, skills, and attitudes to integrate into society and the labor market (Republic of Rwanda, 2015). This was done in order to help children achieve their full potential. The competency-based approach is designed to motivate pupils to achieve their highest academic achievements. However, this received challenges in the initial stages where the implementer's found an increased workload and head teachers never understood their roles clearly despite the low funding for the implementation

A study conducted by Okeyo, Areba, & Obuba, (2024), sought to examine Head Teachers' Instructional Training and Instructional Supervisory Challenges in the Implementation of the Competency-Based Curriculum in Public Primary Schools in Kisii Central Sub-County, Kisii County. The study adopted descriptive survey and stratified random sampling procedure. Interviews were applied for head teachers and questionnaire for teachers. And data analyzed using quantitative and qualitative methods. The study established that head teachers' competency, and training effectiveness as key challenges. It is concluded that all stakeholder training is necessary to create awareness of the demands of the new curriculum. It recommended Ministry of Education and other stakeholders to develop a training programme framework to equip stakeholders, provide continuous training to instructors on ICT knowledge and skills which are essential in the implementation of CBC. Significantly this study contributed to policy formulation on administrators' orientation, workload and training. This current study bridged the gap by applying mixed method approach and guided by leadership theories to capture well the challenges in Nyatike sub county, Migori County.

1.6 Methodology

The study employed Convergent design under mixed-method research approach (Creswell & Creswell, 2018). To gather data, the researcher used cross-sectional survey design for quantitative data and phenomenology design for qualitative data. This Study sampled public primary schools in Nyatike Sub-County, Migori County, Kenya. The target population was all the 130 public primary schools with 130 head teachers, 130 BOM Chairpersons, 260 junior school teachers, 4 Curriculum support officers and one sub-County director quality assurance standards officer which summed up to 525 participants. Thirteen public primary schools were sampled which gave 10% of the total population. The researcher also sampled 260 teachers using Yamane's formula. Thirteen head teachers, Four CSOs and One DQASO also participated in the study. This gave a total sample of 189 participants. Data collection was done using questionnaire for head teachers, Board of Management Chairpersons and teachers while an in depth interview guide was employed among the CSOs and DQASO.

The raw data collected from each instrument was analyzed using both quantitative and qualitative techniques. Before the data collection, a pilot study was conducted to ensure reliability and validity of the research instruments. A Cronbach's alpha coefficient of 0.748 was obtained among the head teachers, 0.899, amongst BOM chairpersons and 0.734 amongst the teachers with overall Cronbach's alpha coefficient of 0.793 which is high according to Gupta (2017). Content validity, peer review and face consultation was applied and results adjusted. The data was then organized according to respective research questions. The data was collected concurrently. Quantitative data was coded into the SPSS and then analyzed using descriptive and inferential statistics presented in tables, charts and graphs using SPSS version 26 while qualitative data was analyzed using content analysis arranged in themes. The data was translated into meaningful narratives and precise. The data analysis process also included triangulation of information from related instruments to supplement the quality of information.

1.7 Findings, Analysis and Interpretation

Influence of workload in the implementation of CBC on head teacher's effective administration of school

This section provided analysis of how head teacher's workload in the implementation of Competency Based Curriculum influences the effective administration of public primary schools in. Therefore, the researcher assessed respondents using questionnaires and in-depth interview guides. Head teachers were given a Likert scale statements to respond to open-ended question. This was a five-point Likert scale with the key: 5= strongly agree (SA), 4= Agree (A), 3=Undecided (U), 2= Disagree (D), 1= Strongly Disagree (SD).

In the following sections, the researcher presented quantitative data collected from the respondents in terms of tables, charts, and graphs. The head teachers were given questionnaires, and their qualitative information was narrated in words. Table 1 presents data on head teacher's view of how workload in the implementation of CBC has impacted their ability to effectively run the schools.

Table 1: Head teachers' views on the influence of workload on administration of school

N=13 participants

	Influence of Head teacher's workload on supervision of CBC	SA	A	U	D	SD
a	Despite my increased workload, I still find time to supervise the school	6(46.2%)	7(53.8%)	0(0.00%)	0(0.00%)	0(0.00%)
b	Supervision of CBC implementation in my school interferes with other administrative duties	8(61.5%)	4(30.8%)	0(0.00%)	1(7.7%)	0(0.00%)
c	I do not find enough time to supervise CBC implementation due to instructional supervision workload.	9(69.2%)	4(30.8%)	0(0.00%)	0(0.00%)	0(0.00%)
d	Meetings with staff and pupils takes a lot of my time and interferes with CBC supervision of pupils' progress.	6(46.2%)	6(46.2%)	0(0.00%)	1(7.7%)	0(0.00%)
e	Writing reports to the MOE is very demanding and therefore I do not have adequate time to monitor pupils' success during CBC implementation	9(69.2%)	4(30.8%)	0(0.00%)	0(0.00%)	0(0.00%)

f	Domiciling junior school in primary has increased my workload making it difficult to supervise the school effectively	9(69.2%)	3(23.0%)	1(7.7%)	0(0.00%)	0(0.00%)
g	Staff appraisal takes my time and interferes with CBC supervision	7(53.8%)	4(30.8%)	0(0.00%)	2(15.4%)	0(0.00%)
h	School development plan is crucial and takes my time hence interferes with supervision of Curriculum during implementation of CBC	6(46.2%)	4(30.8%)	0(0.00%)	3(23.0%)	0(0.00%)
i	Instructional supervision to teachers does not interfere with supervision of CBC implementation	6(46.2%)	5(38.5%)	0(0.00%)	2(15.4%)	0(0.00%)

Source: Field Data, 2024

As evident in table 1, Majority of the respondents 7(53.8%) agreed that despite their increased workload, they still find time to supervise the implementation of CBC. This shows that the head teacher’s gear towards the CBC implementation. 8(61.5%)) strongly agreed that supervision of CBC implementation in their school interferes with other administrative duties. This implied that the increased workload is experienced by the head teacher. As advocated for by the Role Theory (Goffman (1961)), the monotheistic nature of the head teacher’s office where other administrative tasks are embedded thereby increasing their workload. On the positive side, 9(69.2%) strongly agreed that supervision of CBC implementation generally interferes with other administrative duties. This can be deduced that there is more that come with the supervision of the new curriculum that does not provide adequate time to attend to other administrative duties for effective school running hence influences the school performance. Additionally, 9(69.2%) agreed that they do not find enough time to supervise CBC implementation due to instructional supervision workload. This shows that instructional supervision is wholesome thus influences the supervision of the implementation procedures. According to Lyonga (2018) as cited in a study conducted in Cameroon to investigate the influence of head teachers' instructional supervision strategies on teacher performance in selected primary schools in the Konye Sub Division, the study found out that teacher monitoring, such as classroom observation and record checking,

enhanced instructors' performance and teaching techniques to the satisfaction of respondents (78.6% and 66.6%), and recommended experience head teachers to rural areas. Echoed here, extreme workload affects administration.

In addition to this, 6(46.2%) Strongly agreed that meetings with staff and pupils takes a lot of their time and interferes with CBC supervision of pupils' progress. This shows that frequent meetings hamper effective supervision because of inadequacy of presence of the head teacher. There are several stakeholder meetings that occur within and without the school thus increasing the pressure on the head teachers' outright supervision. Similarly, 9(69.2%) strongly agreed that writing reports to the MOE is very demanding and therefore they do not have adequate time to monitor pupils' success during CBC implementation. This shows that the head teacher has numerous feedback to give to the ministry thus lowering their effectiveness. This also means, report writing is exhausting and takes a lot of time. Most of the respondent 9(69.2%) strongly agreed that domiciling junior school in primary has increased their workload making it difficult to supervise CBC implementation effectively. This clearly implied that the head teachers are overly tasked than before. The head teacher is currently in charge of ECDE, grades 1 to 6 (lower and upper primary) and also the junior school whose concept is absolutely new thereby increasing their workload immensely.

Furthermore, 5(38.5%) agreed that staff appraisal takes their time and interferes with CBC supervision. This shows that staff appraisal is quite demanding hence increases the workload of the head teacher. Staff appraisal is one of the major duties of a head teacher as the termly appraisals are constantly required by the ministry. However, its time consuming moreover, in the face of curriculum transition, it becomes more consuming thus reducing the head teacher's effectiveness in curriculum supervision. Whereas, 6(46.2%) strongly agreed that school development plan is crucial and takes their time hence interferes with the supervision of Curriculum during implementation of CBC. This implies that apart from the transitional curriculum phase, the school development plans cannot be left out. Schools have strategic plans and have to be achieved by a given period of time necessitating proper planning. The head teacher in collaboration with BOM has the responsibility to ensure the smooth sailing of the development plans. Lastly, 6(46.2%) strongly agreed that instructional supervision to teachers does not interfere with supervision of CBC implementation. This implies that most head teachers can still oversee the implementation procedure despite them handling instructional supervision roles. Since the curriculum is in the roll out stages, the head teacher has to ensure that it is smoothly implemented.

On issue related to workload most of the head teachers responded that frequent stakeholder meetings and financial records contributed to increased workload. In the same view, concerns about under staffing were raised that teachers handle more learning areas thus affecting the effective implementation of CBC. Similarly, some respondents noted that appraisal of teachers take more of their time thus increases their intensity on the workload. This clearly shows that there is significant increase in the workload of head teachers in the new curriculum. Mostly since the same administrator administers three tiers of educational level.

1.8 Conclusion and Recommendations

Based on the study findings, the study concluded that indeed CBC implementation is influential to the head teacher administration of schools. It was noted that workload of the head teachers has significantly increased and instructional supervision is rarely conducted among teachers. The teacher's workload in junior school has also increased since there are only two teachers assigned per schools making it difficult to effectively assess the curriculum implementation with low self-esteem and educational level challenges. It has also been noted

that some schools had to solicit the help of primary teachers in their various schools in order to handle the learning areas in junior school. Similarly, the head teacher's workload had also skyrocketed as they have emerging trends in writing frequent Ministry of Education reports, frequent stakeholder meetings as well as the supervisory roles that they are entitled to. In addition, they also have learning areas to cover not to mention teacher appraisal.

The study therefore concluded that increased workload affects effective supervision of CBC implementation. It is evident from the study that teacher competency is relational to the academic outcome of the learners. The study also established that some teachers lacked competencies in some learning areas. This necessitates professional development and therefore retooling was realized as the most effective form of sharpening teacher's competencies and thus should be conducted intensively.

The study recommended an in-service training for the head teachers especially on leadership and workload balance to equip them with knowledge on how to handle the new norm for effective administration of schools. The study further recommended an employment of more teachers to junior school to reduce the workload and offer them frequent and detailed retooling sessions to give the head teacher time for instructional supervision.

References

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Los Angeles, CA: SAGE.
- Creswell, J. W. (2014). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications, Inc.
- Carver-Thomas, D., & Darling-Hammond, L. (2017). Addressing California's Growing Teacher Shortage: 2017 Update. *Learning Policy Institute*
- Darling-Hammond, L., Hyler, M., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute. Retrieved from Learning Policy Institute.
- Denis, M. O., & Mudulia, M. (2019). Assessment of the Principals' administrative strategies on adequate staffing and its influence on students' performance in KCSE in Masaba south sub county, Kisii county, Kenya. *European Journal of Education Studies*.
- Eger, L., PISOŇOVÁ, M., & Tomczyk, Ł. (2017). Development programs for head teachers in four Central European countries: an international comparison. *International Journal of Management in Education*, 11(1), 25-45.
- Hancock, P. A., & Matthews, G. (2019). Workload and performance: Associations, insensitivities, and dissociations. *Human factors*, 61(3), 374-392.
- Kelkay, A. D. (2020). School principals' and supervisors' leadership practices in teachers' continuous professional development program: in secondary school of Bahir Dar city, Ethiopia. *International Journal of Leadership in Education*.
- Kelkay, A. D. (2023). Quality secondary education: Principals, teachers and students' understanding in Ethiopia. *Cogent Education*, 10(1), 2188978.
- Kothari, C.R., (2019). *Research Methodology; Methods and Techniques*. 2nd Revised Edition: New age international publisher.
- Molapo, M. (2018). Teacher training and preparation impact on curriculum implementation in Limpopo primary schools. *Journal of Education and Practice*, 9(3), 45-58.

- Muzvondiwa, E., & Gudyanga, A. (2024). An evaluation of preparedness of government high schools in the implementation of the competence based curriculum (CBC) in Gweru district, Zimbabwe. *Cogent Education*, 11(1), 2380625.
- Porter, L. M. (2022). *Examining Educational Opportunities and Outcomes for Students Classified as English Learners* (Doctoral dissertation, University of Oregon).
- Nawaz, A. & Abar, R. (2021). Gross Theory of Curriculum Implementation. *Educational Research and Reviews*, 16(2), 123-135.
- Nzinga, J. (2016). The role of teacher proficiency in curriculum implementation. *Journal of Curriculum Studies*, 28(4), 45-58.
- Okeyo, E., Areba, G., & Obuba, E. (2024). Head teachers' Instructional Training and Instructional Supervisory Challenges in the Implementation of the Competency-Based Curriculum in Public Primary Schools in Kisii Central Sub-County. *Journal of the Kenya National Commission for UNESCO*, 4(2).
- Presidential Working Party on Education Reform (PWPER). (2023). Report on Education Reforms in Kenya. Government of Kenya.
- Sarmurzin, Y., Amanzhol, N., Toleubayeva, K., Zhunusova, M., & Amanova, A. (2021). The impact of OECD research on the education system of Kazakhstan. *Asia Pacific Education Review*, 22(4), 757-766.
- Sifuna, D. N & Obonyo, M. M. (2019). Competency-Based Curriculum in Primary School in Kenya- Prospects and Challenges of Implementation. *Journal of Popular Education in Africa*. 3(7), 39 – 50.
- Showkat, N., & Parveen, H. (2017). Non-probability and probability sampling. *Media and Communications Study*, 6(1), 1-9.
- Scott, S., Limbert, C., & Sykes, P. (2024). Work-related stress among headteachers in Wales: Prevalence, sources, and solutions. *Educational Management Administration & Leadership*, 52(1), 208-229.
- Shala, B., Prebreza, A., & Ramosaj, B. (2021). The contingency theory of management as a factor of acknowledging the leaders-managers of our time study case: The practice of the contingency theory in the company Avrios. *Open Access Library Journal*, 8(9), 1-20.
- Tahira, M., & Haider, A. G. (2020). Role of head teacher in the whole school development. *Turkish International Journal of Special Education and Guidance & Counselling ISSN: 1300-7432*, 9(2), 50–65. Retrieved from <https://www.tijseg.org/index.php/tijseg/article/view/16>
- Valiente Sandó, P., Prada, J. J. D. T., Sarduy, Y. P., & Ramírez, J. G. (2018). The training of school principals: A study in the Cuban context. *Educational Management Administration & Leadership*, 46(2), 258-278.
- Wamalwa, P. (2023). Challenges facing implementation of effective teacher professional development programs in Kenya. Research Gate. Retrieved from Research Gate.
- Waweru (2018). Influence of Teacher Preparedness on Implementation of Competency Based Curriculum in Public Primary Schools in Nyandarua North Sub-County, Kenya (Doctoral dissertation, university of Nairobi)