# Influence of School Leadership in Curriculum Implementation in Public Secondary Schools In Elgeyo-Marakwet County, Kenya

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**Abstract**
*The purpose of this study was to assess influence of school leadership in curriculum implementation in public secondary schools in elgeyo-marakwet county, Kenya. The study was guided by Lewin change theory. A pragmatic research paradigm was utilised in this study. The methodology used was mixed method research. A sample size of 37 secondary schools was selected to participate in the study. The respondents for the study were selected using stratified random sampling technique. The study utilised questionnaire as instruments for data collection. Data collected was analysed using descriptive and inferential statistics. It is expected that the study findings will bring out specific and workable strategies that can be used by school managers in managing change. The study concludes that school leaders should have positive attitude towards education change process, there should be effective feedback systems in our institutions, school leaders should ensure that there is regular appraisal of the progress of education change, staff get adequate and meaningful support for the success of their role in the planning and implementation of educational change and administrators to believe in the benefits of educational change in this school. The study recommends that committed professional leadership, with capacity for change management, was crucial to effective implementations of the curriculum.*
**Key Words:** *leadership, curriculum, public secondary schools, schools, implementation.*
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## I. Background of the study

Education is the greatest instrument for effecting national development. In Kenya, education is rapidly changing and is tailored towards meeting the social pillar objectives of Vision 2030 and Education for All goals. For this education to attain its objective, it requires many changes from policy and to the implementation stages. This is because Fullan, Cuttress and Kilcher (2005) argue that change has been part of human behaviour throughout the known history of the world. The core of education and knowledge is change (Razzaq, 2012). Fullan (2007) defines educational change as learning how to do something new. Fullan (2005) pointed out that the successful implementation of educational change is a complex process with no clear solution. This suggests why educational reforms are often not well implemented, causing a huge deficit of finance, human resources, and loss of potential.

Curriculum implementation is an ongoing process and is generally aimed at improving teaching and learning, but it usually comes with challenges (Harrison, 2013), which necessitates school management to devise ways to address them. Change is not a choice; organisations continually evolve either positively or negatively. Any organization that desires to improve or keep up with its competitors has to change (Dimba, 2001). School curriculum is one of the organizational components that must keep abreast of changing times. This is because the education curriculum does not operate in a vacuum. It is, itself, often influenced in a subtle and indirect manner, by pressures from society (Razzaq, 2012). This requires the successful implementation of any change to be made in educational organizations.

In situations of performing changes in educational organisations, school administrators are burdened with important roles. While writing from the United States, Van Bodegraven (2015) said that in order for school administrators to perform roles expected of them, they need to have a tendency towards embracing educational change. From this point of view, the determination of school leaders' strategies towards change is considered as important. Leadership is critical to the alignment and the achievement of 21st Century curriculum education objectives (Canli et al., 2015). The authors opined that change management of an educational institution is a subject of great interest. This is because effective management of the educational system is expected to bring about efficiency in the system. Highly effective leadership (principals, headteachers, HODs) in change management would influence the teachers and other school personnel. This, in turn, would lead to the production of a highly skilled workforce (students) and, thus, national development (Ngozi & Isabella, 2014).

School leadership is very important in every human endeavour and has been defined in various ways by different scholars and researchers. Leadership in school has been viewed to involve the ability to influence, direct and coordinate group activities in such a way that the people work willingly towards achieving the goals and objectives of the organization (Buyukgoze, 2016). Leadership is very important in education—educational leadership and management form very important aspects of secondary school administration. Transformational leadership is one of the three leadership models linked to collegial management on the table (Lowder, 2009). It is seen as a shift from the older leader-centred leadership style to the newer process-centred leadership style. It is seen to be humanistic, virtue-driven, and considerate of the needs of the employees. This leadership style is associated with the change management process n educational institutions.

## II.  Statement of the Problem

Education across the world is rapidly changing and technically tailored towards meeting certain goals such as the Sustainable Development Goals (SDGs) and the national goal of education. Organizations need avenues for change management in order to acquire new administrative schemes and plans. However, without acceptance of change management in organizations, there would be laxity in the implementation of important development agenda (Bogonko, 2013).

A research conducted in the United States by Van Bodegraven (2015) noted that teacher implementation of school reforms varies widely and often results in inconsistent student outcomes. Teachers adopted or resisted change for complex reasons that are not fully understood. In Turkey, Canli et al. (2015) argued that the determination of school administrators' tendencies towards change is considered as important. They found out that school administrators' tendencies towards change differed significantly in terms of variables of gender and educational level, while they did not differ significantly in terms of variables including the area of expertise, type of task, seniority, and type of school.

Coming to Africa, Kanelechi and Tope (2013), a study in Nigeria established that most school administrators were not able to cope with the demands needed to implement education curriculum change. In South Africa, Themba (2010), found out that some stakeholders were dissatisfied due to their poor involvement in managing change in their schools.

In Kenya, Bogonko (2013), found out that many public secondary schools in Trans-Nzioa County faced financial and legal challenges in enabling change management practices. The observation from the international, regional, and local perspectives indicates that change management is an issue in secondary schools. The researcher also observed that inadequate studies had been done to determine how headteachers are coping with change management issues in their schools in Elgeyo-Marakwet County. Therefore, there is a need to investigate the influence of school leadership in curriculum implementation in public secondary schools in Elgeyo-Marakwet county, Kenya.

## General Objective
The purpose of the study was to investigate the influence of school leadership in curriculum implementation in public secondary schools in Elgeyo-Marakwet county, Kenya.

## Research questions
What is the influence of school leadership on curriculum implementation in public secondary schools in Elgeyo-Marakwet County, Kenya?

## III.  Literature Review
This chapter looks at the theoretical framework, the conceptual framework and empirical review

## Leadership Strategy in Change Management during Curriculum Implementation
Effective educational change implementation does not take place in a school where the principal is incapable of executing supervisory functions (Eimuhi, 2017).The role of principals as instructional leaders, especially in promoting the learning environment, requires them to have a positive attitude towards changes, and this role is a crucial question that must be addressed (Harrison, 2013). The school management team headed by the principal must develop, support, and equip staff with knowledge and skills to respond positively to the ever-changing phenomenon of education to meet the contemporary societal challenges (Uko, 2015). Abdulkareem (2011), opined that to achieve this, there must be a continuous increase and adequacy of educational facilities because the existing ones are often overstretched, poorly maintained, and cannot provide and foster desirable, creative and harmonious problem-solving skills. Various research studies have been conducted to determine how leadership strategies influence the implementation of change management in education.

In Australia, Clement (2014) explored teachers' perspectives on the management of mandated educational change to understand how it may be managed more effectively. A case study of teachers' responses

to the introduction of a quality teaching initiative in two New South Wales schools found that while some teachers described the strong negative impact of this externally initiated approach, others had taken charge of the required change and worked creatively with it. This suggests that a mandated change can be managed in positive ways, and an alternative approach is explored. The results by Clement shows divided opinion by teachers; this study will determine the position that the majority of teachers have towards the contribution of leadership on managing educational change.

In Vanuatu, Harrison (2013) investigated the process of educational change management through the experiences, perceptions, and expectations of the Ministry of Education (MoE) officials, heads of schools, and teachers, with specific reference to the change in the English medium senior secondary school assessment process. The research data for this study were gathered using a qualitative case study approach that used individual semi-structured interviews and document analysis. Findings revealed that the participants welcomed the change to the English medium senior secondary school assessment process, as it enables Vanuatu to have its national certificate at this level. However, the study also identified several factors that appeared to have hindered the implementation process.

In Hong Kong Leung (2014) study used Dimmock and Walker's cross-cultural comparative framework to investigate the interface between societal cultures and leadership styles in two primary schools in Hong Kong. The analysis showed that educational development and curriculum reform at the schools were influenced by global culture and by the local Hong Kong subculture. The study illustrated the effect of leadership styles and culture on the development of educational reform in Hong Kong in the past 15 years.

In New Zealand, Craggs (2011) explored the personal responses of middle leaders to a major curriculum change and identified both the challenges that they have faced and their responses to them in the course of the implementation process. A pragmatic methodological approach that employed both quantitative and qualitative data gathering methods with greater emphasis on the qualitative was used. The data was gathered from a wide range of secondary schools in the Northland region, with interviews conducted in three schools in the area. The research indicated that there exist in secondary schools, some significant barriers to effective curriculum implementation, and that interpretation and practice amongst middle leaders are highly variable. The response of middle leaders to these challenges was mostly a managerial one rather than leadership.

In Malaysia, Mei and Abdull (2013) examined teachers' perceptions regarding Principals' Change Leadership Competencies (PCLC) in managing change, 936 teachers from 47 High Performing Secondary School (HPSS) in Malaysia completed the survey. The findings revealed that principals in HPSS possess adequate PCLC; although PCLC was reported higher in rural areas rather than urban areas, it was not reliably related to the location of the school. Principals achieved the highest mean score of PCLC in Goal Framing domain but the lowest score in Defusing Resistance and Conflict domain regardless of the school location.

Patimah (2013) determined the scale of changes and the style of changes in the High-Performance Schools (SBT) and national schools at primary and secondary level in the district of Kota Tinggi, Johor. This study involved 154 samples from a primary school and a secondary school that is acknowledged as a High Performing Schools (SBT) and two randomly selected national schools of primary and secondary level. The findings of the descriptive analysis showed that the scale of change in high-performance schools and national schools are different, whereas the styles of change practiced by the school leaders indicated some common traits.

In Turkey, Canli, Demirtas and Ozer (2015) determined the school administrators' tendencies towards change. The population of this descriptive study was comprised of a total of 212 school administrators, 116 of whom serve in primary schools, and 96 of whom serve in secondary schools in the city centre of the province of Adiyaman, Turkey. It was determined that school administrators were mostly entrepreneurs in the case of change, that they believe in benefits of a change, that they tend to maintain the status quo and meet change with moderate resistance. Overall, school administrators were mostly found to tend to change.

In Indonesia, Firmaningsih-Kolu (2015) analysed the implementation of the instructional leadership phenomenon as the basic concept of effective leadership. A qualitative method with the inductive approach was used by the researcher to gather the data. The data was gathered by interviewing three principals and three teachers from three different schools in Indonesia. The researcher found the pros and contras during the implementation of the principal's instructional leadership. The findings of the study indicated that most principals and teachers supported the enforcement of instructional leadership in the Indonesian education system intensively. The principal's instructional leadership ran effectively when, in practice, the leadership was followed and guided by a clear formulation instructional objective and good collaboration among principals, teachers, students, and all stakeholders.

In Kuwait, Al-Sharija (2012) investigated the leadership practices of school principals for embedding ICT into schools. The case study assessed two Kuwaiti secondary schools; both schools had well-established ICT programs. The mode of data collection used a mixed-methods design. The study found out principals of Schools A and B employed three key strategies to maximise the impact on the teaching staff incorporating ICT

into their teaching and learning practices. These strategies were: (a) encouragement for teaching staff to implement ICT in their teaching; (b) support to meet the material and human needs of teaching staff using ICT; and (c) provision of instructions and guidance for teaching staff in how and why such behaviours and practices should be performed. The strategies provided the basic leadership practices required to construct a successful ICT embedded implementation process.

Dimba (2001) examined the role played by the principals in managing curriculum change in selected districts in KwaZulu Natal. The study made use of interviews and a questionnaire to determine whether principals perceived themselves as facilitating curriculum change and whether educators saw them as bringing about change in schools. The study concluded that principals were viewed as facilitating curriculum changes through such areas as consultation, participatory decision making, team building, school policy, and vision. However, it was established that the majority of educators perceived principals as facilitating curriculum change. However, a notable number of respondents were either uncertain or did not agree that principals promote curriculum change in schools.

Themba (2005) focused on the rationale for a focus on leadership roles of school managers, clearly depicting school managers' leadership and management roles during the apartheid era in South Africa, which exposed school managers to numerous criticisms and ultimately being deemed as failures. This research identifies a need for school managers to be capacitated concerning appropriate leadership roles to manage the implementation of new change initiatives and still maintain school organizational stability and effectiveness. Consequently, this research propounds the attributes of the instructional, transactional, and transformational leadership roles as appropriate for a changing educational environment.

In Nigeria, Kanelechi and Tope (2013) investigated the emerging roles that members of the School Management Team play in their efforts to manage the on-going educational changes in schools. Empirical research was conducted in four randomly selected schools in Abia State. The questionnaire was constructed to gather data from members of SMTs on the challenges facing SMTs in implementing educational policies. The research findings revealed that the present school managers find it difficult to meet the new managerial expectations that are brought about by the transforming educational environment.
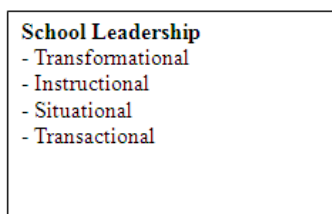
Nnenna and Boma (2014) examined the transformational leadership model and schools' management information system (SMIS) as two change agents that can be applied to bring about improvement in the management of secondary schools in Nigeria. Transformational leadership applies certain principles such as personal autonomy of teachers and other staff, opportunities for leadership, communication, maximizing organizational outcomes that are also emphasized by an SMIS. Thus, an SMIS needs to be driven by a transformational (visionary) leader leading to greater effectiveness and efficiency in secondary schools' management in Nigeria.

Kahera (2010) study was to establish the factors affecting curriculum implementation in secondary schools in Kenya. This research was conducted in Kakamega South District of Kakamega County. The research focused on secondary schools located in the rural areas of the district. The general observation that was made was understaffing was the main challenge affecting curriculum implementation. In servicing of teachers was lacking. Most schools had several teachers employed on BOM. The distribution of teachers in the district is not even. Parents and the general community support on matters regarding the curriculum implementation were minimal. Most schools experience inadequate facilities and infrastructure. It was also established that drug and substance/alcohol abuse affected teaching. Teaching and learning resources were not sufficient to have effective curriculum implementation. The study recommended that the TSC should address critical understaffing in schools. In servicing of teachers should be done in a properly organized manner, especially in non-science subjects.

In Kenya, Lambaino (2016) sought to establish the challenges encountered by principals in the implementation of ICT-based curriculum and instruction in secondary schools in Elgeyo Marakwet County in Kenya. The total target population included 20 secondary schools. The study was carried out among selected secondary schools in Elgeyo Marakwet County. It was found out that school leadership has a key role in ICT implementation in teaching and learning. However, the level of ICT implementation is at its very basic levels and stages; hence a conclusion that lack of technological, transformational, curriculum and instructional leadership, and role models as custodian of school ICT implementation programs in secondary schools was inadequate. While Lumbasio looked at the challenges encountered in ICT implementation, this research sought to determine whether there are any challenges that school management face when implementing strategic leadership change management practices in curriculum implementation.

**Conceptual Framework**
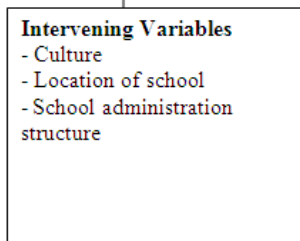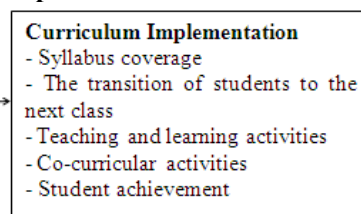**Independent Variables**                                                   **Dependent Variable**



**Figure 1 Conceptual Framework**

**Research Methodology**
## Research Design
This study utilised concurrent triangulation mixed research design.
## Target Population
The study target population comes from 123 public secondary schools in Elgeyo-Marakwet County. The study targeted 123 Principals, 123 Deputy principals, 984 HODs and 5 Directors of Education.
## Sampling Procedure and Sample Size
A sample size of 30% was used in this study to get 37 Principals, 37 Deputy principals, 295 HODs and 2 Directors of Education.
 Data Analysis techniques
Data analysis was done by checking the questionnaire entries and noted information for consistency and accuracy; then, it was arranged to simplify coding and tabulation. Descriptive statistics were used including, proportions, measures of central tendency, and frequency distributions to analyse data. The inferential method includes Karl Pearson Product Correlation. Analysed data was presented using tables, graphical illustrations, and narrations.

## IV.    Research Findings And Discussions
**School leadership**
The study also sought to establish the influence of school leadership in curriculum implementation in public secondary schools in Elgeyo-Marakwet County, Kenya.  Table 4 presents the study results.

The study results on the influence of school leadership in curriculum implementation in public secondary schools in Elgeyo-Marakwet County, Kenya shows that 4(1.3%) of the respondents strongly agree, 2(0.6%) agree, 200(65.4%) undecided and 100(32.6%) disagree with the statement that the principal maintains a school tone and culture that create the climate of social responsibility (Mean=2.29, Standard deviation=0.548). The study findings agree with Harrison (2013), who asserts that the role of principals as instructional leaders, especially in promoting the learning environment, requires them to have a positive attitude towards changes, and this role is a crucial question that must be addressed. The study also concurs with (Uko, 2015), who noted that the school management team headed by the principal must develop, support, and equip staff with knowledge and skills to respond positively to the ever-changing phenomenon of education to meet contemporary societal challenges.

Also, 102(33.3%) of the respondents strongly agree, 173(56.5%) agree, 20(6.5%) undecided, 10(3.3%) disagree and 1(0.3%) strongly disagree with the statement that the schools are capable of executing supervisory functions (Mean=4.19, Standard deviation=0.723). The findings agree with Clement (2014), who explored teachers' perspectives on the management of mandated educational change to understand how it may be

managed more effectively. He found out that while some teachers described the strong negative impact of this externally initiated approach, others had taken charge of the required change and worked creatively with it. This suggests that mandated change can be managed in positive ways, and an alternative approach is explored.

Further, 6(1.9%) of the respondents strongly agree, 28(9.1%) agree, 244(79.7%) undecided, 25(8.2%) disagree and 3(0.9%) strongly disagree with the statement that Most school leaders have positive attitude towards education change process (Mean=3.03, Standard deviation=0.539). The findings agree with Harrison (2013), who investigated the process of educational change management through the experiences, perceptions, and expectations of Ministry of Education (MOE) officials, head of schools, and teachers, with specific reference to the change in the English medium senior secondary school assessment process. Findings reveal that the participants welcomed the change to the English medium senior secondary school assessment process, as it enables Vanuatu to have its own national certificate at this level. However, the study also identified several factors that appeared to have hindered the implementation process. The study finding is also in agreement with Hong Kong Leung (2014), who investigated the interface between societal cultures and leadership styles in two primary schools in Hong Kong. The analysis shows that educational development and curriculum reform at the schools were influenced by global culture and by the local Hong Kong subculture. The study illustrated the effect of leadership styles and attitude on the development of educational reform in Hong Kong in the past 15 years.

Another, 157(51.3%) of the respondents strongly disagree, 31(10.1%) disagree, and 16(5.3%) were undecided with the statement that there are effective feedback systems in our institutions (Mean=2.87, Standard deviation=0.793). The findings agree with Mei and Abdull (2013), who examined teachers' perceptions regarding Principals' Change Leadership Competencies (PCLC) in managing change, 936 teachers from 47 High Performing Secondary School (HPSS) in Malaysia completed the survey. The findings revealed that principals in HPSS possess adequate PCLC; although PCLC was reported higher in rural areas rather than urban areas, it was not reliably related to the location of the school. Principals achieved the highest mean score of PCLC in Goal Framing domain but the lowest score in Defusing Resistance and Conflict domain regardless of the school location.

Another, 29(9.5%) of the respondents strongly agree, 89(29.1%) agree, 33(10.8%) undecided, 135(44.1%) disagree and 20(6.5%) strongly disagree with the statement that School leaders ensure that there is regular appraisal of the progress of education change (Mean=2.91, Standard deviation=1.169). The study is in agreement with Patimah (2013), who determined the scale of changes and the style of changes in the High-Performance Schools (SBT) and national schools at primary and secondary level in the district of Kota Tinggi, Johor. The findings show that the scale of change in high-performance schools and national schools are different, whereas the styles of change practiced by the school's leaders indicated some common traits.

Further, 95(31%) of the respondents strongly agree, 64(20.9%) agree, 28(9.2%) undecided, 15(4.9%) disagree and 104(33.9%) strongly disagree with the statement that School leaders appraise effort staff are putting into the education change process since it is important in inspiring followers (Mean=3.10, Standard deviation=1.691). This is in agreement with Canli, Demirtas and Ozer (2015), who determined the school administrators' tendencies towards change. It was determined that school administrators were mostly entrepreneurs in the case of change, that they believe in benefits of a change, that they tend to maintain the status quo and meet change with moderate resistance. Overall, school administrators were mostly found to have a tendency to change.

Also, 67(21.9%) of the respondents strongly agree, 159(51.9%) agree, 54(17.6%) undecided, 20(6.5%) disagree and 6(1.9%) strongly disagree with the statement that school administration provide feedback to their followers as often as possible (Mean=3.85, Standard deviation=0.902). The findings agree with Firmaningsih-Kolu (2015), who analysed the implementation of the instructional leadership phenomenon as the basic concept of effective leadership. The findings of the study indicated that most principals and teachers supported the enforcement of instructional leadership in the Indonesian education system intensively. The principal's instructional leadership ran effectively when, in practice, the leadership was followed and guided by a clear formulation instructional objective and good collaboration among principals, teachers, students, and all stakeholders.

Another, 36(11.7%) of the respondents strongly agree, 207(67.6%) agree, 16(5.2%) undecided, 46(15.3%) disagree and 1(0.3%) strongly disagree with the statement that school staff get adequate and meaningful support for the success of their role in the planning and implementation of educational change (Mean=3.75, Standard deviation=0.861). The study agrees with Themba (2005), who focused on the rationale for a focus on leadership roles of school managers, clearly depicting school managers' leadership and management roles during the apartheid era in South Africa, which exposed school managers to numerous criticisms and ultimately being deemed as failures. This research identifies a need for school managers to be capacitated concerning appropriate leadership roles to manage the implementation of new change initiatives and still maintain school organisational stability and effectiveness. Consequently, this research propounds the

attributes of the instructional, transactional, and transformational leadership roles as appropriate for a changing educational environment.

Finally, 20(6.5%) of the respondents strongly agree, 140(45.8%) agree, 21(8.9%) undecided, 15(4.9%) disagree and 110(35.9%) strongly disagree with the statement that school administrators believe in the benefits of educational change in this school (Mean=2.82, Standard deviation=1.477). The results agree with Nnenna and Boma (2014), who examined the transformational leadership model and school's management information system (SMIS) as two change agents that can be applied to bring about improvement in the management of secondary schools in Nigeria. Transformational leadership applies certain principles such as personal autonomy of teachers and other staff, opportunities for leadership, communication, maximizing organizational outcomes that are also emphasized by an SMIS. Thus, an SMIS needs to be driven by a transformational (visionary) leader leading to greater effectiveness and efficiency in secondary school's management in Nigeria

The study finding also reveals that school leadership in curriculum implementation in public secondary schools in Elgeyo-Marakwet County, Kenya. This implies that for the schools to implement the curriculum the principal should maintain a school tone and culture that create the climate of social responsibility, the schools should be capable of executing supervisory functions, school leaders should have positive attitude towards education change process, there should be effective feedback systems in our institutions, school leaders should ensure that there is regular appraisal of the progress of education change, staff get adequate and meaningful support for the success of their role in the planning and implementation of educational change and administrators to believe in the benefits of educational change in this school.

**Table 4 School leadership**

| Statements | No. | SA | A | UD | D | SD | Mean | Std dev |
|---|---|---|---|---|---|---|---|---|
| The principal maintains a school tone and culture that create the climate of social responsibility | Fig | 0 | 4 | 2 | 200 | 100 | 2.29 | 0.548 |
| | % | 0 | 1.3 | 0.6 | 65.4 | 32.6 | | |
| The schools are capable of executing supervisory functions | Fig | 102 | 173 | 20 | 10 | 1 | 4.19 | 0.723 |
| | % | 33.3 | 56.5 | 6.5 | 3.3 | 0.3 | | |
| Most school leaders have a positive attitude towards education change process | Fig | 6 | 28 | 244 | 25 | 3 | 3.03 | 0.539 |
| | % | 1.9 | 9.1 | 79.7 | 8.2 | 0.9 | | |
| There are effective feedback systems in our institutions | Fig | 0 | 0 | 157 | 16 | 31 | 2.87 | 0.793 |
| | % | 0 | 0 | 51.3 | 5.3 | 10.1 | | |
| School leaders ensure that there is a regular appraisal of the progress of education change | Fig | 29 | 89 | 33 | 135 | 20 | 2.91 | 1.169 |
| | % | 9.5 | 29.1 | 10.8 | 44.1 | 6.5 | | |
| School leaders appraise effort staff are putting into the education change process since it is important in inspiring followers | Fig | 95 | 64 | 28 | 15 | 104 | 3.10 | 1.691 |
| | % | 31 | 20.9 | 9.2 | 4.9 | 33.9 | | |
| School administration provide feedback to their followers as often as possible | Fig | 67 | 159 | 54 | 20 | 6 | 3.85 | 0.902 |
| | % | 21.9 | 51.9 | 17.6 | 6.5 | 1.9 | | |
| School staff get adequate and meaningful support for the success of their role in the planning and implementation of educational change | Fig | 36 | 207 | 16 | 46 | 1 | 3.75 | 0.861 |
| | % | 11.7 | 67.6 | 5.2 | 15.0 | 0.3 | | |
| School administrators believe in the benefits of educational change in this school | Fig | 20 | 140 | 21 | 15 | 110 | 2.82 | 1.477 |
| | % | 6.5 | 45.8 | 8.9 | 4.9 | 35.9 | | |
| **Valid** | | | | | | | **3.42** | |

## Correlation Analysis

Correlation results showed that relationship between school leadership and curriculum implementation was positive and significant (r=0.137, p<0.05).

**Table 6: Correlation Coefficient Matrix**

| | | Curriculum implementation | School leadership |
|---|---|---|---|
| **Curriculum implementation** | Pearson Correlation | 1 | |
| | Sig. (2-tailed) | | |
| **School leadership** | Pearson Correlation | .137[*] | 1 |
| | Sig. (2-tailed) | 0.000 | |

# V. Summary, Conclusions and Recommendation
## Summary of the Study

**School leadership**

The third objective of the study was to find out the influence of school leadership on curriculum implementation in public secondary schools in Elgeyo-Marakwet County, Kenya.The study found out that the

respondents agreed on all aspects of school leadership. They agreed that; the principal maintains a school tone and culture that creates a climate of social responsibility and that schools are capable of executing supervisory functions. The study also revealed that school leaders have a positive attitude towards education change process, there is an effective feedback system in our institutions, school leaders ensure that there is regular appraisal of the progress of education change, school leaders appraise effort staff are putting into the education change process since it is important in inspiring followers, school administration provide feedback to their followers as often as possible, school staff get adequate and meaningful support for the success of their role in the planning and implementation of educational change, and school administrators believe in the benefits of educational change in this school.

The study findings also showed that school leadership had a strong positive correlation on curriculum implementation. The study finding also reveals that school leadership in curriculum implementation in public secondary schools in Elgeyo-Marakwet County, Kenya. This implies that in order for the schools to implement the curriculum the principal should maintain a school tone and a culture that createsa climate of social responsibility, the schools should be capable of executing supervisory functions, school leaders should have a positive attitude towards education change process, there should be effective feedback systems in our institutions, school leaders should ensure that there is regular appraisal of the progress of education change, staff get adequate and meaningful support for the success of their role in the planning and implementation of educational change, and the administrators should believe in the benefits of educational change in this school.

## Conclusion of the study

The study further concluded that in order for the schools to implement the curriculum the principal should maintain a school tone and a culture that creates a climate of social responsibility, the schools should be capable of executing supervisory functions, school leaders should have positive attitude towards education change process, there should be effective feedback systems in our institutions, school leaders should ensure that there is regular appraisal of the progress of education change, staff get adequate and meaningful support for the success of their role in the planning and implementation of educational change and administrators to believe in the benefits of educational change in this school.

## Recommendations of the study

The study also recommends that committed professional leadership, with capacity for change management, was crucial to effective implementations of the curriculum.

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