

# Emerging Issues of Curriculum Implementation Policies and Their Influence on Management Roles of Primary School Managers

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## Abstract

Emerging issues are concepts or ideas that may perhaps fringe thinking today and could develop into a critical mainstream issue in the future. The study investigated influence of emerging issues of curriculum Implementation Policies on management roles of public primary school head teachers in Nyatike sub-county, Kenya. The sub-county had the highest number (19.31%) of demoted head teachers in Migori County due to improper implementation of curriculum policies in the years 2018/2019. The study was guided by the objective that stated 'to assess the influence of emerging issues of curriculum implementation policies on management roles of public primary school head teachers in Nyatike sub-county'. The study used cross sectional descriptive survey research design and a mixed research approach. Contingency theory of management was used to guide the study. Out of targeted 129 public primary schools in Nyatike sub-county and a target population of 1169, the total sample size was 358 respondents. Purposive and stratified sampling technique was applied. Validity was established through expert judgment from the department of educational management and foundations. The content validity index was computed to determine the level of accuracy of the instruments which was .81. Reliability as established using the split half method and a reliability coefficient computed using Spearman's Brown prophecy formula. The instrument was used after it attained a Cronbach's Alpha reliability index of .80. The main data collection instruments were questionnaires and interview schedule. The study used both quantitative and qualitative data analysis. The researcher accorded due respect to the respondents' privacy and treated them with utmost confidentiality. The analyzed findings of the objective showed that emerging issues of curriculum implementation policies have significant and average positive influence ( $r = .482$ ) on management roles of public Primary school head teachers. There is statistically significant evidence of influence of the emerging issues of curriculum implementation policies on management roles of public primary school head teachers. The study findings will guide policy makers on the need of preparing public primary school head teachers on emerging issues of curriculum implementation policies on management roles upon being appointed into the positions. It will also contribute to a pool of knowledge on the same.

**Keywords:** Emerging Issues, Curriculum and Policies.

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## 1. Introduction

Emerging issues according to Lum (2016) is a possible new technology, a potential public policy issue or a new concept and idea or expectation that while perhaps fringe thinking today, could mature and develop into a critical mainstream issue in the future or become a major trend in its own right. Every generation are subject to some unique emerging issues.

Education sector faces a lot of policy reforms to meet the environmental requirements and to readily adapt to the global competition. According to Shirley and Rodney (2004), the United States of America has developed laws of copyright to protect the online policy developers which was motivated by the development of Distance Education and e-learning courses that use the internet to distribute the information. The Act has specific guidelines which the developers have to comply with. There are Software Standards set to ensure quality, there is the students and teacher's interactions as the models of submitting assignments and getting feedback are clearly set out and the students Code of Conduct and access the technical support if need be (Shirley & Rodney, 2004). Kenya's Education system has borrowed a lot from USA where these issues were of concern. It is therefore expected that the implementation of these new policies will find the head teachers ill prepared hence the need for this study.

Table 1.1 shows statistics of primary head teachers that have since been demoted or relieved of

administrative duties because of non-compliance to implementation of new policies on curriculum implementation policies in Migori County.

From table 1.1, majority of primary school head teachers were demoted (19.31%) in the years 2018-2019 were from Nyatike Sub-County, hence the reason for carrying out this research in Nyatike Sub-County.

### **1.1 Statement of the problem**

Most heads perform the work from experience, in a constantly changing society where new things require new knowledge and skills to perform professional and administrative duties. UNESCO (2010) recommended education systems all over the world to urgently address this gap as it impacts on the head teachers directly. This dynamic impact of emerging issues in management of public primary schools has been brought about by technological evolutions, changing government policies which are believed to conform to today and future needs of the society and integrate cohesively. Because of this, the expected roles of the head teachers keep on changing and yet the researchers have not woken up to the increasing pace of the demand of new and updated skills on head teachers in order to effectively manage the schools.

According to Education act 2013, TSC code of regulations and head teacher's manual, the head teachers are expected to manage all the situations which emerge at work despite the emerging

nature they pose to the head teachers of which some require continuous training support, staffing and infrastructural stabilities to achieve the implementation of policies and to curb the threats posed by these emerging trends. It is no wonder primary school head teachers are the most stressed work force in the Ministry of Education as well as TSC (TSC Newsletter, 2020). There is therefore need for realistic fact-finding research to help these primary head teachers.

There are mixed reports in Migori County with regards to how the human resource is managed, the limited financial resources allocated to the public primary schools and matters of curriculum policies and implementation. It is expected that they are managed at par with other Counties in

Kenya but the national Ministry of Education (MoE) records of 2020 shows that they are tailing. In addition, statistics from Migori TSC Human Resource Office shows that in the last two years (2018 / 2019), 19.31 percent of primary head teachers were demoted due to rejection by parents, financial mismanagement and improper implementation of curriculum policies in Nyatike Sub-County. Since Nyatike Sub-County had the highest percentage of head teachers demoted or transferred in the nine Sub-Counties in Migori County, it provided the most suitable location for carrying out this research.

### **1.2 Objectives of the study**

The research was guided by the objective that stated- To assess the influence of emerging issues of curriculum implementation policies on management roles of public primary school head teachers in Nyatike sub-county, Kenya.

### **1.3 Research hypotheses**

**Ho:** There is no significant influence of emerging issues of curriculum implementation policies on management roles of public primary school head teachers in the study area.

### **1.4 Theoretical concept - Contingency theory of management**

The research was guided by contingency theory of management. This theory was initiated by Burns and Stalker (1961) and further expounded by Fiedler (1964). It states that there is no best way of organizing / leading and that an organizational leadership that is effective in some situations may not be effective in others. It further explains that organic systems are appropriate for conditions of change and individual tasks, which are relevant to the total situation of the concerned are adjusted and re-defined through interaction with others. This implies that with the emerging issues of curriculum implementation policies, there is need for appropriate preparedness on the different ways of doing things or implementation.

## **2. Literature Review**

The literature reviewed ranged from online learning platforms, rapid development in technology, increasing access to higher learning, open and distance learning, competency based curriculum, ICT integration and many others. These presents a myriad of opportunities for learning and assessing students learning progress. These opportunities involve both teacher and learners (Ogange, Agak, Okelo & Kiprotich 2018). However, Anna (2013) argues that persistence in an online environment may be more challenging in one course than others. Furthermore, participation may be less intimidating and the quality and quantity of interaction maybe increased in online classes. These were identified as emerging issues and very relevant in Kenyan education system with many gaps yet to be filled. Many documented research findings were referred to and the study attempted to fulfill the related gaps.

### 3 Research Methodology

The study adopted a descriptive cross-sectional survey research design with both qualitative and quantitative approaches as a way of enhancing the quality of findings of the study (Creswell, 2009). Quantitative approach was used in the collection, analysis, interpretation and presentation of the numerical data. Qualitative approach on the other hand, is associated with ethnographic research whose interest is to understand social processes and cases in their social-cultural setting (Neuman, 2011). Both research questions and hypothesis were used because of the nature of the mixed research design and approach (Cowley-Cunningham & Michelle, 2014) adopted.

The researcher sampled 30 percent of the head teachers which gave a sample size of 39 head teachers and a total of 309 teachers, deputy head teachers and senior teachers. The total sample size was 358 respondents.

The instrument was used after it attained a CVI of .81 which is good enough for data collection as is recommended the two researchers and even Mugenda & Mugenda (2010).

The split-half method was used to test reliability of the instruments. After piloting, the items were divided into two comparable sub-sets; all odd items in one half and all even items in the other half. Computation of each group score was based on two halves since each group ended up with scores for the odd and even items; these scores were then correlated. The instrument was subjected to a lot of adjustments and by time it was used for data collection it had attained a reliability index of .80

All the protocols for research were followed. The researcher appointed two research assistants, trained them and used them to collect data from primary school teachers while the researcher collected data from SCD, CSOs and head teachers using a structured interview guide and a questionnaire.

Quantitative data that was collected from the field was examined for its accuracy and completeness of information. The data was cleaned, coded and entered into the statistical package for social science SPSS computer software (version 26), explored and analyzed.

### 4. Results and discussion

The findings of research question are presented in table 4.1, table 4.2, table 4.3 and table 4.4. Further statistics are presented in Figures 4.1 and Figure 4.2

Table 4.1 shows a very high mean rating by the respondents for the following emerging issues of curriculum implementation policies as influencing HTs' management roles: Online learning (4.13), negative impacts of CBC on management (4.06) and ICT pedagogy (4.24). The emerging issues with least endorsement by the respondents on their influence on management roles of primary school HTs are: implementation of CBC programmes in schools (2.66), Effects of CBC infrastructure (2.41) and internet availability and access (2.04). The mean rating could be low here because these are emerging issues which the respondents are yet to authoritatively declare how exactly they influence the management roles of the head teachers.

#### 4.1 Online Teaching and Head Teacher's Management Roles

Table 4.1 shows that 83.7 percent of the respondents noted that online learning challenges head teachers of Primary schools. This was supported by a high weighted mean score of 4.13 and a standard deviation of 1.145. These online learning challenges are varied and therefore influences their curriculum supervisory roles. This finding is in line with Singh and Thurman (2019) who found that in the environments, learners can be anywhere to learn and interact with the teachers and other learners. This makes supervisory roles very difficult as the head teacher is supposed to monitor all that is going on. Sometimes there may be a reflection that online learning is going on when what happens behind the screen is contrary. This may further complicate the supervisory roles of the primary head teachers.

Qualitative data collected from the field also confirms that online learning has several challenges ranging from internet connection, lack of bundles to lack of proper knowledge on how to implement online teaching. Cso7 had this to say:

“Online learning is good at this time and era, except that almost all the stakeholders are not yet ready for it. However, it is an idea whose time has come and nobody can stop it. Every stakeholder must therefore adjust to adopt and adapt it.”

For implementation of online teaching to be a success, the government should avail funds in schools, connectivity of the schools to the main source of power and internet and finally training the head teachers to implement the same hence enable them perform their management roles better. Issues of security should also be addressed for the safety of the ICT infrastructure and equipment in all public primary schools.

Implementation of Covid – 19 containment measures is a major and new concern for all Public primary school head teachers. The respondents endorsed this view with a mean score of 3.90 and a standard deviation of 1.169. Actually 39.9 percent of the respondents agreed while 37.0 percent strongly agreed. This is in line with Shivangi (2020) who found that due to the outbreak of covid-19, institutions were forced to shift to online

teaching and learning – a pedagogical concept that is yet to be embraced by both teachers and students. After re-opening schools in October (2020), it became very difficult for heads to follow the Covid-19 containment measures as most schools lacked thermo-guns, isolation rooms and even desks that could help learners observe social distance while in classrooms.

According to the qualitative data collected, the covid-19 containment measures is still a challenge in the primary schools within Nyatike and the government should ensure that they equip schools with the necessities and to ensure management of schools is a success. CSO3 noted that:

“Most public primary schools within Nyatike are not fenced, some have even foot paths within that make it difficult to observe isolation rules. Classrooms are overcrowded, schools lack hand-washing equipment and even water which make it very difficult for head teachers to follow Covid-19 containment measures.”

Because of the challenges, the public primary school head teacher will only perform best when the government avail the right supplies in schools or enough money to help purchase the equipment required for Covid -19 containment measures in schools.

Majority of the respondents (40.1% - agreeing, 36.5% - strongly agreeing) that there are E-learning problems in public primary schools and this can easily influence the supervisory management roles of Primary school head teachers. This was supported with a weighted mean score of 3.90 and a standard deviation of 1.690. This finding is congruent to Chawinga and Zozie (2016) who found that, the challenges of distance learning include delayed feedbacks of assignments and release of end semester examination results and poor communication between the centres and departments. If E-learning is a problem at higher learning institutions, it is expected to pose a much greater challenge to head teachers of public primary schools. A well thought of strategies should be adopted for it is an idea whose time has come and therefore cannot be wished away. It will now imply that the head teachers should be trained on computer competency to help curb the challenges in primary schools.

Qualitative data collected also shows that head teachers are not able to integrate ICT in teaching and learning in the primary schools, most of the head teachers lack ICT skills and they are negative to the changes that are brought therefore making supervision very difficult because head teachers are not able to supervise what they don't know. CSO7 had this to say:

“Most head teachers in the sub county are not ICT literate and therefore not able to integrate ICT in learning, some also view it as time consuming while others have negative attitude towards ICT integration.”

The government therefore should make it a requirement that head teachers acquire ICT skills before assuming office and regularly organising refresher courses on ICT where head teachers not only attend for a day but also ensure that they undertake every activity in the training venue.

#### 4.1.2 CBC and Head Teacher's Management Roles

Majority of the respondents (69.5%) noted that implementation of CBC program is not an easy task and therefore can influence the effectiveness of the supervisory management roles of primary school head teachers. Their rating gave a mean score of 3.71 with a standard deviation of 1.322. This finding fills the gap that was left by Makunja (2016) on challenges facing teachers in implementing competence-based curriculum who found that teachers face a variety of challenges which impede on the successful implementation of CBC which range from opportunity for participation during formulation to review of the curriculum. It now implies that head teachers can implement well when they are allowed opportunity to participate at the formulation stage.

CBC has some negative impacts in the implementation of curriculum policies and hence management roles of primary school head teachers. The respondents supported this by giving a weighted mean score of 2.66 out of a possible maximum mean score of 5. Table 4.1 present 23.8 percent as strongly disagreeing with this while 30.9 percent disagreeing. There is need to explore on how head teachers can improve on this. This finding gives the precise challenges which were generalized by Muraraneza et al (2017) who found that developing countries are facing challenges in implementation of CBC. Probably because implementers who are teachers were not involved in the planning stages of CBC. These are emerging issues and therefore are expected to bring the emerging challenges in management. With this awareness, the incoming head teachers will be better placed to oversee the implementation of CBC than in the periods before this study. CSO2 said that:

“CBC still has a myriad of challenges all the way from the inception stage.

Some of these challenges are infrastructure related, some are political while some are actually on sensitization and incompetency on what is to be done. All these impacts negatively on implementation of curriculum policies which the head teacher is to oversee.”

In view of all these, the government must keep on doing sensitization and re-training of all the stakeholders for it to get a reliable bearing on the implementation of all the relevant policies. Every stakeholder must be brought on board and all the necessary arrangements must be put in place. A lot of focus should be on the primary school

head teachers as they are the one to manage the implementation on the ground.

#### 4.1.3 Digital Infrastructure and Head Teacher's Management Roles

It can be noted from table 4.1 that 33.3 percent and 46.0 percent agree and strongly agree respectively that digital infrastructure have negative impact on the curriculum implementation policies as management roles of primary school head teachers. Their choices gave a weighted mean score of 4.06 out of a possible maximum score of 5. This is probably due to the fact that most public primary schools have hardly any well-established digital infrastructure. The government should therefore, embark on massive investments in these schools as well as on the primary school head teacher's competency skills on the digital infrastructure.

Qualitative data from the field indicate that digital infrastructure in the schools are still lacking, some schools have not even received tablets while others have lost all the tablets and laptops due to theft. Due to these challenges, the curriculum is not implemented as expected therefore the head teachers are not able to implement their management roles well. CSO5 had this to say:

“Many schools lack classrooms leave alone computer rooms or even cabinets to keep ICT gadgets, in some schools they have all been stolen while in the schools where they still exist, the head teachers are forced to keep them at home which is not the reason why they were brought to schools.”

Because of these challenges, the public primary school head teacher will only perform his / her management roles better when the digital infrastructure is put in place in the schools. This the government should do with increased speed.

It can be noted from table 4.1 that 67.1 percent of the respondents did not think that ICT use by head teachers have significant help in curriculum implementation policies. Their rating only gave an overall weighted mean score of 2.41 with a standard deviation of 1.281. This was probably because most primary school head teachers are not very competent in computer use or are yet to embrace the use of ICT in their professional practice. This finding is contrary to Gil-Flores et al (2017), who recommended that education policy should encourage the use of ICT in classrooms. This could be because most head teachers and teachers are not computer literate and therefore do not see the need for ICT integration.

Table 4.1 shows that internet availability and access is a major draw-back in implementation of curriculum policies. This is the reason why it was rated at 2.04 mean score with majority of the respondents strongly disagreeing at 45.9 percent and those disagreeing were 30.7 percent. This is particularly serious in rural areas where internet connectivity is still poor. This finding is in line with that of Quaicoe and Pata (2015) who established that schools lack computers for students, classes also lack internet access, teachers rarely have computers or laptops in the staffroom, classrooms or libraries. This could be because the area is rural and has poor road network and lack boosters that can support network connectivity. The government should therefore ensure that all schools are accessible and connected so that curriculum implementation can be a success.

Qualitative data from the field also shows that some schools are totally out of the coverage area such that communication to the said schools can only be done during the night when the teachers have gone back to their homes. CSO2 had this to say:

“Nyatike sub-county has poor terrain where some schools can only be accessed by foot, they also lack network coverage which make it very difficult when there is an emergency. Sometimes the CSO is forced to use a pupil from a neighbouring school who can also distraught information given, this leads to most communication being done at night when the teachers have gone back to their areas of residence.”

Because of these challenges, the government should ensure that all schools within Nyatike are accessible and connected such that curriculum implementation is at par with the other areas in the country.

ICT pedagogy is necessary for appropriate implementation of curriculum policies. This was rated by respondents with a high mean score of 4.28 (standard deviation of .984) out of a maximum possible mean score of 5. It was observed that 39.5 percent of respondents agreed with this policy and 48.0 percent strongly agreeing with it. Digital literacy among Primary school head teachers is therefore necessary for this to happen. This finding is in line with Wanjala (2016) on ICT pedagogical integration in mathematics instruction who found that there is limited use of ICT and inaccessibility to appropriate software materials and technical support. This could be attributed to lack of ICT knowledge amongst teachers. The government should conduct mandatory refresher courses and seminars on digital literacy to the head teachers to help in implementing curriculum policies which is a key management role in the school.

Qualitative data indicate that most head teachers rely on younger teachers in their institutions to give help concerning ICT which is a major drawback when it comes to implementation of curriculum policies since teachers are able to twist the finding in their favour. CSO7 had this to say:

“Most of the work that is related to ICT is done by the young teachers and not the head teachers of the institutions because they don't have the know-how, this in turn interferes with the end result since these teachers always twist what they are given to upload.”

This is a major drawback experienced in the schools therefore, the head teachers need to arm themselves with ICT pedagogical skills in order to perform their supervisory management roles better.

Figure 4.1 show that majority of the respondents (40.94% strongly disagreed and 28.65% disagreed) noted that there is inadequate equipment of ICT infrastructure in public primary schools. This was overwhelmingly noted by a weighted mean score of 4.11 out of a possible maximum mean score of 5. This situation if improved can definitely enhance the supervisory role of Primary school head teachers. This finding is in line with Wanjala (2016) who recommended that schools should be equipped with necessary ICT infrastructure and technical support which can help the head teachers in supervision roles. The head teachers can perform their supervisory roles better if adequate ICT infrastructure are brought to schools therefore, the government should ensure that all schools are equipped with the same.

Qualitative data also indicate that most schools within Nyatike lack ICT infrastructure therefore making it difficult for integration of ICT in learning. The ICT gadgets brought to schools are also prone to theft and are often kept away from schools by the head teachers. These challenges often pose a threat to supervision roles of head teachers therefore, the government should ensure that schools are well equipped with ICT infrastructure and safety measures put in place to help guard the gadgets. CSO2 had this to say:

“The ICT gadgets in schools are hardly working since most schools lack electricity so they are always kept either in the schools or in head teacher’s homes since they are prone to theft. Most of the projectors are already stolen from schools and none recovered even after reporting to the nearest police stations.”

The head teachers can perform their work better when there is adequate ICT infrastructure in the school therefore the government should ensure that they equip the schools well and avail funds in time to pay watchmen so that theft of the said gadgets can be curbed.

Figure 4.2 shows that the respondents noted that there are inadequate qualified ICT personnel in public Primary schools as is supported by a low mean score of 2.26. More than half of the respondents (52.92%) strongly agreed on that and a further 20.36 percent of the respondents agreeing on the same. This therefore implies that if there are adequate qualified ICT personnel, then the supervisory role of primary head teachers can be greatly enhanced. This finding is congruent to Mwakavi (2020) who recommended that there is need to equip the schools with ICT infrastructure as well as offer in-service training for the head teachers and employ qualified personnel to help head teachers in integrating ICT in schools. For better implementation of supervisory role of head teachers, the schools should have qualified ICT personnel.

Qualitative data also indicate that there is a big problem when it comes to ICT integration in schools as most head teachers depend on the help of younger teachers who are computer savvy, these teachers also demand money from the head teachers and may not also keep secrets when it comes to some of the reports the head teachers submit online. Because of these challenges, the primary school head teacher should be equipped with ICT knowledge to help them perform supervision roles well and independently. CSO1 supported this by saying:

“CBC requires teachers to be digitally literate since there is ICT integration which is supposed to be done by the teachers, this can only happen if the teachers know- how to integrate ICT in learning, the schools therefore rely on the few young teachers who are digitally literate. The younger teachers on the other hand, have got lessons to attend to therefore making it difficult to perform all duties given by the head teacher.”

Because of these emerging challenges, the government should ensure that qualified ICT personnel are employed in schools to help integrate ICT in learning, more teachers should also be employed to curb understaffing in the schools and finally the head teachers should be re-trained on ICT so that they can supervise ICT integration in class.

The results presented in Table 4.2 shows that emerging issues of curriculum implementation policies have significant and average positive influence ( $r = .482$ ) with good supervision as an aspect of management roles of public primary school head teachers. All the emerging issues of curriculum implementation policies have average positive influence on good supervision as management role of primary school head teachers, except for: the availability of CBC infrastructure and internet availability; stability and access where the influence is average but in the negative direction, this could be because these are emerging issues which requires enough preparation and training. This means that adequate preparation or implementation of the recommendations will enhance good supervision as a key management role.

From table 4.3, all the p values are less than the set alpha of .05. The null hypothesis is rejected and this further confirms that the alternative hypothesis is not only true to the sample population but also true to the entire population. This dispels any confusion that may arise as relates to cause-effect relationship which could arise when the analysis is done only through correlation. The acceptance of alternative hypothesis therefore is a true statistical decision. There is significant statistical evidence of the influence of the emerging issues of curriculum implementation policies on good supervision and performance (as an indicator of management role) of public primary school head teachers in the study area.

## 5. Conclusion

The analyzed findings show that emerging issues of curriculum implementation policies have significant and average positive influence ( $r = .482$ ) on Management roles of public Primary school head teachers. All the emerging issues of curriculum implementation policies have average positive influence with good supervision as management role of primary school head teachers, except for the availability of CBC infrastructure and internet availability, stability and access where the influence is average but in the negative direction. This means that adequate preparation or implementation of the recommendations will enhance the management roles of public primary school head teachers.

In summary, the t-test analysis done showed an observed P value that is smaller than the set P value or significance level ( $\alpha = .05$ ), hence the null hypothesis is rejected and the alternative hypothesis accepted. There is statistically significant evidence of influence of the emerging issues of curriculum implementation policies on management roles of public primary school head teachers.

## 6. Recommendations

Based on the foregoing conclusions made above, the researcher made the following recommendation: -

1. The ministry of education should allocate adequate funds to help the public primary school head teachers in overseeing the curriculum implementation policies.

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**Table 1:1**  
**Number of Head Teachers Demoted**

Sub County	Number of head teachers demoted (2018/2019)	Percentage %
Awendo	6	6.8
Rongo	8	9.09
Uriri	7	7.95
Suna west	10	11.36
Suna east	9	10.22
Kuria west	11	12.5
Kuria east	11	12.5
Nyatike	17	19.31
Ntitaru	9	11.36
TOTAL	88	100

Source: Migori county HRM Records, 2018/2019

**Table 4.1**  
**Emerging Issues of Curriculum Implementation Policies**

Emerging Issues of Curriculum Implementation	Scale Measurement Level					Mean Rating	SD
	Strongly Disagree	Disagree	Un-Decided	Agree	Strongly Agree		
Online Learning Challenges HTs	14 (4.1%)	26 (7.6%)	16 (4.7%)	143 (41.7%)	144 (42.0%)	4.13	1.145
Covid – 19 Containment Challenge	16 (4.7%)	49 (14.3%)	14 (4.1%)	137 (39.9%)	127 (37.0%)	3.90	1.169
Problems of E-Learning in schools	15 (4.4%)	48 (14.0%)	17 (5.0%)	137 (40.1%)	125 (36.5%)	3.90	1.690
Implementation of CBC Programs in schools	24 (7.0%)	54 (15.8%)	26 (7.6%)	135 (39.9%)	101 (29.6%)	3.71	1.322
Negative Impacts of CBC on Management	81 (23.8%)	105 (30.9%)	45 (13.2%)	67 (19.7%)	42 (12.4%)		1.357
Effects of CBC Infrastructure	21 (6.1%)	28 (8.2%)	19 (5.6%)	114 (33.3%)	160 (46.8%)		1.185
ICT use by HTs	99 (28.9%)	131 (38.2%)	21 (6.1%)	56 (16.3%)	36 (10.5%)		1.335
Internet Availability and Access	157 (45.9%)	105 (30.7%)	19 (5.6%)	33 (9.6%)	28 (8.2%)		1.281
ICT Pedagogy	13 (3.8%)	13 (3.8%)	17 (5.0%)	135 (39.5%)	164 (48.0%)		.984
<b>Composite values</b>						<b>3.45</b>	<b>1.274</b>



**Table 4.2**  
**Emerging Issues of Curriculum Implementation Policies and Good Supervision as a Management Role**

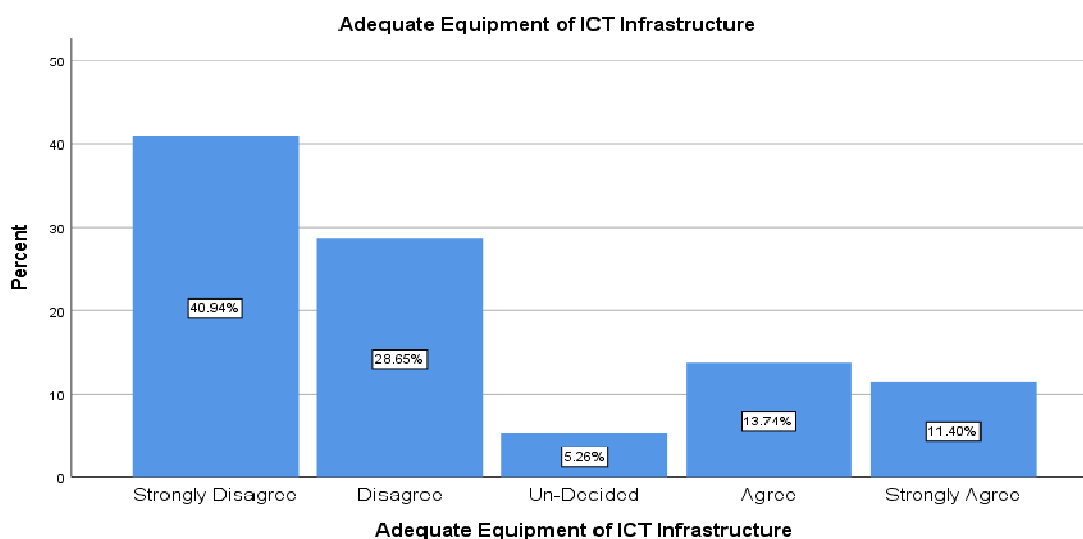
Curriculum Implementation Policies	Vs	Good Supervision
Online Learning Challenges		r = .047, P = .390, N = 343
Covid – 19 Containment Measures		r = .053, P = .332, N = 338
Problems of E-Learning in Primary Schools		r = .134, P = .014, N = 335
Implementation of CBC Programs		r = .094, P = .088, N = 337
Negative Impacts of CBC Programs on Management		r = -.017, P = .757, N = 337
CBC Infrastructure in Primary Schools		r = .287, P = .000, N = 333
ICT use by Head Teachers		r = -.128, P = .019, N = 335
Internet Availability, Stability & Access		r = .402, P = .000, N = 342
ICT Pedagogy		r = -.192, P = .000, N = 334
Adequate ICT Infrastructure in Primary Schools		r = .174, P = .001, N = 337
Qualified ICT Personnel in Primary Schools		r = .482
Overall Pearson Correlation		P = .1455
Sig. (2-tailed)		

**Table 4.3**  
**T-tests for Emerging Issues on Curriculum Implementation Policies Paired with Good Supervision**

Emerging Issues on Curriculum Implementation Policies	Pairwise Value	t-test	Sig. (2-tailed)	Mean
Online Learning Challenges	t(333) = -2.939		P = .004	4.13
Covid-19 Containment Measures	t(333) = -5.553		P = .000	3.90
Problems of E-Learning in Primary Schools	t(332) = -5.826		P = .000	3.90
Implementation of CBC Programs	t(332) = -7.487		P = .000	3.71
Negative Impacts of CBC Programs on Management	t(331) = -18.407		P = .000	2.06
CBC Infrastructure in Primary Schools	t(332) = -4.157		P = .000	4.06
ICT use by Head Teachers	t(334) = -21.844		P = .000	2.41
Internet Availability, Stability and Access	t(333) = -24.825		P = .000	2.04
ICT Pedagogy	t(333) = -2.073		P = .039	4.24
Adequate ICT Infrastructure in Primary Schools	t(333) = -20.692		P = .000	4.11
Qualified ICT Personnel in Primary Schools	t(334) = -3.214		P = .001	2.26

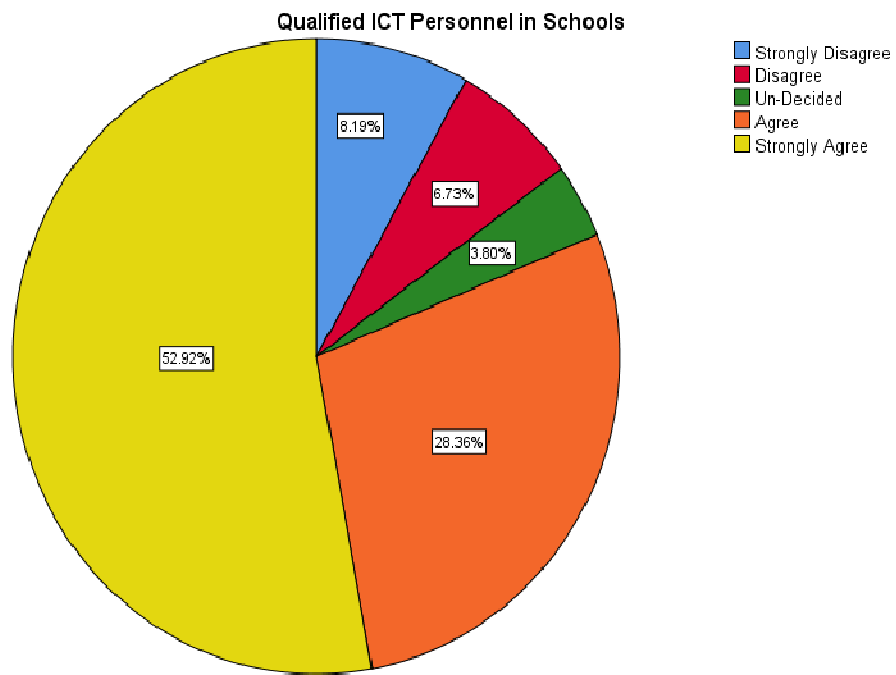
*Note: Each of the emerging issues on curriculum implementation policy variable was paired with good supervision and performance which had a weighted mean score of 3.45 out of a possible maximum score of 5 and with a narrow standard deviation of 1.274*

**Figure 4.1**  
**Adequate Equipment of ICT Infrastructure**



*Note: Grand Mean = 4.11, Std. Deviation = 1.251*

**Figure 4.2**  
*Presence of Qualified Personnel in Primary Schools*



**Note: Grand Mean = 2.26, Std. Deviation = 1.406**