

**AN INVESTIGATION OF THE EFFECTIVENESS OF TEACHERS'  
CHARACTERISTICS ON CURRICULUM IMPLEMENTATION  
IN SECONDARY SCHOOLS IN GATUNDU NORTH  
SUB-COUNTY, KIAMBU COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF  
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## ABSTRACT

Curriculum implementation has faced numerous challenges and has been a concern to many education stakeholders. Thus, the study intended to examine the effectiveness of teachers' characteristics on curriculum implementation in secondary schools in Gatundu North Sub-county, Kiambu County, Kenya. The objectives of the study included; teachers' preparedness, level of education, attitudes and discipline in relation to curriculum implementation. The study was guided by The Curriculum Theory. The study adopted mixed methods approach since the study involved collecting and analyzing quantitative and qualitative data. The study applied concurrent triangulation design which enabled the researcher to use the quantitative and qualitative methods during the same timeframe and with equal weight. The target population for this study comprised of 27 principals and 523 teachers all totaling to 550. Using The Central Limit Theorem of sample size determination, a sample of 8 schools, that is, 29.1% of 27 and 300 respondents, that is, 29.1% of 550, were sampled. The researcher then applied cluster sampling to create 5 cluster based on the number of zones. From each stratum, purposive sampling was applied to sample 2 secondary schools, 2 principals and 31 teachers. Questionnaires were used to collect data from teachers whereas interview schedules were used to gather data from principals. Piloting of research instruments was conducted to establish validity, reliability, credibility and dependability. Reliability was obtained using split-half technique and reliability coefficient,  $r = 0.65$ , obtained using Pearson's Product Moment Correlation Method indicating high internal consistency. Credibility of qualitative data was ascertained by data triangulation through multiple analysts or experts whereas dependability was established by reporting each qualitative data collection process in detail to enable the researcher to repeat the inquiry and achieve similar results. Data analysis began by identifying common themes. Relevant information was assigned codes and labels. Frequency counts of the responses were then obtained to generate information about the respondents and to illustrate the general trend of findings on the various variables that are under investigation. Qualitative data was analyzed thematically along the study objectives whereas quantitative data was analyzed using descriptive statistics such as frequencies and percentages whereas inferential statistics was analyzed using ANOVA in Statistical Packages for Social Science (SPSS version 21). The findings of the study were presented using tables. The study established that teachers are very important in curriculum implementation. This is manifested through different characteristics which include; preparedness, level of education, attitudes and discipline. The study thus recommends that teachers should attend more seminars and conferences to acquire more skills on preparedness to be able to implement the demands and objectives of new curriculum. Teachers should proceed with personal development programmes to uplift their level of education. Teachers should understand that the nature of their attitude is critical determinant towards the success of any curriculum implementation. Thus, they should develop positive as a way of motivating the students to perform better. Teachers should ensure that they utilize their instructional time effectively to ensure that syllabus is covered in time and continue to adhere to the

requirements of curriculum objectives in order to boost students' holistic growth and enhance academic performance.