

An Evaluation on how National Conferences Affect Curriculum Implementation in Enhancing Professional Development of Head Teachers in Public Secondary Schools in Central Region , Kenya

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Abstract: The purpose of this study was to determine the extent to which national conferences affect curriculum implementation in enhancing professional development of head teachers in public secondary schools in central region, Kenya. The objective of the study was to establish how national conferences affect curriculum implementation in enhancing professional development of head teachers in central region in Kenya. Mixed methodology and concurrent triangulation design were used in the study .The study used dynamic theory on professional development and supers theory of professional development. The target population was all the 637 head teachers all the 650 deputy head teachers ,all the 637 BOM members 14000teachers ,36 education officials making a total of15960 participants. The sample population included 242 head teachers’ 242 deputy head teachers 242 BOM members 375 teachers and 28 education officials making a total of 1129 participants. The study used questionnaires for the head teachers and deputy head teachers interview schedules and focus discussion groups for quality assurance officers and county directors of education respectively. Descriptive and inferential statistics were used to analyze data and data presented in frequency tables. The theories used clearly demonstrated the role of conferences in school management and professional development. The study found out that the head teachers’ conferences provide an opportunity for them to converge and there is a evidence linking head teachers conferences with professional development in the area of curriculum diversity. Professional development is vital in improving and maintaining the changing dynamics of the society that requires that head teachers keep abreast of what is happening and how o integrate it with the curriculum. The study recommended that some of the skills trained at the conferences should cover pertinent but not commonly offered skills during academic processes, and that they should involve adequate directions in fostering curriculum diversity and development and even how to effectively implement it in their respective schools.

Keywords: Conference, professional development, curriculum , implementation a, head teacher, evaluation.

I. INTRODUCTION

1. Background to the Study

Professional development of head teachers is a process by which each of them acquires and maintains professional abilities and skills, which leads to increased competence in their field especially in the school leadership. Professional development of the head teacher is defined in various ways in terms of education traditions and contexts. It is described as a process that embraces all the activities that improve and enhance professional growth for the principal’s career development. This happens where there is good establishment of programs for head teacher education (Rogan & Grayson 2004; Tecla2006 defined it as growth in the profession that is achieved by the head teachers due to gain and increase in their experiences and evaluation of the way they manage their respective schools. The Kenya Secondary Schools Head teachers’ Association (KSSHA) is a national body in which all the head teachers of public secondary school are members. It was established in 1965 with the sole purpose of providing professional advice to head teachers/school principals spread in all the 47 counties. Annual conferences are organized by this body at various levels beginning at the Sub-county, County, and Regional and national levels.

Working together, as brought about by networking is a healthy goal for development and growth. Conferences at the district level are more preferred by the principals since the issues dealt with here are closer home and specific to their contexts. This then means that principals find it more relevant in context since they are more likely to find few problems when putting into practice the things they have learnt since the lessons are incorporated into their context. There is no doubt that the principals acquire a lot from the conferences. What is learnt can definitely change positively in bringing the improvement of the school.

It is about fifty years ago, when Kenya Secondary Schools Head Teachers Association (KSSHA) and the conferences were established and therefore an evaluation is needed to establish whether they have met the professional development goals and objectives it intended to meet. This study will therefore bring to the light the role which the conferences have played in curriculum implementation in enhancing professional development of head teachers in Kenya.

2. Statement of the Problem

The annual national conferences for head teachers of secondary schools are raising a lot of concern from stakeholders due to its high cost in terms of time and finances. The meetings are organized by Kenya Secondary Schools Head teachers Association to provide professional growth of its members. Such forums are expected to bring out visible outcomes. Although the public financially supports the forum, the same issues are discussed year after year. Conferences are intended to help improve curriculum implementation in enhancing professional development of the participants. The head teacher is actually the implementer; through the teaching staff of the curriculum. The trend is that every year, conferences are organized at various levels and the head teachers have been attending them, but the big question that still remains unanswered is, do these conferences really meet the objectives they were intended to? Studies carried out in relation to professional development, have focused mainly on the teachers and not head teachers. The study therefore sought to evaluate the national Conferences effect on curriculum implementation in enhancing professional development of head teachers in the secondary schools in Kenya.

3. Purpose of the study

The purpose of the study was to determine the extent to which national conferences affect curriculum implementation in enhancing professional development of head teachers.

4. Research objective

The objective of the study was to establish how National Conferences affect Curriculum implementation in enhancing professional development of head teachers.

5. Research hypothesis.

H0₁: There is a no significant statistical relationship between National Conferences on curriculum implementation and professional development of head teachers.

6. Significance of the study

The study was of importance to the organizers of the conferences in that the results obtained may be used to evaluate their approaches towards curriculum implementation. Further the findings would be used in the policy improvement or in the formulation of new policies that affect curriculum diversity. More authors would become interested in studying as this would form a basis for their literature review.

II. LITERATURE REVIEW

2. Head teachers Conferences

The history on Head teachers' conferences in Kenya can be traced back after independence after educational reforms started. In 1966 was the first national conference on education.

In Kenya, Head teachers' Conferences aims at addressing issues related to curriculum development, skills improvement and ways of enhancing other professional developments. The 2013 national conference held in Mombasa came up with some resolutions as the school head teachers; that the government to first track the appointment of TSC commissioners to enable it undertakes its mandate effectively, the government to provide funds to TSC to employ more teachers; the members support the government policy on laptops for schools. (The Principal 2013)

However, every effort must be put in place to ensure the security and maintenance of the equipment, the members commit to provide child friendly schools by ensuring a healthy and safe learning environment, the Ministry of Education, Science and Technology to factor a specific figure in the Administration Vote Head to cater for Board of Management Operations as per Section 63 of the Basic Education Act, the Kenya Institute of Curriculum Development to review the curriculum to align it to the Constitution and Vision 2030, the Ministry of Education Science and Technology to channel bursary directly to schools to ensure fair distributions to needy students, the Kenya National Examinations Council to register candidates in the year they are sitting the exams. Also the national conference present members agreed that; the principal will be accountable to the MOEST through the Board of Management, the Capitation for free Secondary Education must be increased and the disbursement of the same streamlined within the school calendar, students will be involved in the management of schools through the student councils and that the Ministry of Education takes up capacity building of students leaders as a co-curricular activity, hence include it in its budget.

The issue of school heads professional development and training has received much attention since independence, and in the late 1990s. At independence, the government through the Ministry of Education developed procedures including a manual to guide head teachers on various managerial roles (Republic of Kenya, 1967; 1968; 1975). Further, the Kenya Education Management Institute (KEMI) (formally Kenya Education Staff Institute, KESI) was set up in 1981. The intentions of the head teacher's conferences are to

achieve an overhaul professional development towards the development of school managers for this case. In fact it has been noted in the reviewed literature by Dempster et.al. (2009 seminar environments and conferences usually has local and international speakers invited. The content has group discussions, presentations and case studies. This study sought to find out whether the intended intentions have been met by head teachers conferences in matters of curriculum implementation and the professional development of head teachers.

3. Professional Development of School Head Teachers

Literature from research show that professional development may have positive impact sense of commitment for head teachers and the relationships they have with students, pedagogy and curriculum. Successful school improvement is guided by focus on staff development, professional interaction as well as pursuit of enhanced learning and teaching. Professional development is understood and described in different ways where most of the writers have explained professional development as formally or informally seeking to improve those who give education as people ,with professionalism, educated based on their ability to carry out the responsibilities given to them.

It is also defined by some authors as efforts of improving the capacity of head teachers to become better professionals by learning addition of skills, knowledge and attitudes (Rogan & Grayson 2004; Teclé 2006).In the just reviewed literature, professional development can be viewed in two categories: pre-service and in-service. An individual is given pre-servic eprofessional development before his first job, while one who is already in the job is given in-service professional development. Whichever the category one undergoes, it is evident that guiding decision making is what is required in professional development.

It is necessary that the head teachers get engaged in continuous career development that is geared towards meeting their professional and personal needs which vary according to current dispositions, circumstances and professional and personal histories. If learning is to take place, matching appropriate professional development provision to particular professional needs is necessary. This study was aimed at finding out how national conferences affect curriculum implementation in enhancing professional development of head teachers.

4. Implementing Curriculum Diversity and Professional Development

Increasing the extent to which a school head teacher is aware of current curriculum and instruction practices is a major professional development. The head teachers are the agents of change in schools and also the custodians of education and therefore are very vital in realizing education and vision 2030.Infact; the head teacher should have a teaching workload that is manageable in order to have a direct contact with the Curriculum. Diversity includes gaining more knowledge and understanding with regard to curriculum rationales, goals and structures to establish common understandings, beliefs and values which are explicit in school programs (Home Office Cante Report on Community Cohesion, 2001).

The Home Office Cante Report on Community Cohesion (2001) stressed that various cultures should be reflected by the ethos taught in the school and within the wider community and school heads themselves must be ready to learn this. This was one of a succession of reports, government and independent that claimed that it was necessary for leaders and managers of schools to prepare an ethos approach which would reflect culture diversity while at the same time maintaining and establishing a curriculum that is all inclusive.

In enhancing professional development, head teachers participate in head teachers conferences and workshops with various agendas that regard curriculum development and implementation. It is through the national conferences that they get to learn and discuss the various forms of curriculum (ideal, formal, enacted, perceived and how they can be maximized to the extent they support each other (Moreno, 2006).Head teachers get to understand that as a process, curriculum entails the development of students' knowledge, understanding, skills and attitudes to satisfy social, personal, cultural, environmental and economic goals. They also learn that curriculum exists within a triadic relationship between, instructional practices and assessment and the curriculum. It's in the head teachers conferences that head teachers learn to a broader perspective seeing curriculum as a system: a socio-historical construction which is expressed through general systems of knowledge hierarchy and characterization; they are then transformed and translated administrative legislative regulations, textbooks and teaching aids, academic achievement standards, and the practice of learning and teaching in schools and classrooms. Strengthening leadership and management by introducing the application of knowledge management in curriculum development, understanding the contents and concepts of the curriculum; and participating in curriculum development, implementation enhances the professional development of head teachers (Cohen, 1999)

Authors like Oduro, (2006) shave advocated for knowledge management skills; participation in curriculum development as part of the professional development of head teachers for them to be able to cope with issues on education curriculums. In view of the above, it's clear that head teachers require adequate directions in fostering curriculum diversity and development and even how to effectively implement it in their

respective schools .Therefore the study sought to evaluate the extent to which head teachers conferences have enabled ability to foster curriculum diversity in enhancing professional development of head teachers in secondary schools in Kenya.

III. RESEARCH METHODOLOGY AND DESIGN

3. Research Methodology

The study adopted a mixed (pragmatic) approach methodology, since it had both qualitative and quantitative aspects. Qualitative and quantitative data was collected at the same time. All the instruments to be used were given at the same time since all the participants involved in this study are usually very busy people. (Creswell, 2003)

4. Research Design

The study used concurrent triangulation design Triangulation is appropriate for mixed methodology and was efficient since both qualitative and quantitative data was collected at about the same time during one phase of the research.. Here the participants were given all the instruments concurrently and data collected qualitatively and quantitatively

IV. RESEARCH FINDINGS.

4.0 Implementing Curriculum Diversity Through National Conferences In Enhancing Professional Development Of Head Teachers

The study examined the effectiveness of conference in enhancing professional development with reference to curriculum diversity. Four levels of analysis, that is descriptive and inferential statistics, thematic and mixing of data and interpretation was carried out. The findings based on this analysis were presented below; Under descriptive frequency and percentages as well as mean and standard deviation was established for variables on a five point Linkert scale seeking to examine the extent to which head teachers conference foster professional development of head teachers in relation to curriculum diversity. Table 1 provides descriptive statistical analysis with reference to the variables; clear understanding of institutional dimensions of curriculum, clear understanding of subject specifications, awareness on the role of head teachers in fostering curriculum diversity, ability to articulate and formulate common understanding in believes, values which are explicit in school curriculum, understanding various approaches to curriculum diversity enhancement importance to professional development, understanding curriculum as a system that carries different subsystems and being able to learn and reflect various cultures within the school.

Table 1: Curriculum diversity in relation to enhancing head teacher’s professional development

conferences foster curriculum diversity through ;	1-SA		2-A		3-U		4-D		5-SD		Total		Mean	STD
	F	%	F	%	F	%	F	%	F	%	F	%		
Clear understanding of the institutional curriculum dimension	129	26.9	65	13.6	178	37.2	53	11.1	54	11.3	479	100	2.66	1.29
Clear understanding of subject specification	176	36.7	101	21.1	25	5.2	74	15.4	103	21.5	479	100	2.64	1.60
Role awareness in fostering curriculum excellence	126	26.3	198	41.3	45	9.4	55	11.5	55	11.5	479	100	2.41	1.30
Awareness on curriculum rationale, goals and structures	240	50.1	72	15	132	27.6	33	6.9	2	0.4	479	100	2.88	1.29
Ability to articulate and formulate common	245	51.1	191	39.9	3	0.6	3	0.6	37	7.7	479	100	1.92	1.04

understandin g in believes and values														
Understandin g various approaches to curriculum diversity	67	14	99	20.7	124	25.9	94	19.6	95	19.8	479	100	1.74	1.08
Training fellow teachers on curriculum diversity	89	18.6	19 1	39.9	127	26.5	35	7.3	37	7.7	479	100	3.11	1.32
Understandin g curriculum as a system and subsystems	152	31.7	10 3	21.5	75	15.7	9	19.2	57	11.9	479	100	2.46	1.11
Ability to learn and reflect various cultures within school systems	214	44.7	71	14.8	130	27.1	32	6.7	32	6.7	479	100	2.54	1.37

According to the study findings, conference lead to clear understanding of institutional curriculum as indicated by 40.5 % of the respondents, 37.2% of the respondents were however not sure of the opinion while 22.4% disagreed with the opinion. The finding also indicated a mean of 2.66 and SD of 1.29. On the assertion that teacher’s conference led to clear understanding of subject specification, a mean of 2.64 and SD OF 1.60 was obtained. This was further indicated by 57.8% of the respondents who agreed with the assertion, and 5.2% were not sure, while 36.9% disagreed with the opinion. Head teacher’s conference was said to enhance role awareness in fostering curriculum excellence, a mean of 2.41 and SD of 1.30 were obtained .TShis opinion was agreed upon by 67.6% of the respondents, with 9.4% indicating that they were not sure while 23% disagreed with the opinion. On the assertion that head teachers conferences lead to awareness on curriculum rationale, goals and structures, 65.1% of the respondents agreed with the assertion, 27.6% were not sure while 7.3% disagreed with the assertion. A mean of 2.88 and SD of 1.29 were obtained in support of this assertion.

On the ability to articulate and formulate common understanding, believes and values a mean of 1.92 and SD of 1.04 were obtained and supported by 91% of the respondent who agreed 0.6% were not sure while 8.3% disagreed with the assertion. On the assertion that head teachers conferences lead to understanding various approaches to curriculum diversity, 34.7% agreed, 25.9% were not sure, while 39.4% disagreed. A mean of 1.74 and SD of 1.08 were obtained. On training of fellow teachers on curriculum diversity a mean of 3.11 and SD of 1.32 were obtained in support of the assertion. On the same 58.5 % agreed, 26.5% were undecided while 15% disagreed. On the assertion that head teachers conferences lead to ability to learn and reflect cultures within the school systems, 59.5% agreed, 27.1% were undecided while 13.4% disagreed with the assertion. A mean of 2.54 and SD of 1.37 indicated that conferences lead to ability to learn and reflect cultures within the school systems. Regarding systems and sub systems the study obtained a mean of 2.46 and SD of 1.11 indicating that majority of the respondents agreed with the assertion as indicated by 63.2% of the respondents who agreed, 15.7% were not sure while 31.1% disagreed.

On average over 52.7% of the respondents agree on the role of head teachers conferences in fostering curriculum diversity in terms of understanding the institutional curriculum dimension, understanding of subject specification, implementing curriculum and excellency creating awareness on curriculum rationale, goals and structures, articulating a common understanding in believes and values, understanding various approaches to curriculum diversity, understanding curriculum as a systems and subsystems and ability to learn and reflect various cultures within the school.

The findings concur with various observations in the literature, a report by Home Office Cantele on Community Cohesion (2001), place emphasis on the role of head teacher in gaining knowledge and understanding with regard to curriculum rationales, goals and structures to establish common understanding, beliefs, and values explicit in school programs. Fostering curriculum diversity as an agenda was considered by Moreno (2006) as a way of enhancing professional development among teachers who participate in these conferences. Moreno considers head teachers conference as an avenue upon which head teachers understand the process of developing students’ knowledge, understanding skills and attitudes to satisfy social, personal environmental and economic goals.

In order to establish the significance of the variables; clear understanding of institutional dimensions of curriculum, clear understanding of subject specifications, awareness on the role of head teachers in fostering curriculum diversity, ability to articulate and formulate common understanding in believes, values which are explicit in school curriculum, understanding various approaches to curriculum diversity enhancement importance to professional development, understanding curriculum as a system that carries different subsystems and being able to learn and reflect various cultures within the school in enhancing effectiveness of head teachers professional development, a chi- square test statistics was carried out, with hypothesis tested at 95% level of significance. Table 2 provides study findings of chi- square test statistics.

5. Table 2: Chi- Square test results for influence of head teacher’s conference in curriculum diversity

Test Statistics									
	Clear understanding of the institutional curriculum dimension	Clear understanding of subject specification and content	Role awareness in fostering curriculum excellence	Role of head teachers conference in fostering curriculum excellence	Awareness on curriculum rationale, goals and structures	Ability to articulate and formulate common understanding in believes and values	Understanding various approaches to curriculum diversity	Trained fellow teachers curriculum diversity gained in teachers conference	Understanding and curriculum as a system and subsystems
Chi-Square	129.299 ^a	125.248 ^a	180.238 ^a	56.772 ^a	369.653 ^a	542.848 ^a	17.106 ^a	179.925 ^a	53.891 ^a
df	4	4	4	4	4	4	4	4	4
Asymp. Sig.	.000	.000	.000	.000	.000	.000	.002	.000	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 95.8.									

Based on the chi- square results, the obtained chi square values had a p value of 0.0 for clear understanding of institutional curriculum dimension, clear understanding of specific subject and specification content, role awareness in fostering curriculum excellence, awareness on curriculum rationale goals and status, ability to understand and articulate common understanding in believes and values, training of fellow teachers and understanding of curriculum as system and subsystems.

The chi – Square value for understanding of various approaches had a p value of 0.02. All the p values obtained were less than 0.05 indicating that the observed frequencies for all the variables would be significantly different from what we would expect to get by chance. Thus, the research concluded that there would be a difference in enhancing curriculum diversity as a result of attending head teachers conferences. The significance of curriculum diversity in terms of enhancing head teachers professional development cements the observation of Grayson 2004 and Tecele (2006), who indicated the importance of curriculum diversity in improving the capacity of head teachers to become better professionals by learning additional skills, knowledge and attitudes.

Thematic analysis was carried out and focused on responses from the interview schedules and focus group discussions. Respondents expressed different opinions as far as fostering curriculum diversity was concerned. To some respondents fostering curriculum diversity entails inclusion of learners with diverse backgrounds, ideas and methods of teaching and learning in a class set up. A respondent said

“I understand fostering curriculum diversity as the ability to integrate different cultural backgrounds within the school curriculum” (respondent 1,) another respondent said “Fostering curriculum diversity seeks to promote different outcomes among learners, that employers and society need, (respondent 2). When teachers foster curriculum diversity, they are able to produce different types of learners, with complex thinking skills, with ability to work across difference communities and who have increased participation in civic activities with little cultural prejudices (respondent 3).

Head teachers conferences was said to foster curriculum diversity in different way as per the opinion of the respondents. The themes used for the conferences was said to be important in capturing the attention of the teachers as far as curriculum diversity is concerned.

A respondents said

“ one notable way in which head teachers conference foster curriculum diversity, are the themes brought forth in these conferences “ for instance, a theme such as teaching for the future, captures the urgency challenges that teachers face in modern times and share approaches that would significantly address these challenges (respondent 5). Head teacher’s conferences foster curriculum diversity through teacher inspiration Respondents

said “Every time I attend these conference, I learn more, do more and get the capacity to influence my learners (respondent,4)

From the focus group discussion, Respondents were asked to provide information on how implementing curriculum diversity by head teachers conferences enhanced head teacher’s professional development. Various opinions based on the themes; creation of awareness and understanding on curriculum diversity, practical exposure to diversity as reflected in teachers conferences and sharing knowledge of implementing curriculum diversity in typical school set up. Among the responses provided included;

“The more we attend head teacher’s conference, the more we get aware about the diversity of curriculum, this gives us more understanding on the practical ways in which we can approach implementation of curriculum diversity in schools”(respondent 7). Another response indicated; *When we interact during head teacher’s conference, we tend to understand more about the national curriculum and identify specific ways in which specific subjects such as Mathematics, English and Geography can promote greater understanding of diversity among learners. This way we are able to include elements of diversity such as social setting in addition to emphasis on cultural and religious aspects.*(respondent 8)

Mixing and Interpretation of data

On curriculum diversity, the basic understanding is that curriculum diversity seeks to have head teachers gaining more knowledge with regards to curriculum rationale goals and structures, so as to establish a common understanding, beliefs and values which are explicit to school program. In line with this, various agenda is discussed during head teacher’s conference in the quest to keep teachers abreast of various forms of curriculum in its ideal, formal and perceived.

Descriptive statistical analysis show that over half (57%) of the respondents consider head teachers conferences as effective in enhancing of head teachers with respect to understanding of institutional curriculum diversity, clear understanding of subject specification, role awareness in fostering curriculum excellence, ability to articulate and formulate understanding, beliefs and values, understanding various approaches to curriculum diversity, training fellow teachers on curriculum diversity and understanding curriculum as a systems and subsystems and ability to reflect various cultures within the school systems. Similarly, chi-square test statistics show the significance of the aforementioned variables in enhancing professional development of head teachers. These findings are also emphasized in the thematic opinions with respondents considering head teachers conference important in enhancing professional development with regards to including learning with diverse backgrounds, ideas and methods teaching and learning in class set up. Capturing the attention of teachers as far as curriculum diversity is concerned and inspiring teachers for further achievements in their professional development. Similar observations were made by Moreno (2006) who advocated for knowledge management skills and participation in curriculum development as part of professional development of head teachers .

6. Implementing curriculum diversity, through the conferences, in enhancing professional development

On implementing curriculum diversity, through the conferences, in enhancing professional development .It was evident that the conferences lead to better understanding of the institutional curriculum. Most respondents concurred that conferences enhanced the awareness in fostering the curriculum excellence. It enables them to be aware of curriculum rationale goals and strategies. It was observed that head teachers conferences enabled the head teachers to better understand various approaches to curriculum diversity. They are able to train fellow teachers on the same .Most of them get to have the ability to learn and reflect on cultures within the school system. They even understand subject specifications, create awareness and articulate common understanding.

The findings concur with various observations in the literature, a report by Home Office Cattle on Community Cohesion (2001), place emphasis on the role of head teacher in gaining knowledge and understanding with regard to curriculum rationales, goals and structures to establish common understanding, beliefs, and values explicit in school programs. Fostering curriculum diversity as an agenda was considered by Moreno (2006) as a way of enhancing professional development among teachers who participate in these conferences.

V. RECOMMENDATIONS

5.0 Extent to which teacher’s national conference affect ability to foster curriculum diversity in enhancing professional development

The changing dynamics of the society today requires that teachers keep abreast of what is happening and how to integrate it with the curriculum. There is a difference between the ability of head teachers capability to execute professionalism in practicing curriculum diversity for those head teachers who attend head teachers

conference and those who do not. Strengthening leadership and management by introducing the application of knowledge management in curriculum development, understanding the contents and concepts of the curriculum; and participating in curriculum development, implementation enhances the professional development of head teachers.

Authors like Moreno (2006) have advocated for knowledge management skills; participation in curriculum development as part of the professional development of head teachers for them to be able to cope with issues on education curriculums. In view of the above, it's clear that head teachers require adequate directions in fostering curriculum diversity and development and even how to effectively implement it in their respective schools.

6.Recommendation for Practice

Based on the study findings, it was recommend that ,

- 1 .There is a need to increase the level of head teacher participation in the national conferences, since the conferences act as avenues for professional development among secondary school head teachers. This could be enhanced by increasing the frequency of holding the national conferences from once in a year to two times.
- 2.Throughout the study, it was established that many school may not have effective monitoring and evaluation systems to assess the achievement by school heads as a result of participating in head teacher's national conferences. It is therefore importance for the ministry of education to develop appraisal and evaluation procedures that could be used to assess the impact of the conferences' on head teachers professional development

7. Recommendation for further studies

The study recommended that the following further areas of study be undertaken

- 1.An examination of the extent of participation and factors that influence head teacher's participation in the national conferences.
2. Performance evaluation procedures used to examine the impact of head teachers' national conferences on professional development head teachers should be carried out.

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