



Original Article

Teachers' Involvement in 2015 Curriculum Implementation and their Teaching Effectiveness in Selected Public Primary Schools in Geita Region Tanzania

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Teachers play a vital role in curriculum implementation as they bring their expertise, experience, and knowledge of their students to shape the curriculum. This study examined the influence of teachers' involvement in the 2015 curriculum implementation on their teaching effectiveness in public primary schools in the Geita Region, Tanzania. The study conceptualised teaching effectiveness as effective planning and preparation for teaching, actual instruction of learning, management of classroom environment, as well as professional responsibilities. Five teachers who engaged in the 2015 curriculum implementation constituted the cases. Data was collected from these cases, curriculum developers, DCSQAOs, and pupils, using interview guides, lesson observation checklists, focus group discussion guides, and document review checklists. The study findings revealed that teachers' involvement in 2015 curriculum implementation influences their teaching effectiveness in ways that enforce the already pre-determined responsibilities that teachers are expected to fulfil while in the profession. It was thus concluded that teachers' involvement in curriculum implementation expressively influences their teaching effectiveness because teachers are simply enforcing the already pre-determined responsibilities expected of them while in the profession. The study recommends that teacher training institutions should work together with the curriculum operating institutions in the country, such as DCSQAOs, to ensure that teacher trainees are equipped with the necessary curriculum implementation competences before they start practising the actual teaching.

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INTRODUCTION

It is historically appreciated that in the majority of Africa regional countries, curriculum development, particularly the implementation process, was undertaken by the foreign commissions between the pre-independent periods to independence in the 1960s. Embracing nationalist movements by independent sovereignties in the 1980s could not influence much of the traditional exclusion of teachers in this process due to the serious lack of capacity in education and curriculum departments until the late 1990s. Little is written about teacher participation in the curriculum implementation process in Africa and Tanzania in particular, despite the rich literature on the change process (TIE 2013). The extensive coverage of doldrums on skill shortages in the curriculum implementation process, inherent in almost all African countries, suggests that there was no teachers’ participation in the implementation reforms that took place in the region between the 1960s and 2000 (Mushi, 2011). Some literature on teacher participation in the region emerged later, covering South Africa (Carl, 2005; Makua, 2016); Botswana (Moshati, 2013), Rwanda (Mbarushimana and Allida, 2017); Ghana and Nigeria (Abudu and Mensah, 2016 and Oloruntegbe et al. 2010), Zimbabwe (Chinyahi, 2013), and Kenya (Obai, 1998).

In fact, the importance of teacher participation claimed by many of these countries is on the cognition of the teachers as key implementers of newly developed curriculum and reformed curricula across the world (George, 2012, Shapers 1988: 5). In Africa, the problem is rather seen as historical encroaching from the lack of expertise and clear framework to guide the teacher participation process (Olorunteg et al., 2010). Involving teachers in the curriculum implementation process hinges also on the pretext of a lack of teacher knowledge and skills in curriculum implementation and review processes

(Alsubaie op. cit: 106). East African countries, including Tanzania and Uganda (Ngussa et al., 2017:25) and Kenya (George, 2012), are not exceptions to these challenges.

In 2015, the Tanzanian government implemented a curriculum reform that focused on instruction in Grades 1 and 7. Consequently, almost 80 per cent of the instructional time in these grades was mandated towards foundational literacy in Kiswahili and numeracy skills. The reforms thus focused on evaluating different targeted instruction models (e.g., Banerjee et al., 2017; Muralidharan et al., 2019) and changes in the language of instruction (e.g., Ramachandran, 2017; Seid, 2019 and Laitin et al., 2019). It has been, however, reported by TWaweza (2021) that there is a poor selection of content, lack of adequate preparation, inappropriate teaching methodologies and high cases of mistrust to carry out effective implementation of the curriculum. In this report, it was also indicated that part of the curriculum content followed was left by the colonial masters in the 1960s with limited chances to transform this curriculum and instructional methodologies. This scenario of failure to teach effectively at the primary school level, especially for grades 1-7, may be attributed to several factors, including overcrowded classrooms, lack of teaching and learning resources, low salaries, lack of motivation, political interventions in the education sector and teachers’ involvement in curriculum implementation. If such challenges are not addressed, it could result in primary school graduates who are not able to master their environment. However, it appears that teacher involvement in curriculum implementation and its influence on teaching effectiveness has not been established, and this is what the current study sought to address.

Problem statement

Curricula are a key input of any educational system. Ideally, an educational system's intended curriculum determines the material mandated to be taught in school and the desired instructional approaches. Yet, in practice, curricula in many developing countries are often too expensive or "overambitious" relative to their education system's capacity (Pritchett, 2013). The effectiveness of teaching, on the other hand, is highly essential in the realisation of primary schools' core obligation of providing quality primary education that promotes the achievement of sustainable development goals. This is possible when teachers prepare for teaching, use relevant content, use teaching methods that are relevant to the lesson, assess learners properly and provide assessments from learners' assessments. However, reports like the Tanzanian Primary Schools (2021) have indicated that teaching is not effectively done, and teachers do not know how to implement the existing curriculum. This report showed that over 67% of the teachers in these primary schools do not adequately prepare for teaching and do not teach content aligned with contemporary needs. Also, there are challenges related to the failure of pupils to read and effectively write as one of the global sustainable development goals. In addition, the USAID (2020) report revealed that in Tanzania, only 6 out of 10 pupils can read and write meaningful sentences. Further, many of the teachers were identified as using traditional teaching methods. The current study sought to examine the influence of teachers' involvement in 2015 curriculum implementation on their effectiveness of teaching in selected public primary schools in the Geita Region, Tanzania.

Theoretical review

Theories assist researchers in situating and contextualizing their studies as a guide (Ravitch & Carl, 2016). Different scholars have used different theories to investigate the need for teachers' participation in curriculum development. In fact, according to Ravitch et al (2014), different learning theories articulate the process of curriculum development and implementation and portray different orientations and outcomes of curriculum implementation. In the current study, therefore, we

employed a synthesis of two theoretical frameworks. These are Hilda Taba's (1962) Model of Curriculum Development and Danielson's (1996) Framework for Effective Teaching Model. These two theoretical frameworks were found to be important to different aspects of our research and where one of them was found deficient; the other was able to provide its strength. To begin with, Taba's (1962) Model of Curriculum Development states that teachers have sufficient knowledge of learners' welfare thus, they are the ones who should develop the curriculum. This theory further holds that there must be a way of evaluating the impact of curriculum on its audience (learners). Based on this model of curriculum development, it is theorized in this study that teachers should be involved in designing, implementation, evaluation and determining assessment procedures of the curriculum and actively participating in this assessment. Taba believes that there should be a clear definite order to curriculum design where she insists that teachers should be involved in the selection of experiences, determining methods of delivery, determining the units and preparation of teaching materials (Nyamai, 2020).

On the other hand, Danielson's (1996) framework for the effective teaching model adopted for our study is a four-domain model that clusters the complex activity of effective teaching and learning into four major domains, with 22 components (and 76 smaller elements). The four domains include Planning and Preparation (PP), Classroom Environment (CE), Instruction (I), and Professional Responsibilities (PR). The domains of this model are provided with clear criteria on how each can be evaluated. For example according to the model, Planning and Preparation (PP) is evaluated by teachers' knowledge of content, pedagogy and students; setting of instructional outcomes; use of teaching aids; involving students as well as preparing assignments for students; Classroom Environment (CE) is evaluated by interactive teaching and learning; ability to create culture of students' interest in learning; proper management of classroom procedures, students' behavior and physical classroom space; Instruction (I) is evaluated by teachers' communication with students about their lesson expectations; explanation of content;

assessing and giving feedback to students as well as being flexible and responsive in teaching; and finally Professional Responsibility (PR) is evaluated by teachers' ability to reflect on teaching; maintaining accurate records; engaging families about individual students; relationship with colleagues; service in school activities; growing professionally; integrity/ethical conduct as well as compliance to school regulations.

LITERATURE REVIEW

Curriculum implementation Refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum. It is the translation of a written curriculum into classroom practices. It involves working out the plans and suggestions that have been made by curriculum specialists and subject experts in a classroom or school setting. Experience of curriculum implementation reforms and teacher participation in Asian-Pacific countries are also shallowly covered in the period before the mid-1980s. Using the 1979 Malaysia example of primary school curriculum change toward child-centred, Rahman (1987) repeats the lack of contextualised (local) curriculum implementation change model as a major factor. The use of foreign consultants to drive the reforms perpetuated the teacher exclusion factors in the curriculum implementation process. There was also a serious lack of understanding of the place, levels and powers that could be ascribed to teachers if they were to participate. Implicitly, the fear of the unknown by the decision-makers and the local education ministry's committees involved in the process perpetrated the exclusion of teachers (ibid: 89-97).

Reflecting on the practice in the majority of African regional countries, it should be appreciated that the curriculum implementation process was undertaken by the foreign commissions between the pre-independent periods to independence in the 1960s. Embracing nationalist movements by independent sovereignties in the 1980s could not influence much of the traditional exclusion of teachers due to the serious lack of capacity in education and curriculum departments until the late 1990s. Little is written about teacher participation in the curriculum development process in Africa and Tanzania,

specifically, albeit there is a rich literature on the change process (TIE 2013).

According to Carl (2002), Connely and Clandinin (1986) and McDonald (2003), teachers are to be actively involved in the design of the new curricula and are expected to have the capacity to interpret, criticise and implement current curriculum innovations. Clandinin (1986) further argued that teachers are to be regarded as an integral part of the curriculum development process and not merely as translating other's intentions and ideologies into practice. They maintained that teacher knowledge is an essential component in improving practice and underpins the transformation of curriculum targets into classroom activities through planning and implementation. This can only be actualised if teachers are fully involved in the entire curriculum development process. A good curriculum requires careful planning and development, and it is worthless and ineffectual if teachers are not alert and receptive to what is required of them and if they cannot see how the innovation can be successfully applied in their own classrooms (Marsh and Willies, 1998).

Teachers' understanding of the principles underlying reform strategies plays a significant role in the degree of implementation of innovation because teachers with a low degree of understanding may generate a low degree of implementation (Kirgkoz, 2008). It is reported that teachers often show resistance and lack of commitment to the implementation of curriculum reform precisely because they are seldom involved in the development or in establishing how best to implement them (Oloruntegbe, 2001). Teacher involvement in the conceptual and development stages of the reforms will, therefore, facilitate their understanding of the crux of the new curriculum and its necessity as well as the expected end results (Bantwini, 2010). This entails that teachers' non-involvement in the development of the curriculum may result in a sense of lack of ownership, which may consequently affect the implementation of the curriculum reform.

It is, therefore, imperative to have researched data on the prevailing situation regarding teacher involvement in the curriculum development process,

hence the basis for this study. The significant role that teachers play in curriculum reform must not be unnoticed if curriculum implementation is to be successful (Wang & Cheng, 2008). The repeated failure of Curriculum 18 reform to achieve the desired outcomes is because curriculum developers overlook the social issues that surround teachers, schools, or districts (Bantwin, 2010). Furthermore, Fullan (1993) described teachers as agents of change in education reform because they are able to greatly influence the end result. In recognising the significant role played by teachers in the success of curriculum implantation, Kennedy (1996:87) emphasised that Teachers can be a powerful positive force for change, but only if they are given the resources and support which will enable them to carry out implementation effectively otherwise, the change is more likely to cause stress and dissatisfaction with change remaining as a pilot with certain schools rather than creating renewed national system.

The teacher is required to have broad knowledge and understanding of educational views, knowledge of learners, a positive teaching attitude and educational relationships and also knowledge and expertise with respect to both general curriculum studies and particular subject curriculum studies. It is generally accepted that the success or failure of any curriculum depends on the attitude, skills and knowledge of teachers (Dori et al., 2002; Taba, 1962). It is indeed necessary to create a sense of belonging among teachers who will be responsible for putting innovative ideas into classroom practice in order for curriculum implementation to be successful (Carless, 1999). It is for this reason that Ramparsad (2001) suggested engaging teachers in all phases of curriculum development at school, district, provincial and national levels of educational organisation. Brain, Reid, and Boyes (2006) agreed that the success of any education policy depends on how the practitioners, namely teachers, accept the mandated policy and adopt the desired practices.

A study was conducted by Aisubaie (2016) to investigate barriers to curriculum change in the United States and its implications for curriculum implementation. This study was conducted to answer the main question: what are the barriers to

curriculum innovation where 150 college teachers were randomly selected to complete the questionnaires and respond to interview questions. The findings from that study revealed that there was limited teachers' involvement in curriculum development. 115 college teachers, equal to 76%, pointed out the lack or limited involvement of teachers in curriculum innovation. Other factors mentioned include contextual variations in education delivery, different understanding and practice of pedagogical approaches and different perceptions of curriculum innovation. This study relates to the proposed study in some ways, including the study focus, which is curriculum. It differs in terms of study location and level, i.e. college teachers and their curriculum in developed economies such as the United States.

Another similar study by (Jadhav and Patankar, 2013) was conducted to investigate complexities in the implementation of high school curricula in Latin America. 20 participants across groups of teachers and educational officers were purposively selected to respond to the semi-structured interview questions. The study applied a mixed-method approach backed up by Human capital theory as the theoretical framework. The findings showed that many teachers did not effectively implement the curriculum as they seemed not to know some curriculum components, and they were facing difficulties in designing contextual-based teaching and learning materials. Teachers were concerned that they were tasked to work on the curriculum, which they were unaware of since they did not participate in its preparation. This study finding presents the role of teachers in curriculum innovation, while the current study will deal with the involvement of teachers in curriculum development and how it influences teaching effectiveness.

Furthermore, a study conducted by (Nevenglosky, 2018) to explore teachers' efficacy in the implementation of year 12 school curriculum in Australia presented varied outcomes. Using 100 strategically selected teachers and a review of year 12 students' classroom portfolios, including the curriculum from 20 high schools, it was found that teachers' pedagogical preparation varies from one another the same was seen in students' portfolios and

their end-of-semester examinations. The mean students' pass marks in their examinations were below 60%, indicating an average pass. The same was reflected in the quality of their portfolios. Not a single student scored above 70%, indicating that students did not acquire adequate knowledge and skills in preparing and documenting different learning materials. When asked about teachers' efficacy of the curriculum, 75% of teachers suggested that they were not satisfied as the curriculum had some learning components difficult to break down into teachable components. The curriculum challenges teachers faced, according to the study, were due to teachers' minimal involvement in curriculum preparation, especially during the initial stages. This study is similar to many studies conducted in South Africa, Nigeria, Kenya, and Tanzania, but it differs from the proposed study in terms of the model that will be used.

In South Africa, the study conducted by Mbatha (2016) designed to investigate Teachers' experience in implementing the curriculum and assessment policy statement in Grade 10 in selected schools at Ndwendwe also gives a guide to this study. Findings from the study indicated that 95% of the respondents agreed that teachers should be involved in curriculum development, but only a few (38%) claimed that they were ever involved and they were only involved through seminars meant to introduce the already developed curriculum to them. The study concluded that teachers often show resistance and lack of commitment to the implementation of curriculum reforms because they are seldom involved in the development and even how best to implement it. That study, however, was only confined to teachers in South Africa and not to teachers in Tanzania.

Moreover, another study conducted in Nigeria by Ndum and Okey (2015) on teachers' involvement and role in climate change curriculum development and implementation in the Nigerian secondary educational system discovered that teachers were mostly not involved in curriculum development. Instead, they were just expected to implement the already developed curriculum. It was recommended in that study that reforms should be initiated from the

grassroots, bottom-up, particularly by teachers who are in the field and know what and where a change is needed. Similarly, that study was only conducted in the specific area of focus of climate change. It is, therefore, interesting to get insights into how teachers, in general, experience curriculum development and establish the extent to which they are involved in the development process.

In Botswana, Moshet (2015) used a quantitative research design and surveyed two hundred twenty-one teachers who were asked to indicate the level of agreement on their participation in decision-making using a 5-point Likert Scale. Moshet's study was prompted by an assumption that teachers participate in decision-making within organisational structures. Although the teachers reported high participation in decision-making, as revealed by the study, this was inclined to classroom-based activities such as when guiding students in academic work and future career choices. They less participated in decision-making on the development/operation of the school budget, matters of school governance and school personnel issues, and functions that relate significantly to the curriculum development process at the school level.

Studies like Nyamai (2020) stressed that teachers implement the curriculum from the grassroots, and hence, they are able to perceive the shorting of the current curriculum with ease and thus are able to propose positive amendments to the curriculum; in so doing this allows these teachers to implement whatever is required during teaching and learning. However, this study was in the context of Kenya, while this current study will be in the context of Tanzania.

It was, hence, the intent of this study to do so. A study conducted by Obai (1998) on 'The teachers' role in curriculum development in Kenya; A study of perceptions held by secondary school teachers in Kisii district' revealed that the majority of teachers in Kisii district had never participated in the development of the curriculum and that most teachers were willing to participate in all stages of curriculum development. It was revealed in that study that the majority of the participants felt that since teachers were the implementers of the curriculum, the professionals who were entrusted with the responsibility of interpreting the curriculum

to the learners and the people who were in constant use of the curriculum, they should be extensively involved in the development of the curriculum by performing various roles. That study was done in Kenya; however, it was not known how the state of affairs regarding teacher involvement in curriculum development in Tanzania prevailed, hence this study.

A study conducted by Wright (1985) in Canada on motivating teacher involvement in professional growth activities concluded that by demonstrating that teacher participation is genuinely sought and by assuring teachers that the results of their efforts will be implemented in the classrooms, administrators can obtain strong teacher support for and participation in curriculum development. That study clearly indicated that teachers felt left out and their “voice” was not considered in the curriculum development process. Carl (2005), in his study on the “voice of the teacher” in curriculum development: a voice crying in the wilderness? Agreed with the findings by Wright (1985), as the results of the study indicated that teachers were, for the most part, excluded from participating in curriculum development at curriculum levels outside the classroom. Their perception was that although they were subject area specialists, little attention, if any, was given to their “voice”; they were only involved in the implementation of the new curriculum. This study was conducted in the South African context, and its main focus was on teacher involvement in curriculum development, disregarding the possible roles that teachers can play in the development of the curriculum.

The study, therefore, intended to fill the gap by looking into teacher involvement in curriculum development and analysing possible roles that teachers can play in the development of the curriculum. To date, this study represents one of (if not the only) research to focus on teacher involvement in curriculum development in Tanzania with particular emphasis on a role analysis of secondary school teachers. In another study conducted in South Africa by Ramparsad (1995), teachers were hopeful that the new educational dispensation would rectify the lack of teacher involvement in curriculum development. The results

of the study indicated that no significant change in terms of the involvement of teachers was identified. The situation does not seem very different in the Nigerian context, as can be evidenced in the study conducted by Oloruntegbe (2011) designed to investigate Nigerian science teachers’ involvement, commitment, and innovativeness in curriculum development, implementation, and change. 95% of the respondents agreed that teachers should be involved in curriculum development, but only a few (38%) claimed that they were ever involved and they were only involved through seminars meant to introduce the already developed curriculum to them.

The study concluded that teachers often show resistance and lack of commitment to the implementation of curriculum reforms because they are seldom involved in the development and even how best to implement it. That study, however, was only confined to teachers of science and not teachers in general. This study, therefore, tried to analyse the possible roles teachers can play in curriculum development and establish the extent to which they are involved in curriculum development in Tanzania. In the Kenyan set-up, studies by Ongong’a, Ongong’a et al. (2010), and Okwara et al. (2009) researched and reported on the integrated syllabus and how teachers were grappling with curriculum implementation. Okwara et al. (2009) conducted a study in the Busia district in Kenya to evaluate the implementation of an integrated approach to teaching English in Secondary schools. The findings revealed that stakeholders perceived the integrated approach in conflicting terms, and teachers were not well prepared to implement the integrated approach; while curriculum developers advocated for a continuation of the integrated practice, teachers called for the separation of English and Literature. The teachers thus suggested a model for effective integration where the teacher’s involvement was paramount. The current study went a step further to analyse possible roles teachers can play in the entire curriculum development.

Furthermore, a comparative study conducted by Ngussa *et al.* (2017) in two countries Uganda and Tanzania, titled Curriculum Change and Teacher Participation in Adventist Secondary Schools in Uganda and Tanzania, has attempted to explore

curriculum change and Teacher participation in terms of frequency, significance, and preparedness. The study had a sample of 130, and questionnaires were used as the data collection tool. The findings from that study revealed that teachers regard curriculum changes as important for school operations, but they are not comfortable with modalities of curriculum change. Changes are introduced before sufficient time elapses and thus, teachers are not comfortable with the pace. The findings further explain that there is a lack of teacher preparedness for curriculum changes due to the absence of seminars and workshops and the rate of teacher involvement in both countries is very low. Also, the channels to air out their views are not clear, something that affects teaching effectiveness. The gap between the above study and the current study is that the above study used a single tool (questionnaire) in the collection of data while the current study uses multiple data collection instruments.

MATERIALS AND METHODS

The study being qualitative in nature followed a constructivist/interpretivist paradigm for its focus on the interpretation of people's actions, views and interactions (Cohen and Manion, 1994; Guba and Lincoln, 1994) and it provided the right frame we needed to understand the phenomena (Creswell, 2003). A descriptive case study design was used with teachers who engaged in 2015 curriculum design as the unit of analysis. A sample of 5 teachers, 5 curriculum developers, 5 district chief school quality assurance officers, and 15 students were purposively selected. Interviews, lesson observations, focus group discussions and documentary analysis were

the primary data collection methods we used. Data was analyzed using thematic analysis. Data quality control which addresses issues of trustworthiness was considered on the criteria of credibility, transferability, dependability and conformability of findings. The study was conducted in public primary schools in Geita Region, Tanzania. This area was selected for its premeditated value and not for representativeness. For example, the reason for choosing the Geita region is that the Geita region is among the five regions whose public primary schools are experiencing teaching ineffectiveness in Tanzania (URT, 2022). Also, in these public primary schools found in the Geita Region, there were challenges in terms of implementing the curriculum during teaching and learning (URT, 2022).

STUDY FINDINGS

Curriculum implementation in this study is used to mean how teachers deliver holistic instruction and assessment of pupils through the use of specified resources provided in a curriculum in order to achieve the intended set objectives. This was done following Danielson's (1996) four domains of effective teaching and learning. The second objective of the current study is to present the analysis and interpretation of data collected on how teachers' involvement in 2015 curriculum implementation influences their teaching effectiveness. Interviews, lesson observation, focus group discussion and documentary sources present twenty ways in which the five teachers' involvement in curriculum implementation influences their teaching effectiveness. These ways are summarised in *Table 1*.

Table 1: Ways in which teachers' involvement in 2015 curriculum implementation influences their teaching effectiveness

Domains of Pedagogical Effectiveness	How teachers' involvement in curriculum implementation influences teaching effectiveness
Planning and preparation (PP)	The setting of specific learning activities Knowledge of pupil's needs Clarity on expectations Quick and informed pedagogical decision-making Stimulation of pupil's desire for lessons
Classroom Environment (CE)	Identification of quality learning materials Pedagogical knowledgeability Accommodating pupil's interests Knowledgeability about classroom procedures

Domains of Pedagogical Effectiveness	How teachers' involvement in curriculum implementation influences teaching effectiveness
Instruction (I)	Close relationship with pupils
	Stipulation of classroom standards of conduct
	Commitment to syllabus completion
	Tracking pupil's class activities
	Optimum utilisation of limited teaching facilities
Professional Responsibilities (PR)	Understanding curriculum requirements
	Management of pupil's learning
	Support to conducive timetabling
	Enhanced record keeping
	Mutual adaptation to pupil's differences
	Prioritising pupil's needs

Curriculum Implementation Planning and Preparation-Related Strategies and Teaching Effectiveness

According to Table 1, analysis of data indicates that the five teachers' involvement in 2015 curriculum implementation influences the effectiveness of their planning and preparation for lessons in five ways. These are the setting of specific learning activities, knowledge of pupils' needs, clarity on expectations, quick and informed pedagogical decision-making, and stimulation of pupils' desire for lessons.

The Setting of Specific Learning Activities

The setting of specific learning activities is in reference to those activities deployed by the teacher to bring about or create conditions for effective learning. Teachers informed the researcher that being the main subjects in the process of curriculum implementation, their planning must be able to provide learning activities that specifically achieve the intended objectives of the curriculum.

'... It is obvious that if I don't be very specific in setting activities that are in line with the curriculum needs, then the implementation process may be affected...' (Teacher D, Rural-based school).

Besides, an interview with another teacher also revealed that:

'... In my lesson plans and schemes of work, I make sure that the activities organised for the pupils not only fit them, but also, I make sure that they are very specific when it comes to the intended objectives of the curriculum... this is

also because I am involved in the curriculum implementation process (Teacher A, Urban based school).

Also, when curriculum developers were asked about how teachers' involvement in curriculum implementation influences their planning and preparation effectiveness for the lessons, they indicated how the teachers' creativity and innovativeness in setting learning activities are strengthened following their involvement in the implementation of the curriculum. One of the curriculum developers, for example, narrates that:

'... Since most of our teachers in the different schools are well trained and experienced in teaching, the curriculum requirements just motivate them to become more creative, especially when organising the activities; they need to have the lesson objectives achieved with ease (Curriculum Developer's Interview).

This means that there is trust between curriculum developers and teachers, and this seems to be giving teachers the strength to creatively engage in proper planning of their learning activities in their respective schools.

As a way of triangulating, data from the interviews was supported by lesson observations where Teacher C was observed using different activities to achieve the lesson objectives. The teacher would call upon pupils to role-play, for example, and these had been planned in the lesson plan and scheme of work. However, although the teacher had made a scheme of work that reflected important concepts in the subject, she had not yet clear the duration for the learning activities with too her a lot of time which

might have compromised the time for the rest of the learning activities. Important to note is that she had a clear lesson plan and made use of relevant and timely planned teaching aids as were stated in the scheme of work. When I asked her how she was able to do this, she had this to say;

'... My work as a trained teacher is to see that all the activities I plan to carry to class contribute directly to achieving lesson objectives...Being an implementor of the 2015 curriculum puts me in a position where I have to set learning activities that specifically support achieving learners' needs (Teacher C, Urban-based school).

This speaks to effectively planned teaching and learning that promote achievement of curriculum requirements. It also speaks to the trust that the curriculum developers have in the teachers as the trusted and frontline implementors of the 2015 curriculum.

Knowledge of Pupils' Needs

Knowledge of pupils' needs is used in this study in reference to the awareness that teachers have about the pupils they teach in school and, thus, how better they can be taught. The five teachers agreed that without understanding the pupils' needs, planning proper implementation of the 2015 curriculum may be difficult. From the observed lessons, for example, teachers organised learners according to their learning abilities, and besides, on many occasions, they called them by name. The researcher was forced to check their schemes of work to ascertain their knowledgeability of pupils' needs, and it was found that the names of those who were to play specific roles during the lesson were already mentioned in the scheme and lesson plan. Teacher b, during his interview, for example, affirmed that:

'...Having the obligation to implement the curriculum requires me to know to who I am going to implement it. This means understanding pupils' abilities and weaknesses such that the tasks planned for each pupil fit his or her abilities if the implementation process is to be successful (Teacher B, urban-based school).

This means a clear connection between what the teacher plans to do in the lesson and what the pupils are capable of doing. In other words, teachers being with the obligation to implement a curriculum boosts their moves towards developing the knowledge of the pupils they teach.

Data from the document review further revealed that teachers assess pupils' attainment of what they teach based on their prior knowledge of learners' abilities. For example, their organisation of formative assessments was not only specifically based on lesson expectations but also on whether the pupils would easily comprehend and attempt them with ease. During the focus group discussion with Teacher E's pupils, for example, I asked them what their teacher did to check their understanding of what was taught and one of them narrated to me that *'...sometimes the exercise she gives to some learners is not the same as what she gives to others...we become happy when she gives us easy numbers compared to that of others... (Pupil, Rural based school).*

Another pupil for Teacher A also revealed that:

'...It is true that when you check the books of some pupils, their assignments are easier and different from those of others... I do not understand why our teacher does not give all of the same questions ... There are even some learners which she calls on the blackboard to solve hard questions, but when the question is easy, she does not call them instead... (Pupil, Urban based school).

This means that teachers planned and prepared learners' assessments and feedback based on their knowledge of pupils' abilities aimed at furthering learning. Therefore, they were aware of both formal and informal information about pupils and thus used such information in the planning of instruction. In fact, knowledge of pupils' needs enables the achievement of holistic planning and preparation for effective teaching and learning. In brief, as far as teachers are engaged in curriculum implementation, the knowledge of pupils' needs adequately supports their effectiveness in planning and preparation for teaching.

Clarity on the Expectations

Clarity on the expectations is in reference to teachers' ability to set clear goals and objectives and make them clearly spelt out to the learners when planning for their lessons. Teachers informed me that they are always clear and stick to the 2015 curriculum expectations so that the pupils get exactly what the curriculum intends for them. Teacher D, for example, insisted that this curriculum is new, and therefore, as he plans what to teach, he makes sure that he does not divert from its expectations, nor does he allow pupils to divert him.

In his own words, he narrated that:

'...well, personally, in my strategies as a curriculum implementor, what keeps me objective is rigidity to curriculum expectations... the thing is still new, and so as I plan to teach, the lesson objectives are set directly as the way the curriculum offers them... I think this keeps me effective always in my planning and preparation for lessons (Teacher D, Rural school).

Besides, another teacher also stated clearly to me that:

'... what is first understood with this curriculum is that I need to keep its expectations and make them clear to learners as well... So, in my planning and preparation for lessons, I go an extra mile to use the very activities and objectives as set in the curriculum manual... the aim is simply to remain clear with the expectations and avoid misleading pupils...' (Teacher B, Urban based school).

This implies that teachers may sometimes use resources and activities that do not directly promote pupils' understanding, perhaps because of failure to alternate what is provided in the curriculum into what can probably fit the learners' level of understanding. This makes planning and preparation for effective curriculum implementation difficult to attain and maintain.

Further evidence from the DCSQAOS shows how they were not happy with the way some teachers plan what they teach in the process of curriculum

implementation. According to them, the 2015 curriculum was designed in a way that teachers had to read it and understand and then use whatever was surrounding them to plan a better implementation effectively. Unfortunately, teachers with pupils from different backgrounds and locations just stick to what is provided even if it does not fit the learners in their contexts. One of the DCSQAOS lamented that:

'... yes the teachers are doing a good job when it comes to preparing what they teach to the learners, although some teachers disappoint sometimes, especially when they fail to understand the individual differences among the learners...as we visit schools, you find a teacher using materials and examples that are far away from the kind of pupils they teach but all in the name of sticking to curriculum needs (DCSQAOS's Interview).

This implies the need for continuous training of teacher, especially in the area of how effectively they would plan and prepare for their lessons. In such training, context-specific examples may be offered to teachers such that curriculum implementation is done according to each learner's context.

Quick and Informed Pedagogical Decision Making

Quick and informed pedagogical decision-making is used in reference to teachers' ability to decide which teaching methods, materials, resources, or time is suitable in aiding the achievement of intended curriculum objectives. Teachers in their interviews informed me that, before starting the process of complimenting any component of the curriculum, a thorough check into what they need to do so is crucial. In other words, one needs to have strong discussions about what they need to plan a successful lesson and it must be done quickly but with enough knowledge about it. One of the teachers, for example, informed me that:

'... being a curriculum implementor makes me think through what I need to teach as quickly as possible before I go ahead to do my planning. besides, I also need to be knowledgeable about where the lesson starts and where it is going to end ... In fact, if I am to make good decisions for proper planning of my teaching, all that I need is first outlined, looking for and then decide on

how to use them well...' (Teacher C, Urban based school).

In relation to the above, one of the curriculum developers agreed that:

'...teachers who cannot easily make decisions of their own on how to best plan for effective curriculum implementation can hardly facilitate learning... there is a lot that the curriculum manual does not directly provide to the teachers as the immediate implementors, and all they need is to make informed personal decisions on how best to deliver the curriculum requirements to their respective learners (Curriculum Developers Interview)

The meaning of this is that curriculum implementation is not simply getting what is provided and transferring it to the pupils, but the teacher as the implementor needs to read the environment surrounding them and offer informed discussions on how they plan their pedagogical activities.

Further evidence from the review of documents revealed that some teachers' schemes of work demonstrated knowledge of content and pedagogical requirements, had clear expectations of lesson outcomes as well as indicated the interdisciplinary connections in their scheming. I also went ahead to check the presence of relevant teaching aids, and I observed that these were planned in the different sections of the lesson whenever necessary. When I asked pupils during their focus group discussions whether teachers used teaching aids in the class, this is what they had to say:

'... It is not common for us to complete the lesson when something has not been demonstrated to us by the teacher.... some of us understand more when things are demonstrated to us because we do not easily forget even when we reach the examination... I like the way he teaches us with such demonstrations and illustrations...' (Pupil, Rural-based school).

This means that quick and informed pedagogy decision-making, especially in the section of learning materials during planning and preparation, offers the teacher a chance to attract pupils'

attention, and in so doing, their effectiveness in planning and preparation is further strengthened.

Stimulation of Pupils' Desire for Lessons

Stimulation of pupils' desire for lessons is used in reference to attracting pupils' love for what is being taught by the teacher after utilising his/ her position as a curriculum implementor well. Data from teachers' interviews revealed that they used all possible avenues to see that pupils get attracted to what they teach. During the observation of Teacher A's lessons, for example, the teacher had sent learners for eatable learning materials and used a technique where one pupil would eat the other material if asked a question and rightly answered it. This kept them excited to learn. What was surprising to me was that the teacher had put all these in the lesson plan. In his own words, he narrated to me:

'... yes, whatever you have is well planned in both my schemes and lesson plans. The moment curriculum developers entrust us as the immediate implementors, we need to use all possible means to see that when we are planning our lessons, learners are attracted to enjoy them; otherwise the implementation of this curriculum can become a burden to the teacher if learners' desire is not stimulated right from the planning process (Teacher A, Urban based school).

This implies the need for a clear purpose when the teacher is doing their planning and preparation for lessons. The aim is to see that the planned lesson yields intended objectives in a way that keeps learners always attracted to what they are learning.

In fact, I later discovered that the teacher's scheme of work was adequately conforming to the key component of effective planning and preparation. They clearly indicated the relationship between current and prior lessons and organised formative assessments based on lesson expectations as well as formal and informal information about the pupils that was used in planning. However, many times, teachers never carried the schemes of work to the classroom during the lessons, and this was a sign that they were only making these schemes as maybe a school requirement but not basically as a way of effective teaching. This perhaps means that teachers

would still do whatever they did in class even if they had not written it in the schemes as well as the lesson plans.

Curriculum Implementation Classroom Environment-related Strategies and Teaching Effectiveness.

Analysis of data presented in Table 1 shows that the five teachers' involvement in curriculum implementation influences their classroom environment effectiveness in six ways. These are the identification of quality learning materials, pedagogical knowledgeability, accommodating pupils' interests, knowledgeability about classroom procedures, close relationship with pupils, as well as stipulation of classroom standards of conduct.

Identification of Quality Learning Materials

Identification of quality learning materials is in reference to the fulfilment of the obligation of finding teaching aids that suit the environment in which pupils learn. Data collected from the teachers' interviews as well as lesson observations suggests that teachers' involvement in curriculum implementation offers them the opportunity to select learning materials to use in a way that probably aids the achievement of an effective classroom environment. During the observation of Teacher D's lesson, the teacher brought a recorder where one learner would speak words in English and be recorded, and the teacher would later request that the learner speak the same words in Kiswahili. In such sessions, pupils were observed to be very attentive to the process, and this was a way the teacher used to establish a culture of learning.

Further observation of Teacher D's class showed that pupils were within his proximity since the majority wanted to see what was going on and thus encouraged them to participate. Others would actively listen during the lesson, yet many were involved in the organisation of a suitable furniture arrangement that enabled each pupil to see as well as be appropriate for the subsequent learning activities. Most crucial to note is that there was no loss of instructional time that was observed, and thus, the identification of quality learning materials by the teachers in their capacity as curriculum

implementors promoted an effective classroom environment.

In addition, the interview with Teacher E revealed that the identification of quality learning materials enabled the teacher to set clear instructions that guided pupils' conduct during her lessons. She indicated how she does not need to encourage pupils to forcefully participate in the learning process but rather their pre-determined roles in the usage of learning materials speak it all. As a matter of fact, her classroom reported no criminology concerning pupils' behaviour. In her own words, she narrated that:

'... Once my learning materials are clear and have been availed to the class, my work then becomes simpler since I do not need to keep on telling my learners to engage in the lesson...first of all, I know what they are supported to do especially when there is a learning material to be used for demonstration to the class.... (Teacher E, Rural based school).

This means that the authority given to teachers as curriculum implementors offers a chance to innovatively identify learning materials that ease their work in terms of classroom supervision since pupils are simply provided with prior roles to play, with teachers simply managing what they are doing, what also improves pupils' attention in the classroom.

Pedagogical Knowledgeability

Pedagogical knowledgeability is used in this study in reference to the ease with which teachers are able to deliver the required content to the learners within a short time allocation. During lesson observation, teachers know what they are teaching, how they can teach it, and when they can teach it. Despite the fact that the classrooms were congested, pupils remained attentive all the time simply because the teacher would teach the right material at the right time using the right methods. In fact, teachers were polite to pupils and created a pleasant learning environment that was safe and accessible for all pupils. When asked how he was able to do this, Teacher D said:

'... All I need is to be knowledgeable about the content and how to deliver it to the pupils... I

think you have seen how we listen to each other during the lesson.... even when they want to ask questions that they do not understand, they confidently do it because they know I will honestly provide reliable answers to them... (Teacher D, Rural based school).

This means that if teachers are to respect their role as curriculum implementors, there is a need to take time to understand the dynamics of the content therein, such that the teacher's knowledgeability is not compromised by learners if an effective classroom environment exists in schools.

As a way of triangulation, when pupils were asked during their focus group discussion how their teacher was able to maintain a proper classroom environment, they informed me that their teacher answered whatever they asked them to the extent that they even took questions about other subjects which he does not teach. One pupil, for example, narrated that:

'... he is really very bright, he can give you an answer to the questions you ask him even if they are very difficult... some learners even take him the questions of other subjects thinking that he knows them also...' (Pupil, Rural based school).

When I checked his schemes and lesson plans, I, however, discovered that the pupils over-protected him since a lot of content errors were discovered that later forced me to question his pedagogical knowledgeability.

Accommodating Pupils' Interests

Accommodating pupils' interests is in reference to allowing each learner to bring out his or her thinking during classroom lessons. During the lesson observation, it was surprising to see pupils coming from the back seats of the classroom to in front to give their thoughts about what was being taught. In fact, some of their responses were wrong, but teachers tried to modify them to make them okay. Besides, pupils were seen playing an important role in carrying out classroom routines, questioning each other on answers, and taking initiative in improving the quality of other work. I was forced to ask teachers what was behind this, and Teacher C narrated that:

'... We must accept as teachers that learners are not the same, and therefore, we need to accept them and accommodate them according to their interests and weaknesses ... curriculum implementation can be hard if all learners are treated equally even if in the same classroom.... I personally do not deny anyone's answer but instead, modify it...' (Teacher C, Urban based school)

This means that if slow learners are to be motivated to learn with the first learners, they need to be accommodated, especially because when designing the curriculum, it is both for the categories of pupils expected to be in the schools.

Knowledgeability about Classroom Procedures

Knowledgeability about classroom procedures is in reference to teachers' awareness of what constitutes a suitable classroom environment, and funds make good use of it. It was established that the five teachers could carry out step-by-step teaching and learning sessions with the aim of ensuring that the curriculum was implemented in sequence from simple to complex. The logic behind this was showing learners that the course content was easy to comprehend and thus gaining confidence that they would easily manage it. During the interview with Teacher B, for example, I was informed that:

'... What I did first was to ensure that all the procedures I needed to have a properly managed classroom were at my fingertips in every lesson... I know when to introduce new concepts in a way that does not scare away pupils from remaining attentive to what I teach them... In fact, I introduce complex work after clearly backing it with the easy one in order to keep pupils on track...' (Teacher B, Urban-based school).

Another teacher further contended that:

'... Using my knowledge about proper classroom procedures, I even sometimes stimulated their thinking and interest by simply telling them what we are to study, for example, in the subsequent lesson, and request them to be the lead in the running of the lesson... my work becomes simple; just to guide them where they

go wrong and then they continue with other procedures (Teacher E, Rural based school).

This means that teachers as curriculum implementors need to recognise what makes up a suitable classroom environment by understanding the procedures, especially those involved in the process of conducting a successful classroom lesson.

Close Relationship with Pupils

Close relationship with pupils is in reference to the ability of a teacher to bring learners as close as possible to him/ herself in view of having a positive socialisation environment during teaching and learning. Data about this originated from the interview with the curriculum developers as well as the DCSQAOs, who claimed that teachers are like parents who are meant to babysit the learners until they get what they need out of them. In their arguments, choosing teachers as the immediate implementors of the curriculum was not by mistake because of the close relationship that these people have with the learners. One curriculum developer narrated that:

'... following the good relationship which teachers have with the pupils, they can easily use that to manipulate the pupils to understand the curriculum requirements...we have no doubt that these teachers will provide all the necessary support needed to have the curriculum adequately implemented among learners all over the country...' (Curriculum Developer's Interview).

Also, interviews with the DCSQAOs indicated that:

'... of course, no one other than the teachers can bond well with the pupils to have the curriculum well implemented... that strong relationship between teachers and pupils can facilitate a good classroom environment needed to have the curriculum well implemented... I think you can now tell that our choice of teachers as the main curriculum implementors was not by mistake...' (DCSQAO's Interview).

This means that although teachers may be good with curriculum content, the absence of a good relationship with pupils may, first of all, hinder

objective classroom interactions and, consequently, the inability to have the curriculum effectively implemented.

Stipulation of Classroom Standards of Conduct

The stipulation of classroom standards of conduct is in reference to teachers' ability to clearly spell out the guidelines to be followed while in class to the learners. During the interviews, it was established that the five teachers tried to be clear with their core classroom rules and guidelines. Teacher D, for example, made sure that classroom routines were functioning in each and every lesson he conducted. In short, her pupils know what to do, where to move and when to do so during each of their classes. During the lesson observation, there were clearly stipulated standards of conduct posted, and he made learners refer to them whenever one often went against any of these rules. When asked, he was able to handle this in all his classes, and he had this to say;

'... you cannot easily implement the curriculum as expected among these young learners unless you try to become strict when it comes to handling their conduct during class time... I do not entertain misconduct during my lessons, and they know that very well... I think that is why you saw my lessons were at least organised enough...' (Teacher D, Rural based school).

This means that effective implementation of the curriculum requires teachers to always remain objective within the class by not entertaining any kind of diversions from the pre-determined classroom procedures so as to have effective classrooms for effective lesson delivery.

Curriculum Implementation Instruction-related Strategies and Teaching Effectiveness.

Data from Table 1 shows that the five teachers' involvement in curriculum implementation influences the effectiveness of their instructional practices in five ways. These are commitment to syllabus completion, tracking pupils' class activities, optimum utilisation of limited teaching facilities, understanding curriculum requirements as well and management of pupils' learning.

Commitment to Syllabus Completion

Commitment to syllabus completion is used in reference to the initiative by teachers in their capacity as curriculum implementors to ensure that whatever pupils are meant to learn is given to them in the stipulated time. Data from the teachers' interviews indicated that the work of being implementors of the curriculum necessitated them to ensure the completion of whatever the curriculum was prepared to teach. This was because, in the end, examinations would be given to the pupils, and failure in these examinations would mean teachers' failure to effectively implement the curriculum. One teacher, for example, informed that:

'... I must commit myself to ensuring that I complete the syllabus on time... You know very well that at the end of the cycle, pupils are going to be assessed with external examinations. This means that the moment they fail, then I would also have failed to have the curriculum effectively implemented and to avoid this, I at least play my part by making sure that my syllabus is complete by the time they sit for these examinations ...' (Teacher A, Urban based school).

This means that the expectations of external assessment play a very important role in encouraging teachers to ensure that the instructional practices move towards effective curriculum implementation, although at risk of over-emphasising examinations at the expense of holistic instructional practices.

Another teacher also narrated that:

'... there is no way you can separate involvement in curriculum implementation from the teachers' ability to carry out classroom teaching that is aimed at ensuring that all that the curriculum designed for pupils is given to them...to me, implementation means ensuring syllabus coverage within the time that is allocated for it and am sure I personally do this very well...' (Teacher E, Rural based school).

This implies that teachers basically understood curriculum implementation from the perspective of classroom instruction that supports timely syllabus

coverage and probably passing final examinations as opposed to holistic instructional practices.

Tracking Pupils' Class Activities

Tracking pupils' class activities is in reference to the teachers' ability to ensure that whatever pupils are doing during the instructional time is monitored by the teacher. Teacher D's pupils informed me during their focus group discussions that he does not entertain learners with unmarked work; besides he keeps on moving around the class to ensure that all learners are doing what is expected out of them and when he finds those who failed to abide by the terms they get punished. One pupil, for example, narrated to me that:

'... Haaa... you can't fail to do his work in class because if he finds you with any assignment which is not marked, he takes you to the office for punishment... he moves around all the time to ensure that all of us are writing what he teaches and no one can dodge writing his work I think ...' (Pupil, Rural based school).

When I went ahead to observe his lessons, I discovered that he circulated well in the classroom to monitor pupils' learning as he taught. In fact, when I went ahead to check pupils' notebooks, a few spelling mistakes were discovered. I went ahead to ask him about how he maintained effective instruction of learning, and he had this to say:

'... these are very young people that need close supervision all the time if they close supervision all the time if they are to be effectively taught... the more you create pressure on them, the more they get to know that there is no playing in your lessons... I think this is why you are able to see that they at least write my work and are for marking all the time' (Teacher D, Rural-based school).

This implies that pupils are not well grounded in the importance of their presence in schools to the extent that if teachers do not over-supervise them in class, they cannot be attentive enough to learn. Besides, in classrooms which are overcrowded, learning may not effectively take place because of the unfavourable teacher-pupil ratio. In such situations, effective instructional practices may be trained with

certain pedagogical inconsistencies such as the adoption of poor instructional methods.

Optimum Utilisation of Limited Teaching Facilities

Optimum utilisation of limited teaching facilities is in reference to using the available teaching materials sparingly such that they efficiently serve the purpose. Teachers informed me that in many of their schools, the number of pupils in classes is overwhelming, and the only way to effectively instruct them is by using what is available sparingly to serve the intended purpose. One of the teachers, for example, narrated to me that:

'... the numbers in our classes here are too high compared to the resources such as textbook and furniture and thus as a teacher, you need to move creatively to ensure that each learner is catered for although the facilities are not enough... they sometimes have to share what is available in small groups such that everyone benefits (Teacher C, Urban based school).

When I asked the DCSQAOs about the inadequacy of these facilities in schools, they had this to say:

'... yes, we are aware that schools do not have what is enough to effectively implement the curriculum, but again, we trust that teachers can be innovative enough by using what is available to them to serve the expectation... effective instruction of learning is not simply entering the class to teach but also to be optimal is resource use especially where what is available is limited.

This implies that once teachers can make use of what is available optimally, the delivery of lessons will easily succeed, and so will the achievement of effective instruction. It should, however, be noted that the optimum use of resources is simply part of what defines effective instructional practices.

Understanding Curriculum Requirements

Understanding curriculum requirements is in reference to teachers' awareness about the ingredients of effective instruction of learning and thus organising them before starting the instruction process. The teachers informed me that their involvement in curriculum implementation makes

them look for possible ways of becoming knowledgeable about all that it takes to have a lesson well instructed. They continued that it is by nature that teachers can never start teaching before identifying the necessary requirements that would make their instruction successful. One of them, for example, informed me that:

'... the moment we are at the frontline of curriculum implementation, we have to always look for and understand what it takes or the requirements needed to have the lessons well instructed. Besides, each lesson has its own requirements depending on the content to be delivered to the learners...as a teacher, you have to try as much as possible to understand such dynamics if your instructional practices are to be effective (Teacher B, Urban-based school).

During the observation of his lesson, Teacher B had different teaching aids in the two different lessons I observed. Besides, in one of the lessons, pupils were even moved out of the class before the lesson started to have a view of the school infrastructure since that lesson was about resources. Even in the schemes of work and lesson plans, there were specific teaching/ learning materials that were to be prepared and used by the teacher depending on what topic or subtopic was to be handled.

As a way of triangulation, I was forced to ask curriculum implementors if they provide the different requirements teachers need to facilitate the different topics in their designing of the curriculum. In their response, no specific requirements were provided, but instead, each individual teacher is expected to utilise his/ her professional abilities to identify what they think is necessary to facilitate their pupils, given the fact that the learning contexts and abilities of learners throughout the country are different. One of the curriculum developers, for example, narrated that:

'... no one can give specific requirements to teach pupils; it is the teacher to identify what they need using their knowledge of their pupils and the learning contexts in which they teach. Our work is simply to give general instructions on how to select the learning requirements

rather than specifically telling the teachers all that they need to deliver their lessons to learners of different backgrounds... (curriculum developer's interview).

This means that the 2015 curriculum is flexible enough to allow learning to take place differently in different contexts, but all aimed at achieving the same goal. Teachers are, however, supposed to be kin when choosing the requirements to avoid misleading the learners.

Management of Pupils Learning

Management of pupils' learning is in reference to ensuring that what the curriculum intends the learners to gain is what is gained during the teaching/learning process. Teachers informed me that, being curriculum implementors, they need to make sure that all learners are able to gain what the curriculum requires him/ her to gain. This is done by ensuring that during their teaching and learning process, the content is relevant, the methods used are suitable, suitable assessments and feedback to the learners are given, and all stakeholders are involved. One of the teachers, for example, did not do that;

'... curriculum implementation work is not an easy one, my brother but anyway, my involvement has always encouraged me to ensure that all my pupils benefit... I try as much as possible to manage their learning process of course sometimes by involving their parents, and we move together...' (Teacher C, Urban-based school).

During lesson observation, teacher E tried to manage learners' learning by using pupils to mark their fellow pupils' work, and this was done against an established criterion. This seemed to stimulate pupils' interest, thinking, and problem-solving skills since the teacher monitored whatever they were doing. As a matter of fact, assessment of their fellow learners' work not only enables them to have a high level of thinking but is also a way of helping the teacher to track and manage different learners' levels of understanding. Consequently, in all the observed lessons where the teacher used this strategy, pupils were very active compared to where who did not.

Curriculum Implementation Professional Responsibility-related Strategies and Teaching Effectiveness.

Table 1 presents four ways in which teachers' involvement in curriculum implementation influences the effectiveness of their professional responsibilities. These ways include; support to conducive timetabling, enhanced record keeping, mutual adaptation to pupils' differences as well and prioritising pupils' needs.

Support to Conducive Time Tabling

Support to conducive timetabling is in reference to the help that teachers are able to give to the school timetable managers on how best to allocate lessons suitable in a way that stimulates the achievement of intended objectives. Teachers informed that, as they engage in the implementation of the curriculum, they come across important areas that need to be allocated special ties on the school timetable, and in this way, they go ahead to advise those concerned to allocate these activities where possible. This, according to them, makes them effective in their professional responsibilities, but all originating from their involvement in curriculum implementation. One of the teachers, for example, revealed that:

'... although we are curriculum implementors, there is a time when we need to show our professionalism by also supporting others to also be effective. A case in point is when I realised that I was teaching vocational skills, but I was not allocated any time on the school timetable to take pupils for practical work not until I advised the timetable teacher (Teacher B, Urban-based school).

This implies that support of one another in the school is a good professional practice that could save the institution from ignoring some activities at the expense of others. In other words, it is an indication of good working relationships among workmates as well as a way of remaining effective with professional responsibilities.

Enhanced Record Keeping

Enhanced record keeping is in reference to teachers' ability to store pupils' progress in the various school

activities so as to follow up on their progress. Teachers revealed that their position as curriculum implementors introduces them to the need to keep learners' records in view of reporting about each of them either formatively or summatively. The interview with one of the teachers indicated that:

'... keeping pupils' records and progress while in school is one way my involvement in curriculum implementation has boosted my professionalism... as teachers, we need to know our learners and how they progress in the various aspects that take place here at school. It is not a matter of simply teaching them (Teacher D, Rural based school).

However, apart from Teacher D, documentary evidence provided no evidence that the rest of the teachers kept pupils' records. In fact, there was an absence of any accurately maintained pupils' records. A way from the written records, even evidence that they communicated with parents about individual pupils' learning progress was lacking. Besides, they never showed me evidence that they tracked pupils' progress against instructional outcomes.

As a result, although these teachers had earlier agreed with me that they would keep the records, their agreement was hardly supported with evidence. One can indeed easily conclude that their involvement in curriculum implementation did not adequately promote the effectiveness of their professional responsibility in terms of effective pupils' record keeping.

Mutual Adaptation to Pupils' Differences

Mutual adaptation to pupils' differences is in reference to the teacher's ability to receive pupils the way they are without discriminating against them. Interviews with curriculum developers indicated that teachers are expected to extend motherhood by assuming the role of mothers by taking responsibility for their learners, anticipating their needs, and caring for them. One of them, for example, narrated that:

'... we expect that teachers in their capacity as curriculum implementors need to identify learners' differences and then find a way of handling them the way they are to help them feel

loved and thus confident even if they are socially marginalised many ways... one this is done then it means their involvement in curriculum implementation positively influences their professionalism (Curriculum Developer's Interview).

During the observation of lessons, teachers were seen trying to give the opportunity to academically weak pupils the opportunity to give answers even if they had not put up their hands. However, once this happened, other pupils were seen laughing at them, which the teacher condemned so much to the extent of threatening to chase away those who were laughing from the class. When asked why she was doing so, teacher E informed me that:

'... when we become teachers, we do not only become teachers for the bright pupils, we have to handle all pupils the same way to see that they all learn together... my policy is that I do not over concentrate on those that put up hands because you find that they are always the same pupils... this enables me to remain professional when doing my work (Teacher e, rural based school).

This implies that understanding learners' differences is strongly one of the attributes of teachers that make them professionally responsible. However, teachers need to take care to see that in their attempt to remain adaptive to learners' differences, they do not compromise the rate at which academically gifted learners learn.

Prioritising Pupils' Needs

Prioritising pupils' needs is important in making sure that the learner is central in teachers' pedagogical practices if the curriculum is to be well implemented. Teachers informed me that they try as much as possible to see that they get to understand what learners need depending on their abilities and be able to act accordingly. The review of schemes of work, for example, showed that teachers always modified the activities where they found that some learners would be left out. This not only promotes the relationship between the teachers and the pupils but also helps to make the teachers' work easier.

Besides, when teachers were asked if their involvement in curriculum implementation enabled them to prioritise pupils' needs, all of them agreed that, in most cases, it is their "learners first" since these are the reasons why they go to teach. One of the teachers informed me that:

'... attending to learners' needs as the priority is one of the ways in which I have been able to remain professionally responsible ... just imagine if learners were not in school, who would I be teaching by now? I think you can see that prioritising their needs is very crucial ...' (Teacher A, Urban-based school).

There was, however, an absence of vivid evidence to confirm that teachers really prioritised learners' needs apart from the verbal evidence they narrated to me. Therefore, prioritising learners' needs as one of the ways in which teachers' involvement in curriculum implementation influences their effectiveness of professional responsibilities remained conducive, especially in terms of whether teachers applied it or not.

Cross-Case Analysis for Curriculum Implementation

Evidence on how the five teachers' involvement in curriculum implementation influences their teaching effectiveness established that the implementation process already found teachers entitled to all the involved activities. Therefore, their involvement in implementation simply strengthens what is already required of them right from their teacher training institutions up to the needs of the Ministry of Education. In fact, teachers' involvement in curriculum implementation influences their teaching effectiveness by enforcing the already pre-determined responsibilities that teachers are expected to fulfil while in the profession.

DISCUSSION OF RESULTS

During data collection, the assumption was that teachers were the ones who studied the cognitive skills of the age group at which the 2015 curriculum is aimed. They are, therefore, expected to be experienced in delivering lessons to learners with a span of capabilities and disabilities and thus are the ones to deliver this curriculum and direct what needs

to be improved thereafter. The study, therefore, used Danielson's (1996) and Taba's (1962) models as lenses through which the understanding of the influence of teachers' involvement in curriculum implementation on their teaching effectiveness was ascertained. The study's findings in relation to teachers' involvement in curriculum implementation are discussed below in light of the existing literature as well as the models that guided the study.

In line with the second research question, findings from teachers' interviews as well as lesson observations indicated how the teachers' creativity and innovativeness in setting learning activities are strengthened following their involvement in the implementation of the curriculum. In other words, teachers are able to improve their way of setting specific learning activities. This finding supports the argument by Chen et al. (2014) that without careful planning of learning activities, all other aspects of the teaching/ process will fall apart because of the inability to organise the relevant resources. The finding is also in line with what Malunda and Atwebembeire (2018) suggest that using a variety of resources to plan and present content and skills enhances the opportunity for pupils to attain desired outcomes, an indication that the more teachers engage in the curriculum implementation, the more they improve the way they set valid learning activities and consequently outcomes.

The study results also showed that teachers knew that this curriculum was still new, and therefore, as they plan what to teach, they make sure that they do not divert from its expectations, nor do they allow pupils to divert, which confirms their clarity on the curriculum expectations. This finding agrees with Xu and Özek (2012) that destruction of any kind makes teachers lose their pedagogical focus and hardly remain effective in teaching and thus should always stick to the lesson expectations. This also agrees with Mohanasundaram (2018), who involved teachers in curriculum implementation and always set standardised tests in line with such curriculum. Also, planning for instruction begins with assessing whether intended learning objectives have been achieved (Haynes, 2010; Ko and Reed, (2012), but without active involvement in curriculum implementation, this may be difficult to attain.

There is also evidence in the study findings that before starting the process of implementing any component of the curriculum, a thorough check into what one needs to do is so crucial. In other words, one needs to have strong discussions about what they need to plan a successful lesson and must be done quickly but with enough knowledge about it, which is presented in chapter four as quick and informed pedagogical decision making. This finding agrees with Bulama's (2021) argument that teachers must undertake diagnostic assessment as well as provide appropriate diagnostic assessment and provision of appropriate feedback to learners, thereby improving their learning process. In the same line, findings also indicate the presence of relevant teaching aids, which were planned whenever necessary in the different sections of the lesson. As Nabiryo (2021) contend, learning materials such as charts, which teachers decide to use in teaching, enhance learning, especially as a way of guiding the learning process.

Study findings also, especially from the lesson observations, revealed that pupils were within teachers' close proximity since the majority wanted to see what was going on and thus encouraged them to participate. Others would actively listen during the lesson, yet many were involved in the organisation of a suitable furniture arrangement that enabled each pupil to see as well as be appropriate for the subsequent learning activities. In fact, teachers were polite to pupils and created a pleasant learning environment that was safe and accessible for all pupils. This finding is in line with the suggestions of Lavy et al. (2020), who contend that a good relationship eases pupils' cooperation in learning and helps the teacher to easily recognise pupils' needs. It was also discovered that, in many of their schools, the number of pupils in classes is overwhelming, and the only way to effectively instruct them is by using what is available sparingly to serve the intended purpose. This supports Kihumbe's (2015) suggestion that available resources in schools should be appropriated to serve the intended purpose. Teachers, therefore, need to stick to resources that match their pupils' learning needs so as to remain in a conducive classroom (Fox and Hoffman, (2011).

More still, findings revealed that teachers are like parents who are meant to babysit the learners until they get what they need out of them. In their arguments, curriculum developers argued that choosing teachers as the immediate implementors of the curriculum was not by mistake because of the close relationship that these people have with the learners. Indeed, as Danielson's (1996) model indicates, effective instruction entails communicating with learners, questioning and discussing as well as engaging them in learning. This finding also agrees with Nabiryo (2021) that individual teacher-pupil interaction benefits pupils despite the time and teachers' attitudes which could prevent them from interacting. As a matter of fact, the interaction between teachers and learners in class makes them more attentive as well as find it easy to improve their work (Zumbrunn et al., 2012). This further explains why teachers need to make sure that classroom routines function in each and every lesson conducted, as claimed by Sajitha et al. (2018).

Further evidence from the findings indicated that the work of being implementors of the curriculum necessitated them to ensure the completion of whatever the curriculum prepared for the learners. This was because, in the end, examinations would be given to the pupils, and failure in these examinations would mean teachers' failure to effectively implement the curriculum. This finding disagrees with Musisi (2013), who recommends a competence-based teaching and learning framework that could help to reorient schools away from focusing on examination as an incentive to strengthen their pedagogical environments. In fact, parents should be educated that scoring high in examinations does not necessarily mean possession of key competencies (Musisi, 2013). In a close relationship, the study finding also shows that teachers do not entertain learners with unmarked work; besides they keep on moving around the class to ensure that all learners are doing what is expected out of them and when they find those who failed to abide by the terms they get punished. This is in line with Zhaug et al. (2018), who reveal that interaction makes them more active and cognitively promotes higher-order thinking and makes them feel valued and supported.

Lastly, study findings found that during teachers' teaching and learning process, the content is relevant, the methods used are suitable, suitable assessment and feedback to the learners are given and ensuring that all stakeholders are involved. They tried to manage learners' learning by using pupils to mark their fellow pupils' work, and this was done against an established criterion. This seemed to stimulate pupils' interest, thinking, and problem-solving skills since the teacher monitored whatever they were doing. In fact, teachers were seen trying to give the opportunity to academically weak pupils the opportunity to give answers even if they had not put up their hands. However, once this happened, other pupils were seen laughing at them, which the teacher condemned so much to the extent of threatening to chase away those who were laughing from the class. This agrees with Tomlinson (2007) that as teachers differentiate in the classroom, they are trying to provide appropriate learning experiences for all their learners while creating different avenues for them to acquire content, process and construct their own understanding so that each learner within the classroom can learn efficiently regardless of their differences in ability.

In summary, the discussion of findings from the current study's second objective and those of other studies clearly show that, since the process of curriculum implementation is majorly done by the teachers, teachers' involvement in this process significantly influences their teaching effectiveness. Besides, the fact that they are actively participating and yet their active participation could offer them professional competence, influencing their teaching effectiveness positively becomes easy, especially if they own the curriculum agenda amidst the active involvement of other concerned stakeholders.

CONCLUSION

Teachers' involvement in curriculum implementation expressively influences their teaching effectiveness because teachers are simply enforcing the already pre-determined responsibilities expected of them while in the profession.

Teachers, in their capacity as educators, already have a role of having the curriculum implemented, and this is expected out of them right from their teacher

training collages. This means that teachers' involvement in the daily implementation of the 2015 curriculum simply reminds them of the expected effectiveness aspects pre-determined at their entry into the teaching profession.

Study Recommendations

Teacher training institutions should work together with the curriculum operating institutions in the country, such as DCSQAOs, to ensure that teacher trainees are equipped with the necessary curriculum implementation competencies before they start practising the actual teaching.

The DCSQAOs should share the effective curriculum implementation guidelines with these institutions so that teachers are trained in line with effective curriculum implementation skills. This recommendation is likely to reduce the gap between curriculum developers and teachers as they engage in the process of curriculum implementation.

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