

**SCHOOL BASED FACTORS AND IMPLEMENTATION OF PRIMARY  
EDUCATION CURRICULUM IN APPROVED BASIC EDUCATION AND  
TRAINING SCHOOLS IN EMBAKASI SUB-COUNTY, KENYA**

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for the Degree in Master of Education in Curriculum Studies**

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## **DECLARATION**

This project is my original work and has not been submitted for any award in another university.

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## **DEDICATION**

This work is dedicated to; my husband Gabriel Muriira and our children Immaculate Kiendi and Alex Rugendo.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>APBET</b>	Approved Basic Education and Training
<b>EFA</b>	Education for All
<b>GoK</b>	Government of Kenya
<b>MoE</b>	Ministry of Education
<b>MoEST</b>	Ministry of Education, Science and Technology
<b>RBV</b>	Resource Based View
<b>SDGs</b>	Sustainable Development Goals
<b>UIS</b>	Unesco Institute of Statistics
<b>UNAID</b>	United Nations Agency for International Development
<b>UNESCO</b>	United Nations Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children Education Fund

## **ABSTRACT**

This research project sought to investigate on School based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County, Kenya. The specific objectives of the study were to examine on trainers' qualifications, availability of teaching and learning resources, instructional methods, learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Four research questions were formulated in line with the objectives. The study was a descriptive survey type adopting a descriptive approach on School based factors and implementation of education curriculum in APBET schools in Embakasi Sub County, Kenya. Questionnaires targeting 146 respondents (upper class trainers, class prefects and administrators) who are in one way or the other involved in curriculum implementation were used to collect the data. Simple random sampling to select the sample size for the trainers and prefects' respondents was used while census sampling was used for the administrators. The 16 head teachers of the 16 selected schools participated in the study. Piloting was done to establish reliability and validity of research instruments. Data was analyzed using descriptive statistics. The findings of the study revealed that trainer's qualifications, insufficient teaching and learning materials, instructional methods and learner characteristics impacted negatively on the implementation of curriculum. This study recommends that trainers' qualifications should be heightened and the trainers should be encouraged to be innovative as well as creative in the instructional methods they adopt and ensure they rely more on the child-centered methods.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Regimes' throughout the world recognize the critical role played by Approved Basic Education and training schools in increasing access to education especially in informal settlements and other marginalized areas. Generally, children in these areas are unable to access government schools due to insecurity, long distances and diverse economic and social challenges. It is in these informal settlements that Approved Basic Education and Training (APBET) schools have been established to meet the learning needs of primary school children (Republic of Kenya, 2012). The Ministry of Education, Science and Technology (MoEST), in the past had not legally recognized APBET institutions since they do not meet school registration requirements inter alia acreage, staffing, facilities among others (MoEST, 2015).

The Kenyan policy framework for Approved Basic Education and Training was formulated in 2009, with the goal of facilitating the registration of APBET institutions by the Ministry of Education (Republic of Kenya, 2012). The framework would also enable funding of these institutions by prospective partners; provide guidance on regulations and quality education through implementation of primary education curriculum (MoEST, 2015). Article 43 of the Constitution of Kenya recognizes education as a human right. Section 39 (c) of the Basic Education Act of 2013 ensures that children from marginalized regions, vulnerable or disadvantaged are not discriminated

against and have the right to pursue and complete their basic education (MoEST, 2015).

For Primary education curriculum to be well implemented and to achieve some perceptible achievements, institutional aspects including human, physical facilities and other resources should be properly distributed and used (Njoroge, 2013). Altogether, learner characteristics should be examined and considered, as well as proper instruction methodologies geared towards the implementation of primary education curriculum utilized in an effort to fulfill pupils' education needs (Mungai, 2013).

The United Nations Agency for International Development (UNAID)'s Sustainable Development office has established a policy for dealing with curriculum implementation grounded upon more than a ten year span of organized learning modification efforts. Aspects of the study are: communication of messages to learners and teachers; provision by the Ministries of Education (MOEs) to the education sector as well as sustenance ground-breaking supply of schooling to orphaned children in addition to other susceptible kids (Barnett, 2008).

Governments world over, recognize the role played by APBET institutions in providing basic education (UNICEF/UIS, 2014). In Pakistan, the Government in conjunction with USAID is increasing access to primary education for out of school children by offering education programs that provide emergency education to the displaced children by military conflicts, enrolling new learners, offering non formal education programs, repair and construction of

schools in underserved communities to address barriers that keep students from enrolling and staying in school (USAID, 2018).

In Ethiopia, of which 80 million people are pastoralists, primary education curriculum is highly embraced by donors, civil society, communities and other actors as a means of increasing enrolment and ensuring equity for the disadvantaged including girls, special needs children, children from pastoralists communities, semi-agriculturalists and the marginalized groups (World Bank, 2015). To enhance quality education, the General Program for Education (GPE) that consists of development partners works to facilitate curriculum implementation through provision of teaching and learning materials, teacher development programs, pre-service and in-service courses, school improvement programs, capacity building programs and ICT education programs from kindergarten to grade 12 (Global Partnership for Education, 2017).

According to Okorodudu (2009), the level of education of adult education trainers remains a key determinant of the value of education offered. Barnett (2008) recommended that more learned adult tutors possess more knowledge and expertise in addition to being very likely to produce better-off learning related activities which are applicable to the children's learning needs. The trainers are likewise well prepared to resolve complications at times when they face difficulties during learning in the classrooms.

Effective implementation of an education curriculum is influenced by the nature of a particular institution's physical resources (Rogan & Grayson,



2013). Anandu (2009) emphasizes that physical facilities remain crucial for trainers as well as pupils for effective curriculum implementation. Availability and quality of instructional resources such as schoolbooks, writing materials and teaching aids determines the level of implementation of a curriculum (Yara & Otieno, 2010).

According to Ajibola (2008), as soon as teaching is directed in the direction of the needs of the learner, there comes a supplementary predisposition to ensure that the learner completely comprehends the content being taught. Teacher-centered methods of teaching ought to be used often in the classroom since some trainers are short of confidence, the mastery of content and the basic teaching skills (Motswiri, 2014). Since the learner is the vital element in the course of curriculum implementation, curriculum implementation occurs when a student attains the intended or envisioned skills, knowledge, ideas and attitudes (Wambui, 2014).

Kenya has over 2,000 APBET schools of which 430 are registered by the Ministry of Education to ensure access to quality education for all, especially disadvantaged groups (MoE, 2017). Majority of APBET schools are found in informal settlements in urban areas of which Embakasi Sub-County records the highest number. These include; Mukuru kwa Njenga, Kwa Reuben, Kware, Kayiaba, Matopeni and Soweto (MoE, 2017). Therefore, this study is triggered by the need to investigate on school-based factors and implementation of primary education curriculum in registered APBET schools in Embakasi Sub-County, Nairobi.

## **1.2 Statement of the problem**

Primary education curriculum is meant to help learners acquire employable skills, life skills and provide opportunities for further education and training (UNESCO/UIS, 2014). Although the initial call for primary education everywhere to be compulsory and free was made in 1948 during the adoption of universal declaration of human rights, reports from UNESCO indicate that only one third of primary school pupils in developing countries acquire right knowledge and skills specified in the primary education curriculum due to poor primary curriculum implementation (UNESCO, 2016). Given that the primary education curriculum delivery mechanisms are not capable of reaching all school age learners including adults; primary education curriculum has to be fully implemented in APBET schools. This calls for the realization that all fundamental issues have to be instituted. Research conducted by Mungai, (2013); Wambui, (2014); Mwanja, (2013); Ileri, (2014) and Kiarie, (2013) concentrated on other factors rather than institution based factors and implementation of primary education curriculum in APBET schools. This therefore presents a conceptual gap which the current study sought to fill by investigating on influence of institution based factors on education curriculum implementation in APBET schools in Embakasi Sub County.

### **1.3 Purpose of the study**

The purpose of the study was to explore the school based factors and primary education curriculum implementation in APBET institutes in Embakasi Sub-County, Kenya.

### **1.4 Research objectives**

The research objectives below were formulated for the study.

- i) To examine on trainers' qualifications and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- ii) To establish the availability of teaching-learning resources and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- iii) To examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- iv) To determine the learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.

### **1.5 Research questions**

The following research questions were to be answered in this study:

- i) In what ways does the trainers' level of qualification affect the implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?

- ii) How does the availability of teaching and learning materials affect implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?
- iii) What is the effect of instructional methods applied by trainers on implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?
- iv) In which ways do learner characteristics affect primary education curriculum implementation in Approved Basic Education and Training schools in Embakasi Sub-County?

### **1.6 Significance of the study**

The study outcomes provided a research data that may be of benefit to the Kenya Institute of Curriculum Development in advocating the appropriate institutional environment that enhances proper implementation of primary education curriculum. Policy makers may also benefit in policy formulation towards an effective curriculum and may also equip primary education curriculum implementers including trainers with the best practices towards implementation of primary education curriculum. Future researchers may also find this work a useful addition to existing literature.

### **1.7 Limitations of the study**

Limitations are tribulations projected or encountered by an investigator during a research (Kombo & Tromp, 2006). This study was limited in scope due to costs and time requirements for reaching all APBET schools. This challenge was mitigated by sampling schools for the study. Another limitation was social

bias due to respondents' attitude which would lead to shallow and inadequate information in view of avoiding criticism. This limitation was mitigated by inclusion of both closed as well as open-ended items in the questionnaires to allow respondents to express themselves fully as well as assuring them of their privacy during the research.

### **1.8 Delimitations of the study**

This study was delimited to only the Approved Basic Education and Training schools in Embakasi Sub-County. This was for the reason that these institutes belong to primary sector and that they follow the primary education curriculum leading to primary education examinations (RoK, 2012). The study respondents were administrators, upper class trainers and class representatives from APBET institutions registered by the Ministry of Education with the fact that these schools receive FPE funds that facilitates access to quality education as well as acquisition of the necessary resources (MoE, 2017), therefore enhancing curriculum implementation.

### **1.9 Basic assumptions**

In this study, the following assumptions were made:

- i) That Approved Basic Education and Training school administrators and trainers had clear insights on how to implement primary education curriculum.
- ii) That the information gathered from the participating groups was correct and a reflection of their knowledge.

iii) That most Approved Basic Education and Training schools had not achieved quality standards for registration by the ministry of education, science and technology.

### **1.10 Definition of terms**

This part includes definitions of terminologies that have been used:

**Implementation** refers to the activity of putting into practice activities that ensure that primary education curriculum is undertaken in a school.

**Instructional methods** refers to the approaches and methods used by trainers in APBET schools.

**Learner characteristics** refers to primary education learners' aspects that may influence curriculum implementation for example age, gender, marital status and physical fitness.

**Level of qualification of trainers** refers to the highest educational qualification of a trainer in APBET schools.

**Primary education curriculum** refers to formulated knowledge, abilities and attitudes premeditated and applied in APBET schools.

**Primary education** refers to education offered in Approved Basic Education and Training schools.

**Primary school** refers to an institute of education that takes care of school children of ages 6-14 years in accordance to Basic Education Act (2013)

**Teaching and learning materials** refers to a range of educational materials that primary education trainer's use in the classroom to support specific

learning objectives, as set out in lesson plans, such as teaching aids, stationery and textbooks.

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one is an introductory chapter comprising of background to study, the statement of the problem, the purpose of the study, research objectives, research questions, significance of the study, basic assumptions, limitations of the study, delimitations of the study as well as definition of operational terms. Chapter two comprises of literature review on the following subheadings: introduction, concept of primary education, implementation of primary education curriculum, level of qualifications of trainers, teaching and learning resources, instructional methodologies, learner characteristics, summary of reviewed literature, theoretical framework in addition to conceptual framework. Chapter three presents the research methodology, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis techniques.

Chapter four consisted of data interpretation and presentation. Chapter five presented a summary of the findings, conclusions and recommendations and also areas for further research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter contains literature reviewed for the study. It is divided into the following subheadings: Concept of education curriculum implementation, level of qualification of trainers, teaching and learning resources instructional methods and learner characteristics. The chapter also has the summary of literature review, the theoretical and conceptual frameworks.

#### **2.2 Concept of education curriculum implementation**

Primary education has been described by Kleis (1973) as a deliberate and organized learning initiative, typically out of the customary education, whereby the instructional content is modified to suit the exceptional requirements of the learners so as to make the most of learning. Ahmed (1975) defines primary education curriculum as a tool of societal policy for the reason that it is cheaper and its programs relate openly to the day-to-day lives of the individuals. Studies carried out in Cuba, Russia, China and Nicaragua, indicate that primary education is cost effective and academically hopeful (Ekundayo, 2000).

Coombs (1973) supported the implementation of primary education programs and practices as an auxiliary or complementary system of education to allow emerging nations “catch up, keep up and get ahead” by dint of first, attaining the peak of individuals who possess appropriate knowledge and abilities; second, improving the know-how of moderately competent personalities, and



third, re-claiming the investment in formal school unqualified and unskilled leavers. Schooling, by itself, does not institute learning; neither does inactive listening (Coombs, 1973).

The Kenyan primary policy (2009) identifies primary education as a basis to realize SDG objectives. The Basic education Act of (2013) specifies Kenya's policy on primary education and outlines APBET schools as alternative education institutions for primary education provision. APBET schools have undoubtedly addressed the needs and desires of the sidelined, the putouts and the unschooled (Republic of Kenya, 2012).

According to Green and Kreuter (1999), the secrets to the success of curriculum implementation include learner's know-how, trainers' sympathy to learner's needs, suppleness when faced with varying situations, aiming on the long-term goals plus a sense of humour. Buchert (1998) defines implementation as the activity of conducting the change as scheduled. Likewise, implementation is defined by Pal (2006) as the recognition of an envisioned reform. According to Loucks and Lieberman (1983), curriculum implementation is the activity of testing out of a different practice and finding out how it is like when used in a school structure. In the process of implementing an educational innovation, there are three close aspects, that is: individuals who are the change forces, the curriculum itself, which is the programme, and the organization or institution (Marew, 2000).

In Kenya, curriculum implementation in schools is currently a certified programme. In spite of this, only 6000 out of a possible 240,000

instructors are actually trained on curriculum. Supplementary attentions in new methods of curriculum implementation in schools by guaranteeing responsible management, actualizable code of behavior, proper punitive methods as well as additional actions which will guarantee accountable conduct scrutiny to closely follow and also record growth of curriculum with reference to important instruction matters; working relationship and also corporation with the other sectors and NGOs tangled with; conception and also extension of source areas to benefit scholastic materials, expedite supply of resources, library right to use in addition learning /sustenance; availing manageable learning centers. This may possibly allow better implementation in the workforce as well as in the classrooms; provision for children in an inspired way; preparation additional instructors to substitute those that have deceased; improvement and amendments of curricular to endorse choice and justifiable conduct modification; advancement of progressive attitude to the learners and involvement of skills and evidence in the vicinity, locally and globally to enable actual communal tactical strategies, expansions of primary cautionary emblems in addition to action plans. (Anandu, 2009).

### **2.3 Qualifications of trainers and implementation of curriculum**

According to Maicibi (2003), every centre of learning is comprised of people and other types of resources and also that as soon as the correct extent and value of human capitals is amassed, it can influence the rest of the resources in the direction of appreciating established aims and objectives. According to a study by Okorodudu (2006) in Nigeria, and another by Tooley, Dixon and

Stanfield (2008) in Kenya found that the trainers' qualifications are a significant determinant of the levels and method of implementation of any education curriculum in schools. There is need for the improvement of quality in terms of teacher management, training and administration for affective implementation of primary education curriculum. These two studies however just identify qualifications of trainers as a contributing factor to the effective implementation but don't investigate further thus presenting a conceptual gap that this study seeks to fill.

Teacher's level of qualification, attitude and subject mastery are key to effective classroom interaction (Osakwe, 2009). Teacher training must be complemented by teacher motivation such as training and development, in-service and induction to increase teacher effectiveness. Darling-Hammond and Bran (2005) argue that curriculum content and instructions in teacher education is a framework useful in equipping trainers with knowledge, skills and commitments that enables them to help learners to succeed. A study conducted by Kimbui (2011) on the implementation of life skills education in public primary schools in Ruiru District revealed that the knowledge that trainers acquired during all stages of teacher training can be compared to the understanding of a given education program by learner and to an extent is determined by the academic qualification of a teacher. Thus the study concluded that highly qualified trainers deliver excellent instructions and other inputs unlike unqualified teachers (Kimbui, 2011).

In a study by Olabode and Olugbenga (2012) on the influence of teacher's qualification on student achievement, subject mastery depends on the learners' performance in that matter at a recommended assessment and every collaborative matter concerning a tutor and a student is projected to yield knowledge results in the learner, an indication of a well implemented curriculum. Ajibola (2008) in his studies on curriculum development for basic education in Nigeria, found contradictory findings with all the other studies by Kimbui (2011); Okorodudu (2006); Tooley, Dixon and Stanfield (2008); and Olabode and Olugbenga (2012). The study found that level of qualifications does not affect curriculum implementation.

#### **2.4 Teaching and learning resources and implementation of curriculum**

Quality education requires supportive resources that provide conducive learning opportunities for the learners to develop their full potential which include human and material, professional development, mentoring and support for trainers as well as strong educational leadership (MoE, 2012).

A study done by Bandele and Faremi, (2012) in South Africa found out that instructional materials such as teaching and learning resources are key to curriculum implementation and recommended government to provide the necessary human and material resources for effective curriculum implementation. Another study by Mefun (2015), the success of a new curriculum depends on the availability of functional textbooks, availability and effective use of facilities and instructional materials, therefore agreeing with the findings of Bandele & Faremi (2012).

Another study carried out by Adegoke and Mefun (2016) in Nigeria on the adequacy and availability of material resources for the implementation of Nigeria's new senior secondary school mathematics curriculum, concluded that adequacy and availability of material resources are key to implementation of a curriculum. Consequently we should note that for effective provision of primary education and curriculum implementation, a variety of teaching and learning materials is recommended for quality learning. Contradicting findings were found by Atieno (2014), studying the effect of instructional resources on learner achievement, whereby it established that instructional related resources did not significantly determine effectiveness of curriculum implementation in schools.

## **2.5 Instructional methods and implementation of curriculum**

Chhem (2001) denotes that the eventual objective is not just to scheme the perfect and the best program but rather, putting into practice the officially prescribed courses of study, syllabuses and subjects. A study carried out by Wasiche (2006) revealed that teaching and learning is perfected by use of varying instructional methodologies which involve observation, imitation and interaction with the immediate environment.

Another study carried out by Mungai (2013) on the aspects influencing implementation of primary basic education curriculum at the primary education centres in Nairobi, Mombasa and Kisumu, revealed that learning institutions should provide the necessary materials to promote learning. The study concludes that instructional methods adopted by trainers influence the

implementation of the curriculum and that trainers should also be innovative through use of locally available materials that enhance implementation of any curriculum (Mungai, 2013).

Morrison, Bachman and Cannon (2005) indicate that learning is dependent on the teacher's ability to create and sustain optimal learning environments. Another agreeing study is that by Anugwo (2011) on the revising the curriculum for the New Secondary Mathematics teacher which concluded that there exists a relationship between availability of skilled trainers and curriculum implementation.

## **2.6 Learner characteristics and implementation of curriculum**

Learners' characteristics on the basis of age as well as special needs may be among the foremost contributing factors of curriculum implementation as described by Yara & Otieno, (2010). It is consequently important that learners' requirements are put into consideration by the implementers and executors of the curriculum. Findings from another research conducted by Sharp, George, Sargent, O'Donnell and Heron (2009), discovered that learners who belong to the lower age groups score better in achievement assessment tests. The study results also showed that younger learners more regularly are retained in school, meaning they stay longer in school.

Due to the dynamic characteristic of learners in any classroom situation, the ministry of education recommended all-encompassing learning in which special needs learners are incorporated in the regular schooling system (MoE,

2009). A study carried out by Mwanja (2013) on the Determinants of programme implementation in primary schools in Mbooni District, Makueni County, revealed that learner characteristics influence selection and preparation of teaching and learning experiences and that trainers ought to consider the different learner characteristics in selection of learning experiences for effective curriculum implementation.

## **2.7 Summary of literature review**

From the reviewed literature related to implementation of education curriculum in APBET schools, teacher qualifications, teaching and learning resources, pedagogy and learner characteristics have a bearing in that they influence effectiveness of implementation of primary education curriculum (Wasiche, 2008). Empirical studies relative to the study variables have pointed out that in view of the fact that several researches have been conducted on implementation of curriculum, current research studies have more or less ignored primary education sector (Mwanja, 2013), therefore a need to expand knowledge relative to primary education. Other studies reviewed covered factors influencing implementation of primary education curriculum in primary education centers in some parts of the country but no specific study reviewed on school based factors and implementation of primary education curriculum in APBET schools particularly in Embakasi Sub County.

According to a study conducted by Mungai (2013), the researcher was interested on aspects influencing implementation of curriculum in non-formal learning centers generally in Nairobi, Mombasa and Kisumu. Wambui, (2014)

focused on aspects influencing implementation of the curriculum in APBET institutions in Westlands, Nairobi. Mwanja (2013), investigated on curriculum implementation in APBET schools in Mbooni west district, Makueni while Ireri (2010) conducted a study on the functioning of APBET schools in Kibera informal settlements. None of the above studies sought to investigate on school-based factors on implementation of primary education curriculum in APBET schools in Embakasi Sub County. Related literature did not come across a study seeking to establish school-based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County.

## **2.8 Theoretical framework**

This study was founded on the Resource Based View (RBV) or Resource Based Theory (RBT) that in reference to the commercial encyclopedia is based upon the notion that operational and well-organized usage of beneficial capitals by a firm determines its economic benefit. Main proponents of RBV theory are Barney and Porter (1984, 1986 and 1991) who holds the view that organizations poses concrete and intangible resources and if effectively utilized, leads to development of a competitive hedge. The Resource Based View theory centers on the firm's interior capitals with an aim to explain why same industrial firms vary in terms of performance (Kraaijenbrink, 2009).

The RBV/RBT model was appropriate to the study since APBET schools are institutions that utilize a variety of factors within its internal environment to impart right knowledge, skills, attitudes and values that enhance performance and transition. In reference to RBV, for APBET schools to demonstrate

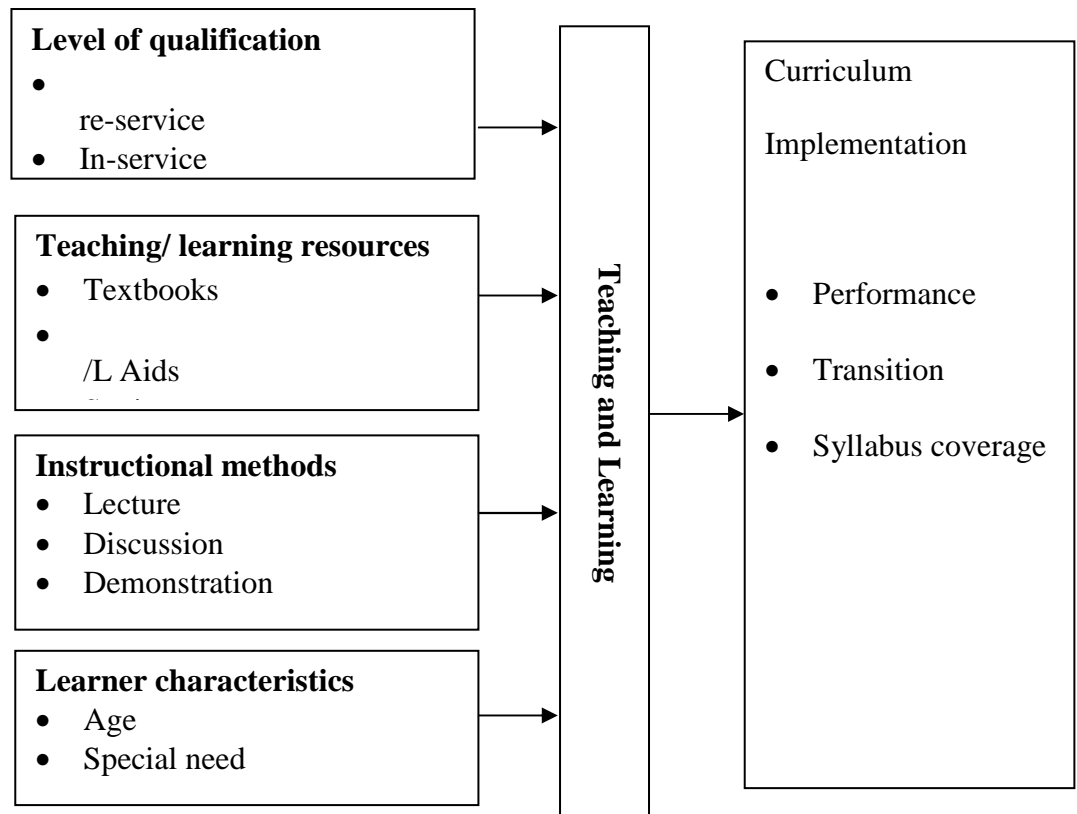


products of value, the syllabus ought to be well instigated. Interior resources that are school-based factors, both concrete as well as the intangible are the indicators of an implementation process of which in this study, tangible resources are the physical resources that include classrooms, desks, textbooks, chalkboards, library and play fields while intangible resources include teacher qualifications, instructional methodologies and learner characteristics.

## **2.9 Conceptual framework**

A Conceptual Framework has potential usefulness as a tool to assist a researcher to make meaning of subsequent findings, see Figure 2.1

**Conceptual framework on school based factors and implementation of education curriculum**



**Figure 2.1 Conceptual framework**

Curriculum implementation in primary education is dependent on level of qualifications of trainers, adequacy of teaching and learning resources, appropriate instructional methods and pupil characteristics. The study was based on input process output model whose focus was on primary education curriculum implementation. When school based factors are adequate, curriculum is fully implemented a reflection of improved performance and high transition rate. If the institution based factors are inadequate or not accessible, the programme is inappropriately implemented a reflection of less achievement and little translation rate.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This presents the methodologies adopted in carrying out the study. It outlines the techniques employed in carrying out the research. The content of this chapter was presented under the following topics: research design, target population, sampling procedure, data collection instruments, validity of instruments, reliability of instruments, data collection procedure and data analysis techniques.

#### **3.2 Research design**

Kothari (2004) argue that a research design is a framework that shows the ways by which problems under study will be resolved. This study was carried out using a descriptive survey research design. This design was chosen for the reason that it guides the investigator to gather data on the actual facts without manipulation and also assists in collecting data from a large sample in a relatively less costly and shorter time. Descriptive survey research design entails systematic collection and analysis of data by selecting a sample from the population and making inferences around the populace from which the sample is selected (Best & Kahn, 2006). This type of research is used commonly in social researches to provide descriptions of social conditions, possible behavior, attitude, values and characteristics (Kothari, 2004). This study wanted to establish the effect of selected factors on the implementation of primary education curriculum.

### **3.3 Target population**

The study targeted all the 54 registered APBET schools in Embakasi sub County of Nairobi County (Ministry of Education report, 2017). The target population comprised of all the 54 administrators, all the 216 upper class trainers (class 4-7), and all the 216 class prefects (class4-7) from all the 54 APBET schools, making a total target population of 486 parties of interest.

### **3.4 Sample size and sampling procedure**

Mugenda and Mugenda (2007) argue that a 10-30 percent of the total population is an appropriate representative sample and so the study involved 30 percent of the target population thus making 146 respondents sampled as follows:

#### **Sampling the schools**

Thirty percent of the schools was selected for study in line with Mugenda and Mugenda (2007)'s argument, making 16 schools. The 16 schools were selected through simple random sampling, whereby the names of the schools were assigned codes 1-54 and written on pieces of paper, then folded and placed in a container. The names were thoroughly mixed and selected one by one without replacement until the 16 names of schools were picked.

#### **Sampling the upper class trainers**

The study used 30% of the upper class trainers in line with Mugenda and Mugenda (2007)'s argument. This gave a sample of 65 (30%\*216) trainers. The trainers were selected through simple random sampling.

### **Sampling the class prefects**

According to Mugenda and Mugenda (2007), 10-30% of the population can be picked from a large population. The study used 30% of the class prefects that was sampled through simple random sampling to get 65 (30%\*216).

### **Sampling the administrators**

A census of school administrators from the 16 selected schools was used. The sample size of the study was therefore made up of 146 respondents.

This is as indicated in the Table 3.1.

**Table 3.1: Sample matrix**

<b>Category</b>	<b>Population</b>	<b>Sample</b>	<b>Ratio</b>
Administrators	54	16	30 %
Trainers (class 4- 7)	216	65	30 %
Prefects (class 4 - 7)	216	65	30 %
<b>Total</b>	<b>486</b>	<b>146</b>	<b>30%</b>

Table 3.1 shows the sampling matrix. Thirty percent of the target population was sampled to study the characteristics of the population.

### **3.5 Research instruments**

Data was collected by use of questionnaires that were developed by the researcher. One questionnaire was for administrators in APBET schools which had two sections. Section one sought for general information about the general characteristics of the managers while the second segment had items answering the study questions. The second survey was designed for trainers in APBET schools with two parts. The first part has items on the general facts of the trainers while the second part dealt with data on the study objectives.

The third instrument was for the class prefects in APBET schools and had two parts. The first part dealt with class prefects' general information while the second part had questions on the study objectives. Open ended and fixed choice items were developed in all the questionnaires. Open ended questionnaires allowed opportunity for self-expression and spontaneity of response (Mutai, 2002).

### **3.6 Validity of the instruments**

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2007). To test content validity, the researcher deliberated all the questions in the research questionnaire with the supervisors who checked whether the instruments measured what was expected to be measured. The responses from supervisors were compared to the study objectives to determine the content validity. The researcher modified items that did not elicit relevant information. Face validity was enhanced through a pilot study in three non-sampled schools.

### **3.7 Reliability of the instruments**

Reliability is the level of steadiness or constancy over a period of time (Gay & Airasian, 2003). A consistent instrument is an instrument that consistently yields the projected outcomes if administered more than once to gather data from randomly selected samples. To establish reliability of the instrument, test-re-test method was used whereby the instruments were administered and re-administered after two weeks to establish the consistency of the results.

This piloting was done in three non-sampled APBET schools. A comparison of the two results was made and correlation co-efficiency was calculated by means of the Pearson Product Moment Correlation Coefficient. The higher the coefficient, the higher the reliability of the instruments and vice versa. The formula for determining correlation was given as follows:

$$r = \frac{\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}} \quad \text{Where:}$$

$r$  = Pearson coefficient of correlation

$\sum x$  = summation of scores of x distribution

$\sum y$  = summation of scores of y distribution

$\sum x^2$  = summation of squared scores of x distribution

$\sum xy$  = summation of product of point x and y scores,  $n$  = number of point x and y scores

According to Kothari (2007), a correlation coefficient of 0.7 is considered appropriate to judge an instrument as reliable for use in a social research.

### 3.8 Data collection procedure

A study authorization and permit was acquired by the researcher from the National Commission for Science, Technology and Innovation (NACOSTI). Before commencement of the study, the researcher notified the County Education Officer and the administrators from the APBET schools sampled for study and booked an appointment to visit their schools. Questionnaires were given directly by the researcher to school administrators as well as to the trainers. Trainers helped the investigator to pass the questionnaires to the

learners. In instances where head teachers were absent, the researcher left the questionnaires and hand-picked them again after two days.

### **3.9 Data analysis techniques**

Data analysis involved preparing data by editing, cleaning, coding, categorizing and keying in the data into the Statistical Package for Social Sciences (SPSS) computer program version 20 for data analysis. Data collected was analyzed by means of descriptive statistics that included frequencies, percentages, mean scores and standard deviations. Qualitative data was analyzed using thematic analysis where themes were discussed based on objectives. Qualification of teachers and implementation of primary education curriculum was done by cross tabulating the education level of trainers with the curriculum implementation. The influence of accessibility of instructions materials, instructional methods applied and learner characteristics was analyzed using descriptive statistics. Data was systematically arranged and compacted into a spectacle which enabled conclusions to be drawn and was then presented using figures in addition to frequency tables.

### **3.10 Ethical considerations**

Permission was sought from the NACOSTI, Ministry of Education, the Sub County Education and the school administrators to get permit for the study. The researcher was keen on time management, making appointments and use of polite language in data collection. The respondents were briefed on the purpose of the study beforehand. The researcher carried out all the initial assessments and obtained all the background information in order to



circumvent any damage to the matters. Issues such as having embarrassing queries, articulating astonishment or revulsion while gathering data, use of intimidating statements or convincing individuals to say a thing that they didn't trust in or triggering fear and worry for the respondents was totally avoided. The researcher assured respondents of confidentiality about the data they would provide, that it would only be for research purposes.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1. Introduction

The purpose of the study was to explore on school-based aspects and implementation of primary education curriculum in APBET schools in Embakasi Sub-County. The factors considered included trainers' qualifications, teaching and learning resources, instructional methods and learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools.

#### 4.2. Response rate

The study included APBET institutions in Nairobi County selected from a target population in fifty four APBET institutions. The findings on the study response are shown in Table 4.1.

**Table 4.1: Response rate**

<b>Respondents</b>	<b>Sampled</b>	<b>Returned</b>	<b>Percentage</b>
Class trainers	65	63	97.0
Class prefects	65	62	95.0
Administrators	16	16	100.0
<b>Total</b>	<b>146</b>	<b>141</b>	<b>97.0</b>

The findings in Table 4.1 show that the study recorded a 97% response rate. This response rate was considered appropriate for use as it is in accord with Mugenda and Mugenda (2003)'s assertion that a seventy percent response rate

or above is considered excellent. The trainers who never returned their questionnaires were absent from school the researcher could not trace them.

### 4.3 Demographic characteristics

The first item to be analyzed for this research was the general characteristics of the respondents in an attempt to appreciate them. The demographic characteristics of the respondents who participated in the study were presented under the following sub topics:

#### 4.3.1. Gender of the respondents

The researcher established the gender of the respondents in order to accommodate for gender equity relative to age of respondents. This was meant to establish that the views of all genders were accommodated in the study. This was in recognition of the fact that one's age can be an indicator of their maturity and aptitude to reply to the framed items in the questionnaires as argued by Capelli (2008). The findings are presented in Table 4.2.

**Table 4.2: Gender of respondents**

	Class trainers		Prefects		Administrators	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	30	48.0	42	62.0	7	44.0
Female	33	53.0	20	32.0	9	56.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

The findings in Table 4.2 show that (53%) of the trainers were female. Majority (56%) of the school administrators were also females. For the upper

class prefects, majority, (62.0%) of them were males. The percentage of female respondents was higher than that of male respondents. This finding concurs with that of Muthoka (2017) whose study also established more female school administrators, prefects and trainers.

#### 4.3.2. Age of respondents

The respondents were requested to point out their age bracket. The age grouping of a person can be a pointer to their know-how level, skills and physical maturity rate (Chan, 2008). The findings of the distribution of respondents by age are presented in Table 4.3.

**Table 4.3: Distribution of students by age**

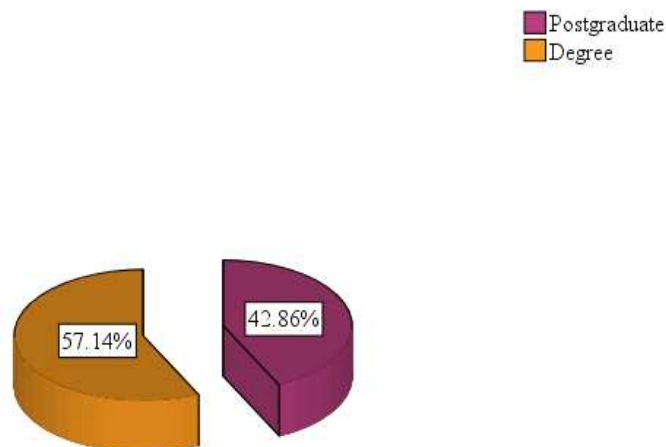
Age bracket	Class trainers		Prefects	
	Frequency	Percent	Frequency	Percent
10-14	0	0.0	18	29.0
15-19	0	0.0	14	23.0
20-24	0	0.0	16	26.0
25-29	7	11.0	9	15.0
30-34	20	32.0	2	3.0
35 and above	36	57.0	3	5.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>

The findings in Table 4.3 show that majority, (57.0%) of the class trainers were aged 35 years and above while only 11% are aged between 25-29 years. This implies that the upper class trainers are employed at such an age where

they are deemed mature enough to handle the pressures that come along with handling this kind of students. This finding agrees with that by a study conducted by Oguta (2014). The upper class prefects were fairly distributed across the age groups with 29% being aged between 15-19 years and 5% being aged between 35 years and above. This finding also agrees with Motswiri (2014) who found that most trainers were aged 35 years and above.

#### 4.3.3. Trainers highest level of qualification

The upper class trainers were required to show their peak levels of academic qualification and the findings are shown in Figure 4.1.



**Figure 4.1: Upper class trainers' highest academic qualification**

The findings in Figure 4.1 indicate that majority (57.14%) upper class trainers pointed out that their highest academic qualification was a university degree an indication that they were adequately schooled and had the necessary knowledge to understand the implementation of the curriculum in the schools.

This finding contradicts the finding by Mwanja (2013) who found that their highest academic qualification of trainers was a certificate.

#### 4.3.4. Working experience of the respondents

The school administrators and the upper-class trainers were required to indicate the number of years of work experience they had had in their respective docket. This information would be useful to the researcher in giving insights on the experience they had as well as their understanding of the issues under study. The data is presented in Table 4.4.

**Table 4.4: Distribution of the respondents by experience**

Age bracket	Class trainers		Administrators	
	Frequency	Percent	Frequency	Percent
0-3	19	30.0	4	25.0
4-6	21	33.0	6	38.0
7-10	18	29.0	6	38.0
Above 10 years	5	8.0	2	13.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

The findings in Table 4.4 point out that the respondents experience was fairly distributed on the scale used with many (33%) upper class trainers having an experience of between 4 and 6 years. Only 8% of the trainers indicated that they had an experience of above 10 years. The implication of this is that the

respondents had enough working experience to understand the issues being raised about the study. These findings concur with those by Ajibola (2008).

Two sets of six (38%) each, of the administrators indicated to have an experience of 4-6 and 7-10 years respectively. This implies that the school administrators had the requisite experience to understand the issues pertaining to curriculum implementation. The finding agrees with that of Okuta (2016) who also found in a similar study that adult education center administrators had the requisite experiences to understand effective curriculum implementation.

#### **4.4 Trainers' qualifications and implementation of primary curriculum in APBET schools**

The first objective of this study was to examine the influence of trainers' qualifications and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Effective implementation of inclusive education entails competent administrators and teachers; this may perhaps assist them to effectively implement inclusive education policy permitting all learners to learn best in typical settings (Nzomo, 2016).

Normally, teacher training is ostensibly designed, developed and administered to produce school teachers for the established system of education (Kafu, 2003). Its importance in human life has been recognized for a long time. The question under this objective was covered using 8 items in the 3 sets of

questionnaires which were subsequently analysed through frequencies under the following sub-topics:

#### 4.4.1. Highest level of qualification of trainers

Trainers were required to indicate their highest levels of education as p1 certificate, diploma, degree or postgraduate degree. This is clearly shown in the Table 4.5.

**Table 4.5: Upper class trainers' highest level of qualification**

Qualification	Class trainers	
	Frequency	Percent
Master's degree	6	10.0
Degree	24	38.0
Diploma	23	37.0
P1 Certificate	10	16.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

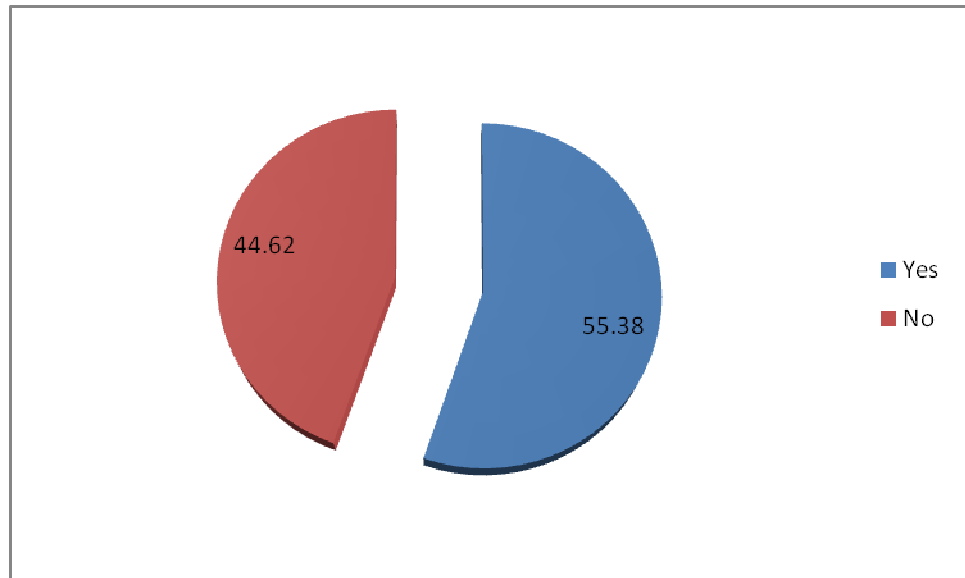
Table 4.5 shows that a fair distribution of the upper class trainers' levels of qualification with 38 % having a degree as their highest level and 10% having a master's degree. This data helped to identify the challenges encountered in the implementation of primary curriculum in the APBET schools. The finding agrees with that of Muthoka (2017) on qualification of teachers.

#### 4.4.2. Attendance of in service courses on curriculum implementation

The study also sought to find out if the trainers had attended any in-service training courses in the past. This would enable the researcher assess the level



of readiness of the respondents in the implementation of the curriculum. The trainers were required to indicate their attendance to courses through either a yes or no response. The findings are presented in Figure 4.2.

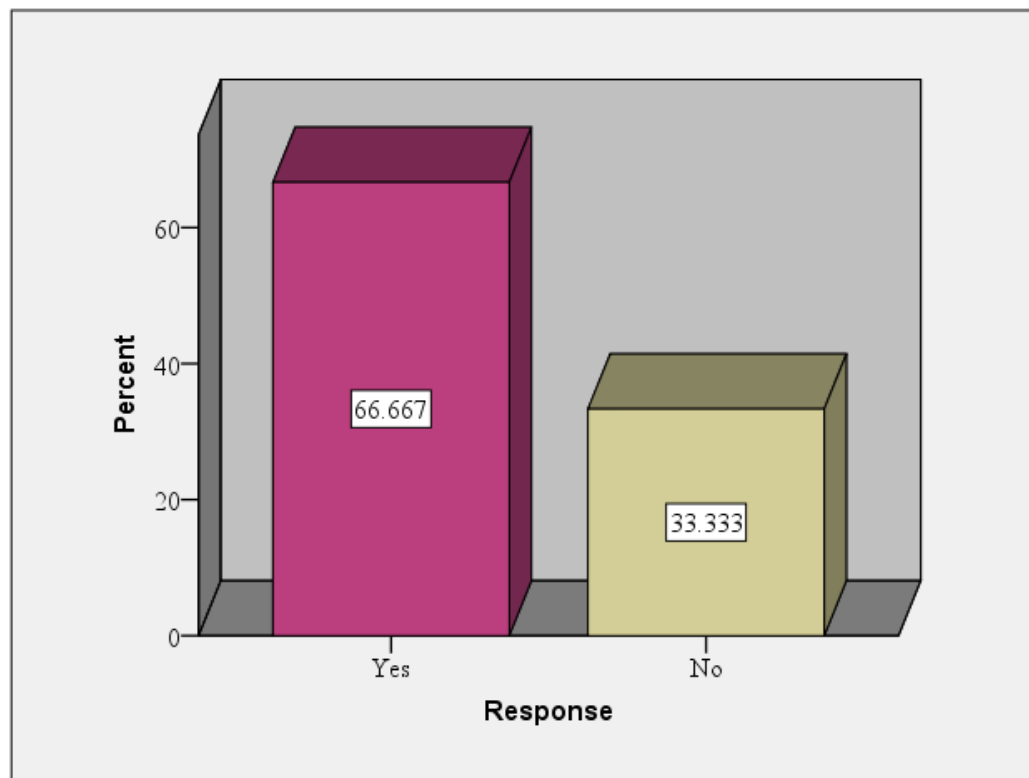


**Figure 4.2: Responses on attendance to in-service courses**

The findings in Figure 4.2 show that majority (55.38%) of the trainers had attended courses. The findings also show that 44.62% had never attended any in service training courses on curriculum implementation. The finding implies that training programmes are common in schools. The finding concurs with that by Motswiri (2014) who found that most trainers had attended courses on curriculum implementation.

#### **4.4.3. Topics on implementation of the curriculum**

The study also sought to find out whether the topics taught in the seminars assisted them to implement the primary education curriculum. This information would enable the researcher to assess the relevance of the courses to curriculum implementation. The findings are presented in Figure 4.3.



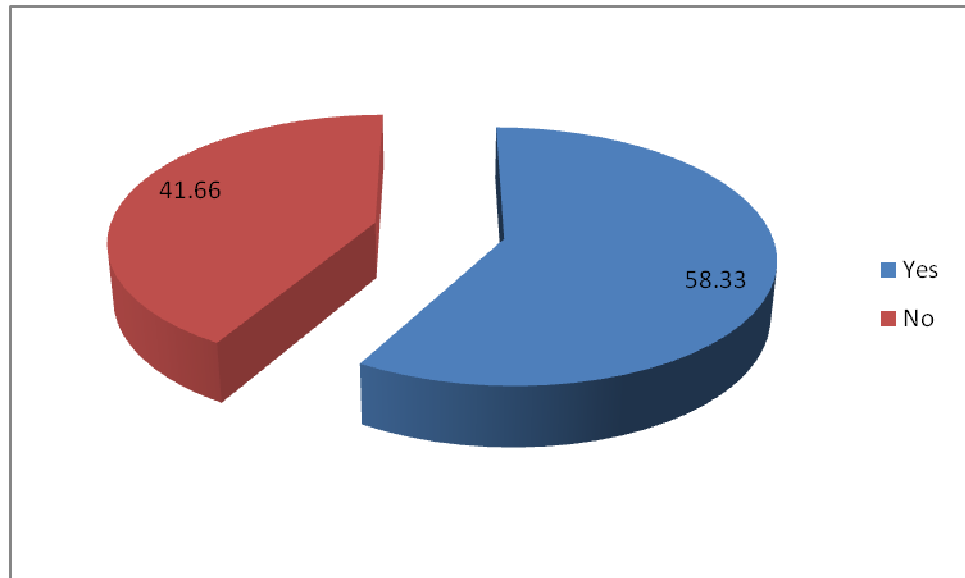
**Figure 4.3: Response on relevance of the topics**

Figure 4.3 shows that majority (66.67%) of the trainers indicated that the training programs they had attended were relevant to curriculum implementation. The implication is that the ministry through the relevant bodies organizes the programs that have the relevant topics on curriculum implementation. The finding concurs with that of Dagkas and Stathi (2007) who also found that courses and topics taught at the seminars and workshops are usually relevant to curriculum implementation.

#### **4.4.4. Professionalism versus curriculum implementation**

The administrators were required to indicate if professionalism influenced the curriculum implementation practices. The question asked was, does your

professional qualification help you improve on Implementation of Primary education curriculum? The response anticipated would be a yes or no. the findings are presented in Figure 4.4.



**Figure 4.4: Professionalism and curriculum implementation**

The findings in Table 4.4 show that majority (58.3%) of the trainers indicated that professionalism is one of the factors that influence curriculum implementation levels. This was further supported by the finding that majority, 38% had a degree as their highest level of qualification. The finding concurs with that by Mania (2017) who found that professionalism has some influence on curriculum implementation.

#### **4.4.5. Teacher training on curriculum implementation**

The aim of this study was therefore to ascertain whether teachers received pre-service training on curriculum. An item was included on the trainers' questionnaires which sought information on teachers training on curriculum. The information on this item would help to assess the influence of teacher

training on curriculum implementation. The findings are presented in Table 4.6.

**Table 4.6: Responses on trainers’ on curriculum training**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Pre-service training	8	13.0
In-service training	15	24.0
Not trained	40	63.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

The findings in Table 4.6 indicate that only 13 percent of teachers in APBET setting had training on curriculum at pre- service and 24 percent by in-service training while 63 percent had not received any training on curriculum. The findings agree with the findings of the study by United Nations Agency for International Development (UNAID) of 2008 which stated that APBET teachers in most Sub Sahara African countries don’t have the professional skills and training to promote and ensure proper curriculum implementation.

Another study by United Nations Educational Scientific and Cultural Organisation (UNESCO) in 2006 had found out that curriculum is under-implemented due to teachers’ incompetence in curriculum and discomfort in using some sensitive materials, in the classroom. Inadequate number of trained teachers on curriculum impacts negatively on the implementation of curriculum as noted by the findings of this study and other previous studies.

#### 4.4.6. Trainers qualification and implementation of curriculum

The influence of the trainers on the implementation of the curriculum was tested using some statements related to qualification of trainers. The trainers were required to indicate their level of agreement or disagreement with the statements. The findings on this item were summarized in Table 4.7.

**Table 4.7: Trainers’ qualifications and curriculum implementation**

Statement	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Highly qualified trainers are the best curriculum implementers	128	65.6	60	30.8	6	3.1	1	0.5
Curriculum implementation is dependent on the implementer	43	22.1	137	70.3	15	7.7	0	0
The trainers who attend capacity building programs are the best implementers	87	44.6	87	44.6	15	7.7	6	3.1
The ministry should always ensure the most qualified personnel are the implementers	144	73.8	46	23.6	5	2.6	0	

The findings show that majority of trainers 65.6% of trainers showed strong agreement with the statement that highly qualified trainers are the best curriculum implementers. Further findings show that 70.3% of the trainers indicated that curriculum implementation is dependent on the implementer. The study further reveals that over 89% of the teachers agree with the

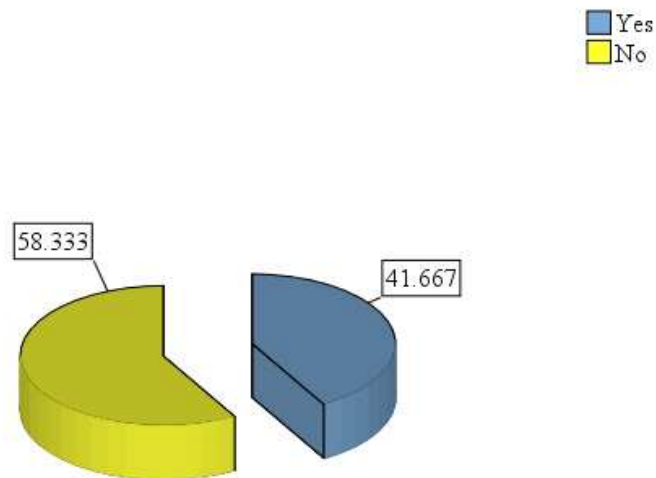
statement that the trainers who attend capacity building programs are the best implementers. The findings additionally show that majority, 73.8% of the trainers agree with the statement that the ministry should always ensure the most qualified personnel are the implementers. The finding implies that trainers' qualification have influence on the curriculum implementation. This finding agrees with Starc and Strel (2012)'s assertion that teachers' qualification is a predictor of the level of implementation of any curriculum.

#### **4.5. Teaching- learning resources and curriculum implementation**

Objective two of the study was to establish availability of teaching-learning resources and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question asked under this objective was answered using 10 items across the 3 sets of questionnaires. The items were summarized using frequencies and discussed under the following sub-headings.

##### **4.5.1 Adequacy of instructional resources**

The upper class trainers were required to indicate the adequacy of the instructional resources. They were required to indicate by a simple yes or no response in regard to whether the resources were adequate in their schools. The findings on this item are presented in Figure 4.5.



**Figure 4.5: Responses on the adequacy of resources**

According to Figure 4.5 majority (58%) of the trainers indicated that most of the schools were deficient of adequate instructional resources while 42% had adequate instructional resources in their schools. This finding is in agreement with that by Anandu (2009) who found that majority of the teachers indicated that their schools had adequate resources.

#### **4.5.2. Text book to pupil ratio**

The class prefects were required to show the text-book to pupil ratio in their respective schools. This information would assist in giving insights on the adequacy of books which are teaching- learning resources crucial for curriculum implementation. The findings are presented in Table 4.8.

**Table 4.8: Responses on the text book to pupil ratio**

<b>Pupils per text book</b>	<b>F</b>	<b>%</b>
Less than 3	6	10.0
3-5	48	77.0
Over 5	8	13.0
<b>Total</b>	<b>62</b>	<b>100.0</b>

The findings indicate that majority (77%) of the learners pointed that there was a 3-5 textbook to pupil ratio in their schools. The subsequent open ended question on the missing resources indicated that they included but not limited to; text books, charts, exercise books, library and computers among others.

#### 4.5.3. Teaching-learning resources and curriculum implementation

The respondents were further required to indicate the extent to which they agreed with certain statements regarding the influence of teaching learning resources on curriculum implementation. The findings are presented in Table 4.9.

**Table 4.9: Teaching-learning resources and curriculum implementation**

Statement	SA		A		NO		D		SD	
	F	%	F	%	F	%	F	%	F	%
Teaching-learning resources improve learners' interest in learning	48	76.0	11	17.0	4	6.0	0	0.0	0	0.0
Teaching learning resources provide information and opportunity to practice what students have learnt	23	37.0	20	32.0	10	16.0	6	10.0	4	6.0
Lack of relevant teaching – learning resources can cause poor implementation of primary curriculum	16	25.0	20	32.0	22	35.0	2	3.0	3	5.0
Teaching learning materials stimulate the total growth and development of children	18	29.0	27	43.0	10	16.0	3	5.0	5	8.0
<b>Mean responses</b>	<b>26</b>	<b>41.0</b>	<b>20</b>	<b>31.0</b>	<b>12</b>	<b>19.0</b>	<b>3</b>	<b>5.0</b>	<b>3</b>	<b>5.0</b>



Table 4.9 revealed that majority (50%) of the respondents on average strongly agreed that; teaching resources assist trainers in teaching and also increase learners' interest in learning, instructional materials make available information and chances for learners to apply whatever they have read in school, absence of appropriate instruction resources cause little implementation of primary school curriculum and learning materials which are designed to inspire the complete progression of kids. This was followed by 31% of the respondents who only agreed with the statements. There were 3% of them who disagreed and strongly disagreed with the statements respectively. This is an indication that provision of instructional resources greatly influences implementation of primary school curriculum. The interviews reported that from their frequent visits in schools many lacked adequate instructional resources that lead to meagre curriculum implementation results. However the teachers should be encouraged to improvise where possible. This is because instructional resources help the pupils to visualize abstract concepts. This finding is in agreement with findings by Muthoka (2017) who found that teaching learning resources provision and adequacy influences curriculum implementation.

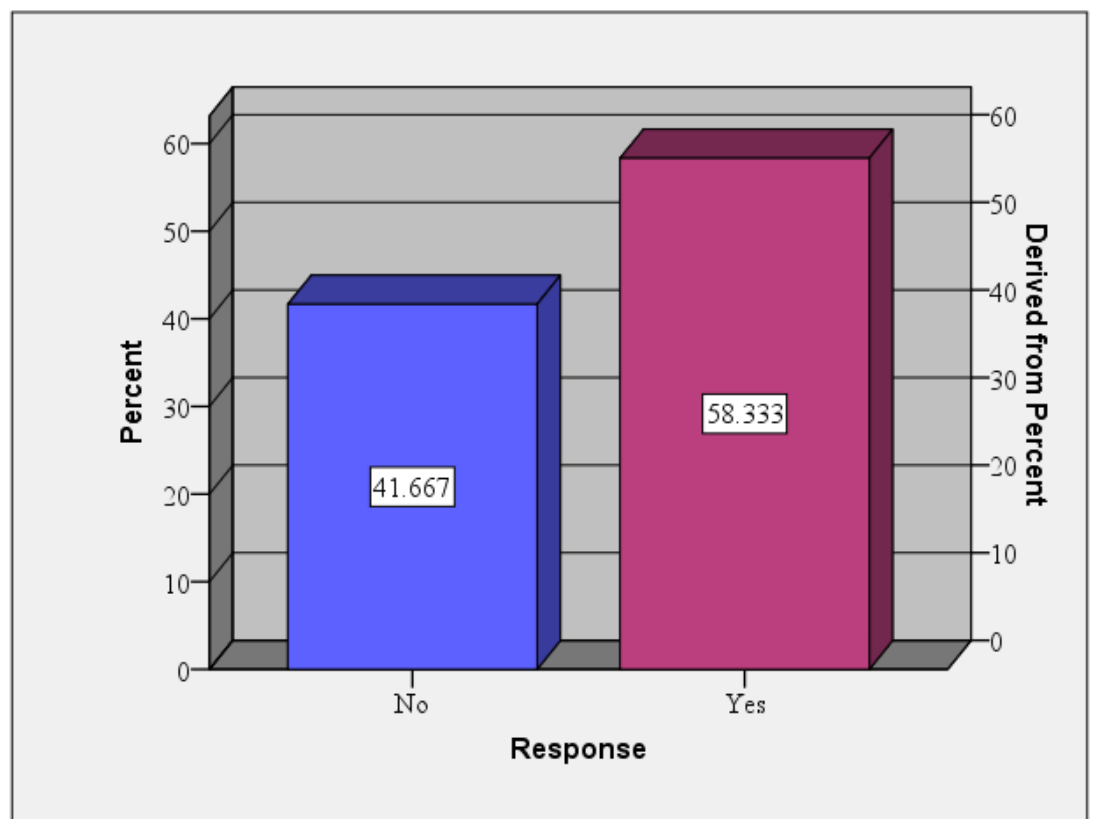
#### **4.6. Instructional methods applied by trainers and curriculum implementation**

The third objective of the study was to examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question under this

objective was answered using 10 items in the three sets of questionnaires. The items are discussed under the following sub-topics:

#### 4.6.1. Innovative classroom practices and implementation of curriculum

Innovation is defined by Encarta Dictionary as a creation (a new device or process) resulting from study and experimentation or the act of starting something for the first time; introducing something new. The study sought to find out whether the trainers adopt innovative classroom practices in the implementation of the curriculum. The findings are presented in Figure 4.6.



**Figure 4.6: Responses on the application of innovative classroom practices**

The findings in Figure 4.6 show that majority (58.3%) of the trainers utilized innovative classroom instruction practices. The implication is that trainers are

at liberty to extemporize and experiment new methods of instruction that they consider effective for teaching and learning.

#### **4.6.2: Application of various methods of teaching**

According to Muthoka (2017), at the school level, teachers are in charge of organization and management with a certain degree of flexibility. This is more revealed by the instructional approaches teachers employ in disseminating conceptions as drawn in the curriculum. An item was placed in the trainers questionnaires which sought to find out the teaching methods used in teaching lessons as shown in Table 4.10.

**Table 4.10: Responses on the application of various teaching methods**

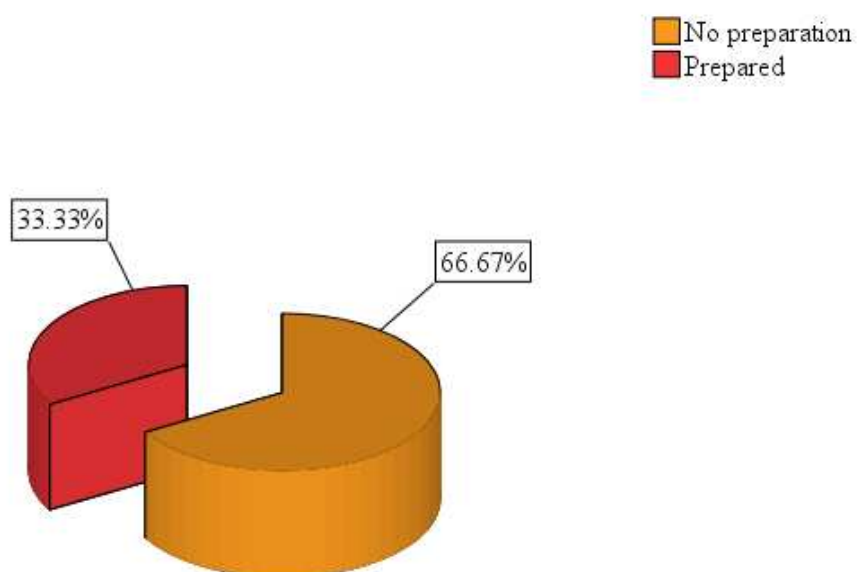
Statement	Response				Total	
	Did not use	%	Used	%	F	%
Group discussion	25	30.0	38	60.0	63	100.0
Drama and poetry	32	50.0	31	40.0	63	100.0
Use of ICT	13	10.0	50	80.0	63	100.0
Lecture	38	60.0	25	30.0	63	100.0

Table 4.10 shows that 30 percent of the upper class trainers used group discussion methods to teach lessons while 60 percent did not. Fifty percent used drama and poetry while 40 % did not. Ten percent used ICT technique while 80 % did not, 60 percent used lecturing method while 30 did not. Lecture, drama and poetry are therefore the methods that are favoured when passing messages to the pupils. This comes as a result of most schools taking part in drama and music festivals hence actively participating in recitation and

dramatization of themes. Teachers tend to prefer lecturing because it needs less logistic preparation. The least used method is ICT. This could be as a result of cost and maintenance as most of these schools acutely lack electricity. This finding agrees with that by Motswiri (2010) who established that chemistry teachers were free to use innovative methods in teaching to enhance implementation of some of the aspects of the subject.

#### 4.6.3. Lesson preparation

The administrators were required to indicate if their teachers adequately prepare for their lessons before teaching. The data is presented in Figure 4.7.



**Figure 4.7: Lesson preparedness**

The findings in Figure 4.7 show that 33 percent of the teachers prepare for their lessons while 67 percent do not prepare for their lesson. This shows that majority of teachers do not prepare for their lessons as hence this impacts

negatively on curriculum implementation. Prefects were asked methods that teachers use when teaching lesson as shown in the Table 4.11.

**Table 4.11: Innovative instruction practices**

Method	Yes		No		Total	
	F	%	F	%	F	%
Video and films	18	30.0	44	70.0	62	100.0
Demonstrations	12	20.0	50	80.0	62	100.0
Role plays	6	10.0	56	90.0	62	100.0
Discussion groups	32	52.0	30	48.0	62	100.0

Table 4.11 indicates that 80% of the prefects specified that teachers do not use demonstrations and illustrations as a method of teaching while 20 percent said teachers do use. Thirty percent confirmed that teachers used films and video while 70 percent indicated that they do not. Ten percent stated that teachers used role plays in their lessons while 90 percent indicated that they do not.

This finding on whether the teachers used innovative teaching methods when disseminating communications is confirmed in literature by Kruijer (2010) who argues that child-centered participatory teaching methods are the best for disseminating knowledge to students. The finding is also in agreement with that of Muthoka (2017) who found that teachers were not adopting innovative teaching methods.

#### 4.7. Learner characteristics and the implementation of primary education curriculum

The fourth objective of the study was to determine learner characteristics and the implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question under this objective was answered using 12 items spread across the 3 sets of questionnaires. The items were analyzed through frequencies and discussed under the following sub-headings:

##### 4.7.1. Number of learners in a school

The class trainers were required to indicate the average number of learners in their classes. This information would assist the researcher ascertain the actual behavior of the learners as numbers can be a pointer to that. The findings on this item are presented in Figure 4.8.

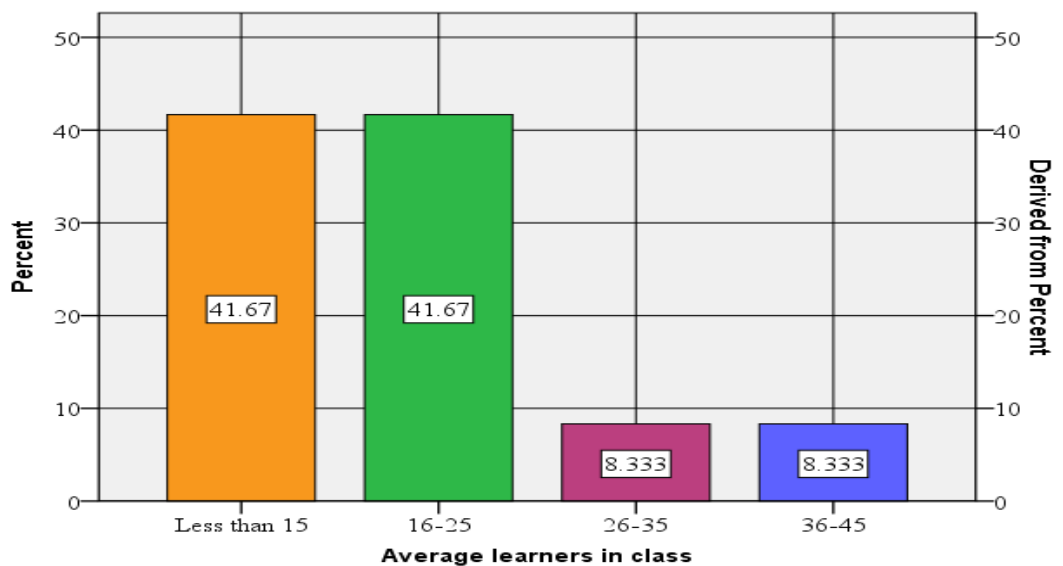
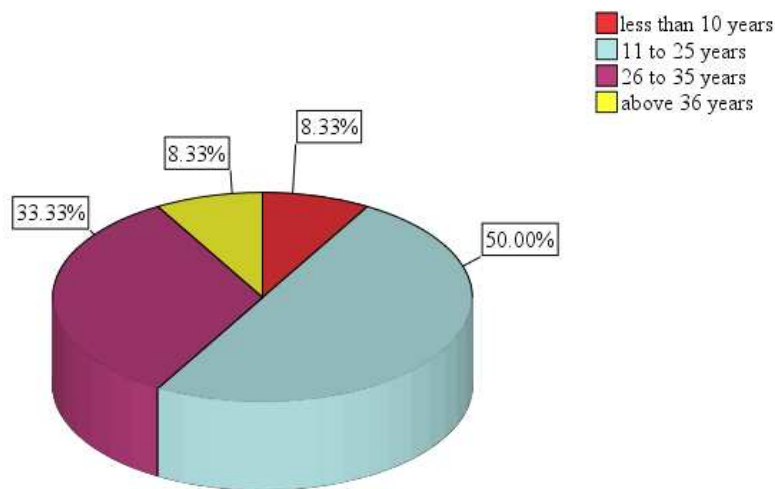


Figure 4.8: Average number of learners in class

The findings in Figure 4.8 show that majority (83%) of the students are averagely in the age groups of less 15 years and 16-25 years. The implication is that the respondents were mature enough to understand the issues under study. The findings concur with those by Muthoka (2017) who found that learners in the APBET schools are at the average ages of 6-15 years.

#### 4.7.2. Average age of learners in the school

The upper class prefects were required to indicate the average ages of learners in their classes. This information was important in assessing the age of the learners as one characteristic under study. The findings are presented in Figure 4.9.



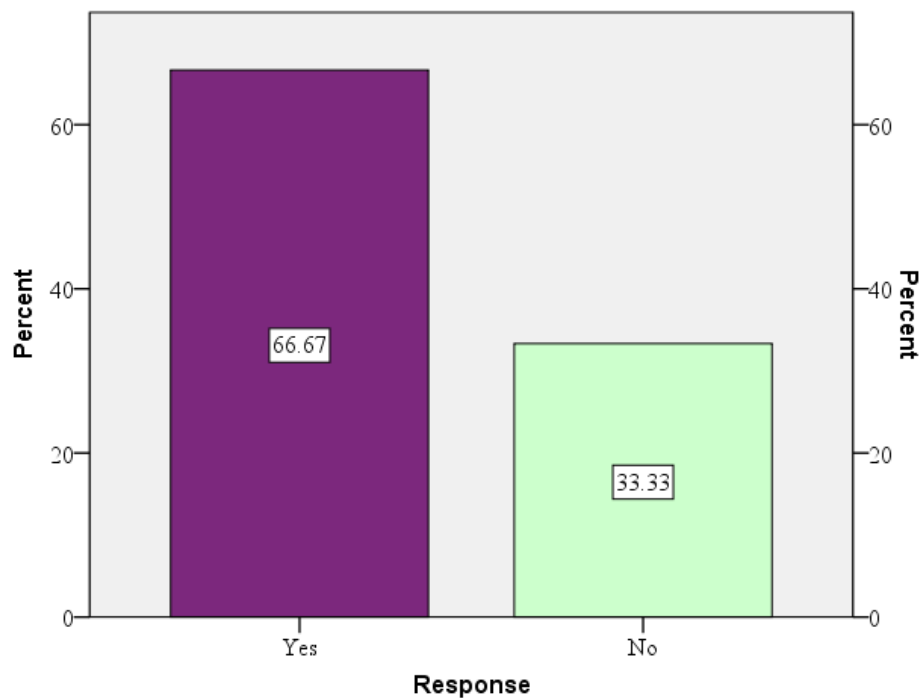
**Figure 4.9: Learners' average age**

The findings in Figure 4.9 show that fifty percent of the upper class prefects indicated that most learners were in the age group 6-15 years. The findings agree with those by Yara and Otieno (2010) who found that most students were aged between 6 and 15 years. This finding implies that many APBET centres are training the students who are of school going age but for some

reason they do not fit or are unable to school in the formal schools. This finding disagrees with that by Mwanja (2013) whose study on the determinants of curriculum implementation in primary schools in Mbooni District, Makueni County, established that most learners in APBET centres were of school going age.

#### 4.7.3. Learners attitude and curriculum implementation

The class prefects were required to indicate whether they thought learners' attitudes influences curriculum implementation in schools. They were required to simply show by a yes or no answer. This information was crucial in assessing the learners' perceptions about the curriculum that they are taught at school. The findings are presented in Figure 4.10.



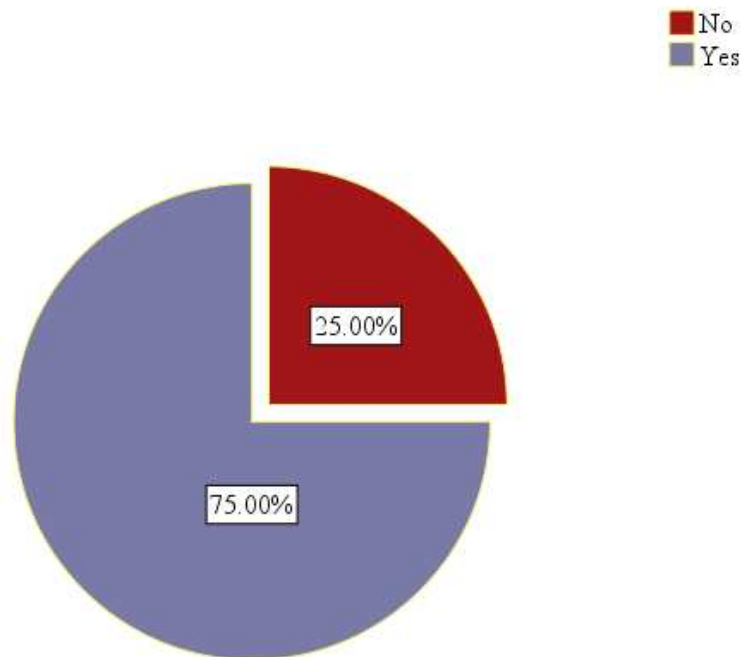
**Figure 4.10: Responses on influence of attitude on implementation of curriculum**



The findings in Figure 4.10 indicate that majority (66.7%) of the prefects who are learners indicated that learners' attitude influences the implementation of the curriculum while 28.431% respondents indicated that it does not affect curriculum implementation. This implies that when students are not very cooperative during the lessons thus giving trainers challenges, then curriculum implementation becomes a very difficult task. The findings are in line with Kinnaird (2010) who established that attitude has an impact on academic performance of high school students receiving instructions. The finding also concurs to that by Engelbrecht, Oswald, Swart, Kitching and Eloft (2005), who established that learners' attitude influences curriculum implementation in special settings.

#### **4.7.4. Presence of special learners in the school**

The prefects were also required to indicate if there were any special needs students in their school. The presence or absence of special learners in a centre can go a long way in determining the attitudes of the learners and tutors in the implementation activities geared towards inclusion of all (Okorodudu, 2009). The findings are presented in Figure 4.11.



#### **4.11: Presence of special needs students**

The findings in Figure 4.11 show that majority (75%) of the learners indicated that there were indeed students with special needs in their schools. The special needs of these students may influence the level of implementation of the primary education curriculum in the schools. This implies that all curriculum implementation activities should be geared towards ensuring there is inclusivity of all kinds of learners. The findings agree to those by Omas (2007) who found that the presence of learners with special needs in schools influence the implementation of curriculum in schools.

#### **4.7.5 Learner characteristics and curriculum implementation**

The aim of the study was to determine learner characteristics and implementation of primary education curriculum. The researcher used four items in the questionnaire to test the influence of learner characteristics on

curriculum implementation. The learners were given statement regarding their characteristics versus implementation which they were to score on a scale ranging from strongly agree to strongly disagree. The findings are presented in Table 4.12.

**Table 4.12: Learner characteristics and curriculum implementation**

Statement	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Learner's age influences their acceptance on what is taught	38	61.0	21	33.0	0	0.0	3	6.0	0	0.0	62	100.0
Mature learners know what they want in life and thus cooperate more and are more receptive to education	0	0.0	6	1.0	0	0.0	21	33.0	41	66.0	62	100.0
Learners attitude influences what they score in their studies	36	58.0	24	38.0	2	3.0	6	1.0	6	1.0	62	100.0
Learners who interact well with their peers and teachers like their studies more	41	66.0	13	21.0	3	5.0	3	4.0	3	5.0	62	100.0

The findings in Table 4.12 show that majority (61.0%) of the students indicated strong agreement with the statement that learner's age influences their acceptance on what is taught. Many (33.0%) of the students also indicated agreement with the same statement. Only 6.0% of the students disagreed with the statement that learners' age affects their acceptance with

content being taught. This finding agrees with that of Marriot and Marriot (2003) who found that many students indicated that their ages determined their acceptance levels of content.

The findings also indicate that majority (66.0%) indicated strong disagreement with the statement that “mature learners know what they want in life and thus cooperate more and are more receptive to education”. Only 1.0% of the students agree with the same statement while none strongly agreed. The finding implies that one’s age relates directly to one’s choices in life like appreciation of education. The finding concurs with that of Omao (2007) who found that the more mature learners appreciated education more than those with lower ages.

Further findings indicate that most (58.0%) respondents indicate strong agreement with the statement that learners attitude influences what they score in their studies. The implication from this finding is that the learner characteristics such as age have some effects on their acceptance of the curriculum and ultimately its implementation. This finding agrees with those of Mock and Kauffman (2002), who found a strong positive relationship between learners’ characteristics and curriculum implementation.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter presents the summary of the study, conclusions and recommendations. The chapter additionally presents suggestions for further research.

#### **5.2. Summary of the Study**

The purpose of the study was to investigate on the School based factors and implementation of primary education curriculum in APBET schools in Embakasi sub-county, Kenya. The researcher aimed at providing possible solutions to enhance the implementation of the primary education curriculum in the APBET schools in the sub county. The research was based upon four research objectives and four research questions from which the independent variables were specified. The variables included the trainers' qualifications, teaching and learning resources, instructional methods and learner characteristics and implementation of primary education curriculum. Concerning the School based factors and implementation of primary education curriculum in APBET schools, the study revealed that trainers' qualification is not an intensive enough predictor for implementation of primary curriculum. On the teaching learning resources, it was found that they do not affect implementation of the curriculum in APBET schools.

The first objective was to determine trainers' qualification and implementation of primary education curriculum in Approved Basic Education and Training

schools in Embakasi Sub-County. It was found that only 37 percent of the trainers had training on curriculum of which 24 percent by in-service training and 13 percent by pre-service training. Sixty three percent did not have any training on curriculum. Majority (50%) of the respondents agreed with the statement that teaching resources assisted teachers in teaching and also increased learners' interest in learning, instructional materials accord chances for learners to apply content learned in school, absence of appropriate training materials cause little implementation of primary school curriculum and learning materials usually motivate the total growth and development of kids. Thirty one percent of the respondents only agreed with the statements. There were 3% of them who disagreed and strongly disagreed with the statement that instructional materials motivate the whole growth and development of children.

The second objective was to determine accessibility of instructional resources on primary education curriculum implementation in Approved Basic Education and Training schools in Embakasi Sub-County. The study discovered that many of the institutions had insufficient resources and that there was text books scarcity with a ratio of 1:5. The study also discovered school facilities had a great impact on implementation of primary school curriculum, availability of school facilities influences pupils' performance, schools with stocked libraries record impressive educational results and the degree of usage of school facilities enhances implementation of primary education curriculum. It is the responsibility of the head teacher to ensure that

there is adequate classroom space to enable the teaching-learning process take place without any hitches. He should ensure that the facilities are used efficiently and effectively.

The third objective of the study was to examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The study established from 49% of the respondents that instructional methodologies had great effects on implementation of the primary education curriculum in the sub county. This also reflected on teachers' commitment to teaching activities which finally affected implementation of primary education curriculum. Fifty eight percent of the respondents indicated that their schools had inadequate resources. This affected the implementation of primary education curriculum in the sub county. Learning resources enhance learner's involvement in the classroom for actual real learning to take place. The quality and appropriateness of resources for example instructional materials affects the efficiency of curriculum implementation. The study found out from 58.1% of the respondents that primary education instructional materials were selected by subject panels. This means that the right materials may not be selected because the head teacher may not know the new primary curriculum materials that are introduced in the subjects they don't teach. This consequently affected the implementation of primary education curriculum.

The fourth objective was to determine learner characteristics and implementation of primary education curriculum in Approved Basic Education

and Training schools in Embakasi Sub-County. However, (60%) of the respondents quoted that learner characteristics influence the implementation of the primary school curriculum. This was also hammered by the researchers' observations in the age and entry behaviour that learners were predictors of the extent of curriculum implementation. The bulk (70%) of respondents pointed out that the characteristics of learners influenced the level and learning taking place in schools.

### **5.3. Conclusions**

The purpose of the study was to explore the school-based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County, Kenya. The study factors included the qualification of trainers, teaching/learning materials, instructional methods and learner characteristics. The following conclusions were therefore drawn: The findings led to the conclusion that the trainers in the APBET schools needs to be stimulated and encouraged to train in procedures of handling APBET learners. Secondly, the teaching-learning materials were inadequate and in some schools unavailable. This was a challenge to the implementation of primary curriculum in the school. Thirdly, the government should give more money to schools in order to expedite the creation and facelifts in APBET schools. The study also revealed that learner characteristics determine the level and extent of implementation of primary education in APBET schools.



#### **5.4. Recommendations of the study**

The subsequent recommendations were made in line with the study findings: Trainers' qualifications ought to be heightened. Education is the key to achievement which only comes once one is educated by an individual with knowledge and one who is vastly qualified. The Government through the ministry of education should get involved in the process of employing trainers and also confirm that only qualified trainers are assigned in the APBET schools so as to guarantee competency which leads to curriculum implementation.

The trainers should be encouraged to be innovative as well as creative in the instructional methods they adopt and ensure they rely more on the child-centered methods. Refresher courses on some of the innovative instructional methods should be adopted on both national and county levels so as to impart up to date knowledge and relevant skills.

The trainers should extemporize the teaching and learning resources such as the charts so that the schools will only buy the ones that are hard to improvise.

The school administration should come up with new and better strategies for their teachers so as to improve their curriculum implementation levels and practices.

### **5.5. Suggestions for further research**

Considering the limitations and delimitations of this study, the researcher makes the subsequent suggestions for more research:

- (i) There is necessity to carry out a study aimed at establishing the effect of socio-economic factors on implementation of primary school education curriculum in Embakasi Sub County.
- (ii) A comparable study ought to be conducted in the APBET schools which are run differently from the public schools for comparison purposes.
- (iii) The influence of head teachers' individual characteristics on the implementation of primary school education curriculum.

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## APPENDICES

### APPENDIX 1: LETTER FOR INTRODUCTION

University of Nairobi,  
College of Education and External Studies  
Department of Educational Administration and Planning  
P.O. Box, 92 - 00902  
Kikuyu  
8<sup>th</sup> March, 2018

The Directors/Administrators  
\_\_\_\_\_ Primary School,  
P. O Box \_\_\_\_\_, Nairobi

Dear Sir/Madam,

#### **REF: REQUEST FOR RESEARCH DATA IN YOUR INSTITUTION**

I am a student at the University of Nairobi wishing to carry out a research on: *school based factors and implementation of education curriculum in approved basic education and training schools in Embakasi sub-county, Kenya* in the month of January 2018. The research will focus on qualifications of trainers, teaching and learning resources, instructional methods and learners 'characteristics. The target population of the study is the administrator, trainers and upper class pupils. If offered the opportunity, I will highly appreciate to research in your institution. I assure you that the information will be used for academic purposes only.

Thank you.

Yours faithfully,

Nyaga Catherine.

## APPENDIX II: QUESTIONNAIRE FOR ADMINISTRATORS

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub County, Kenya. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of Primary education in primary schools in Kenya. I assure you confidentiality. Where there are choices, tick the appropriate.

### Section A: General information

1. What is your gender? Male (  ) Female (  )
2. Which is your highest level of qualification? PhD (  ) Med (  ) Dip (  )  
S1 (  ) P1 (  ) ECD (  ) Untrained (  )
3. What is your working experience as an administrator in the primary sector  
(a) 0-3 years (  ) (b) 4-6 years (  ) (c) 7-10 years (  ) (d) above 10 years (  )

### Section B: Level of qualifications of trainers and implementation of primary education curriculum

4. Does your professional qualification help you improve on Implementation of Primary education curriculum? Yes (  ), No (  ).

If No, give reasons

---

5. Have you attended any training and development course in primary curriculum implementation in the recent past?

Yes, ( ), No ( ). If yes, how was it significant in primary education curriculum implementation\_\_\_\_\_?

6. Are new trainers inducted in primary education curriculum implementation before service in your school?

Yes, ( ), No ( ). If No, give reasons \_\_\_\_\_

7. How often do your trainers attend in-service training courses on curriculum implementation? \_\_\_\_\_

8. How many trainers do you have in your school? Trained ( ), Untrained ( ).

**Section C: Availability of teaching and learning resources and implementation of primary education curriculum**

9. What is the textbook/pupil ratio in all subjects in the classroom?

Mathematics ( )

English ( )

Kiswahili ( )

Social Sciences ( )

Science ( )

10. What is the teacher: pupil ratio in your school? ( ).

11. Does the learning institution provide learners with: textbooks ( ), exercise books ( ), Pens/Pencils ( ), Erasers ( ).

12. What is the total number of classrooms in your school? ( )

**Section D: Instructional methods and implementation of primary education curriculum**

13. Do trainers in your school adopt the following methods of instruction:

- (a) Lecture ( )
- (b) Team teaching ( )
- (c) Peer teaching ( )

14. How effective would you rate each of the following methods of instruction in implementing the primary education curriculum in APBET schools.

<b>Method</b>	<b>Very effective</b>	<b>Effective</b>	<b>Ineffective</b>	<b>Very ineffective</b>
Lecture				
Team teaching				
Peer teaching				

15. Which other methods do trainers in your school adopt in instruction to learners?

---

**Section E: Learner characteristics and implementation of primary education curriculum**

16. What is the approximate percentage of learners transiting to secondary schools per year for the last three years? ( ).

17. How many pupils do you have in your school? ( ).

18. Are there special needs children in your school? Yes ( ), No ( ). If No, how many? ( )

19. Do you have anything else to contribute in relation to school based factors and implementation of primary education curriculum?

---

**Thank you for your cooperation.**

### **APPENDIX III: QUESTIONNAIRE FOR CLASS TRAINERS**

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub County. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of Primary education in primary schools in Kenya. I assure you confidentiality. Where there are choices, tick the appropriate.

#### **Section A: General information**

1. What is your gender? Male(  ), Female (  ).
2. Which is your highest level of qualification? Ph.D. (  ) Med (  ) Dip (  ) S1 (  ) P1 (  ) ECD(  ) Untrained (  ).
3. What is your working experience as a teacher in primary sector  
(a) 0-3 years (  ) (b) 4-6 (  ) (c) 7-10 (  ) (d) above 10 years

#### **Section B: Level of qualifications of trainers and implementation of primary education curriculum**

4. Do you have a primary education syllabus? Yes (  ) No (  ). If no which syllabus do you use?  

---

5. Do you have schemes of work Yes (  ) No (  ). If yes, how are they significant in implementation of primary education curriculum?  

---

6. Have you attended any in-service course on primary curriculum implementation in the recent past? Yes ( ), No ( ).

If yes, how was it significant in the implementation of primary education curriculum?

---

**Section C: Availability of teaching and learning resources and implementation of primary education curriculum**

7. Do you have adequate teaching and learning materials in your school? Yes ( ) No ( ) If no, how does teaching and learning take place?

---

8. What types of teaching/learning aids are available for learners in your teaching subjects?

---

9. What makes you feel that the teaching/learning materials are necessary?

---

10. What is the average pupil/ textbook ratio in your subject area? ( )

**Section D: Instructional methods and implementation of primary education curriculum**

11. Which of these teaching methods do you mostly apply in the teaching and learning process? Lecture ( ), Discussion ( ), Role play ( ), Demonstration ( ), Question and answer ( ), others (specify).\_\_\_\_\_.

12. Rate the following teaching methods with No.1 as the most frequently used and No. 5 as the least used.

Teaching Method	Frequency	Reason for using the method
Lecture		
Discussion		
Role play		
Demonstration		
Others(Specify		

**Section E: Learner characteristics and implementation of primary education curriculum**

13. What is the average number of pupils in your class? Boys ( ) Girls ( )

14. What is the average age of pupils in your class? ( )

15. Do you have any special children in your class? Yes ( ) , No ( )If yes, how many ( )

16. What would you recommend to enhance implementation of primary education curriculum?

---

**Thank you for your co-operation.**



## APPENDIX IV: QUESTIONNAIRE FOR PREFECTS

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of primary education in primary schools in Kenya. I assure you of confidentiality. Where there are choices, tick the appropriate.

### Section A: General Information

1. What is your gender? Boy ( ) Girl ( ).
2. What is your age bracket (a) 10-14 years [ ] (b) 15- 19 [ ] (c) 20- 24 (d) 25-29 (e) 30- 34 [ ] (f) 35 years and above [ ]
3. Which class are you in? ( ).

### Section B: Trainers' qualification levels

4. Do you consider the trainers in your school qualified? Yes [ ] No [ ]. If no why\_\_\_\_\_

### Section C: Availability of teaching and learning resources and implementation of primary education curriculum

5. How many are you in your class? ( )
6. Do you have enough trainers for:

English	Yes ( )	Yes ( )
Kiswahili	Yes ( )	No ( )
Mathematics	Yes ( )	No ( )
Science	Yes ( )	No ( )
Social studies	Yes ( )	No ( )
CRE	Yes ( )	No ( )
7. Do you have enough books for

English	Yes ( )	No ( )
Kiswahili	Yes ( )	No ( )
Mathematics	Yes ( )	No ( )
Science	Yes ( )	No ( )

Social Studies Yes ( ) No ( )

CRE Yes ( ) No ( )

8. Does the school provide textbooks Yes ( ) No ( ) pens Yes ( ) No ( ) exercise books Yes ( ), No ( ).

9. Do you have a school Library? Yes ( ) No ( ).

10. Do you have a playing field? Yes ( ) No ( ).

11. Do you sit on chairs ( ) mats ( ). If you sit on chairs, how many pupils sit on one chair ( ).

**Section D: Instructional methods and implementation of primary education curriculum**

12. Which teaching method do your trainers often use? Lecture ( ), Discussion ( ) Role play ( ), Demonstration ( ). Tick as appropriate.

13. Do you think what you learn will be helpful in future? Yes ( ), No ( ).

14. Indicate the effectiveness of the following teaching methods if used by your trainers.

<b>Teaching Method</b>	<b>Very effective</b>	<b>Effective</b>	<b>Ineffective</b>	<b>Very ineffective</b>
Lecture				
Discussion				
Role play				
Demonstration				

**Thank you for participating in this study.**

## Appendix V: Regional Coordinator of Education Authorization Letter

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
STATE DEPARTMENT OF EDUCATION

Email: deoembakasi@gmail.com



REPUBLIC OF KENYA

SUB COUNTY EDUCATION OFFICE  
EMBAKASI SUB COUNTY  
P.O. BOX 1288-00518  
KAYOLE.

Ref.Emba/Edu/Authority/019/Vol1/74

16<sup>th</sup> August, 2018

To All APBET Schools  
Headteachers  
Embakasi Subcounty

**RE: RESEARCH AUTHORIZATION.**

This is to confirm that Catherine Wawira Nyaga a student of University of Nairobi has the authority to carry out a research on “**Influence of school based factors on implementation of education curriculum in approved basic education and training schools**” in Embakasi Sub-County Nairobi.

Please accord her the necessary assistance.

However, ensure the research activities do not interfere with the normal school routine.

A blue ink handwritten signature and date '16/8/2018' are written over a faint blue stamp. The stamp contains the text: 'FOR DISTRICT OFFICE', 'EMBAKASI', 'P.O. Box 1288', and 'KAYOLE'.  
**LUCIE OJOO**  
**SUB-COUNTY DIRECTOR OF EDUCATION.**  
**EMBAKASI.**

## Appendix VI: Regional Coordinator of Education Authorization Letter



Republic of Kenya  
MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi  
Telephone: Nairobi 020 2453699  
Email: [rcenairobi@gmail.com](mailto:rcenairobi@gmail.com)  
[cdenairobi@gmail.com](mailto:cdenairobi@gmail.com)

REGIONAL COORDINATOR OF EDUCATION  
NAIROBI REGION  
NYAYO HOUSE  
P.O. Box 74629 - 00200  
NAIROBI

When replying please quote

Ref: RCE/NRB/GEN/1/VOL. 1

Date: 8<sup>th</sup> August, 2018

Catherine Wawira Nyaga  
University of Nairobi  
P O Box 30197-00100  
KISII

**RE: RESEARCH AUTHORIZATION**

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "**Influence of school based factors on implementation of education curriculum in approved basic education and training schools in Embakasi Sub-County, Kenya**".

This office has no objection and authority is hereby granted for a period ending **30<sup>th</sup> July, 2019** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

**JAMES KIMOTHO**  
**FOR: REGIONAL COORDINATOR OF EDUCATION**  
**NAIROBI**

C.C.

Director General/CEO  
Nation Commission for Science, Technology and Innovation  
**NAIROBI**

## Appendix VII: NACOSTI Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/60755/23934**

Date: **1<sup>st</sup> August, 2018**

Catherine Wawira Nyaga  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of school based factors on implementation of education curriculum in approved basic education and training schools in Embakasi Sub-County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **30<sup>th</sup> July, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.

## Appendix VIII: Research Permit

**THIS IS TO CERTIFY THAT:**  
**MS. CATHERINE WAWIRA NYAGA**  
**of UNIVERSITY OF NAIROBI, 30197-100**  
**NAIROBI, has been permitted to conduct**  
**research in Nairobi County**

**Permit No : NACOSTI/P/18/60755/23934**  
**Date Of Issue : 1st August,2018**  
**Fee Received :Ksh 1000**

**on the topic: INFLUENCE OF SCHOOL**  
**BASED FACTORS ON IMPLEMENTATION**  
**OF EDUCATION CURRICULUM IN**  
**APPROVED BASIC EDUCATION AND**  
**TRAINING SCHOOLS IN EMBAKASI**  
**SUB-COUNTY, KENYA**

**for the period ending:**  
**30th July,2019**



  
.....  
**Applicant's**  
**Signature**

  
.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
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7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No.A 19807**

**CONDITIONS: see back page**

**SCHOOL BASED FACTORS AND IMPLEMENTATION OF PRIMARY  
EDUCATION CURRICULUM IN APPROVED BASIC EDUCATION AND  
TRAINING SCHOOLS IN EMBAKASI SUB-COUNTY, KENYA**

**Nyaga Catherine Wawira**

**A Research Project Submitted in Partial Fulfillment of the Requirements  
for the Degree in Master of Education in Curriculum Studies**

**University of Nairobi**

**2018**

## **DECLARATION**

This project is my original work and has not been submitted for any award in another university.

.....  
Nyaga Catherine  
E55/78869/2015

This project has been submitted for examination with our approval as university supervisors.

.....  
Dr. Rosemary Imonje  
Lecturer  
Department of Educational Administration and Planning  
University of Nairobi

.....  
Dr. Lucy W. Njagi  
Lecturer  
Department of Educational Administration and Planning  
University of Nairobi



## **DEDICATION**

This work is dedicated to; my husband Gabriel Muriira and our children  
Immaculate Kiendi and Alex Rugendo.

## **ACKNOWLEDGMENTS**

Before acknowledging anyone on this earth, I must first thank God for instilling in me the urge for further studies, his protection and providence during this time of my academic life. I also acknowledge my supervisors Dr. Rosemary Imonje and Dr. Lucy W. Njagi for their guidance, constructive suggestions and dedication without which this study would not have reached its completion.

I acknowledge all the lecturers and academic peers in the Department of Educational Administration and Planning under the able leadership of Dr. Jeremiah M. Kalai for their continued encouragement and support during the entire course.

I must acknowledge the Ministry of Education office (Education officers) for providing a record of all Approved Basic Education and Training schools in Embakasi Sub- County. I highly acknowledge school administrators, trainers and pupils from all the sample schools in Embakasi Sub-county for their co-operation in responding to research instruments within short notices.

Special thanks go to my beloved husband, Gabriel, for financial and moral support and acceptance to forego my company and care while I was studying. To my dear children, Immaculate and Alex for their patience and co-operation. To my intimate friend Makori Lydia Kemuma and Adero Seraphine Apiyo who held me up when I appeared to drawn in academic challenges and finally to my friend Rachael who tirelessly and timelessly formatted and edited my work.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>APBET</b>	Approved Basic Education and Training
<b>EFA</b>	Education for All
<b>GoK</b>	Government of Kenya
<b>MoE</b>	Ministry of Education
<b>MoEST</b>	Ministry of Education, Science and Technology
<b>RBV</b>	Resource Based View
<b>SDGs</b>	Sustainable Development Goals
<b>UIS</b>	Unesco Institute of Statistics
<b>UNAID</b>	United Nations Agency for International Development
<b>UNESCO</b>	United Nations Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children Education Fund

## **ABSTRACT**

This research project sought to investigate on School based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County, Kenya. The specific objectives of the study were to examine on trainers' qualifications, availability of teaching and learning resources, instructional methods, learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Four research questions were formulated in line with the objectives. The study was a descriptive survey type adopting a descriptive approach on School based factors and implementation of education curriculum in APBET schools in Embakasi Sub County, Kenya. Questionnaires targeting 146 respondents (upper class trainers, class prefects and administrators) who are in one way or the other involved in curriculum implementation were used to collect the data. Simple random sampling to select the sample size for the trainers and prefects' respondents was used while census sampling was used for the administrators. The 16 head teachers of the 16 selected schools participated in the study. Piloting was done to establish reliability and validity of research instruments. Data was analyzed using descriptive statistics. The findings of the study revealed that trainer's qualifications, insufficient teaching and learning materials, instructional methods and learner characteristics impacted negatively on the implementation of curriculum. This study recommends that trainers' qualifications should be heightened and the trainers should be encouraged to be innovative as well as creative in the instructional methods they adopt and ensure they rely more on the child-centered methods.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Regimes' throughout the world recognize the critical role played by Approved Basic Education and training schools in increasing access to education especially in informal settlements and other marginalized areas. Generally, children in these areas are unable to access government schools due to insecurity, long distances and diverse economic and social challenges. It is in these informal settlements that Approved Basic Education and Training (APBET) schools have been established to meet the learning needs of primary school children (Republic of Kenya, 2012). The Ministry of Education, Science and Technology (MoEST), in the past had not legally recognized APBET institutions since they do not meet school registration requirements inter alia acreage, staffing, facilities among others (MoEST, 2015).

The Kenyan policy framework for Approved Basic Education and Training was formulated in 2009, with the goal of facilitating the registration of APBET institutions by the Ministry of Education (Republic of Kenya, 2012). The framework would also enable funding of these institutions by prospective partners; provide guidance on regulations and quality education through implementation of primary education curriculum (MoEST, 2015). Article 43 of the Constitution of Kenya recognizes education as a human right. Section 39 (c) of the Basic Education Act of 2013 ensures that children from marginalized regions, vulnerable or disadvantaged are not discriminated

against and have the right to pursue and complete their basic education (MoEST, 2015).

For Primary education curriculum to be well implemented and to achieve some perceptible achievements, institutional aspects including human, physical facilities and other resources should be properly distributed and used (Njoroge, 2013). Altogether, learner characteristics should be examined and considered, as well as proper instruction methodologies geared towards the implementation of primary education curriculum utilized in an effort to fulfill pupils' education needs (Mungai, 2013).

The United Nations Agency for International Development (UNAID)'s Sustainable Development office has established a policy for dealing with curriculum implementation grounded upon more than a ten year span of organized learning modification efforts. Aspects of the study are: communication of messages to learners and teachers; provision by the Ministries of Education (MOEs) to the education sector as well as sustenance ground-breaking supply of schooling to orphaned children in addition to other susceptible kids (Barnett, 2008).

Governments world over, recognize the role played by APBET institutions in providing basic education (UNICEF/UIS, 2014). In Pakistan, the Government in conjunction with USAID is increasing access to primary education for out of school children by offering education programs that provide emergency education to the displaced children by military conflicts, enrolling new learners, offering non formal education programs, repair and construction of

schools in underserved communities to address barriers that keep students from enrolling and staying in school (USAID, 2018).

In Ethiopia, of which 80 million people are pastoralists, primary education curriculum is highly embraced by donors, civil society, communities and other actors as a means of increasing enrolment and ensuring equity for the disadvantaged including girls, special needs children, children from pastoralists communities, semi-agriculturalists and the marginalized groups (World Bank, 2015). To enhance quality education, the General Program for Education (GPE) that consists of development partners works to facilitate curriculum implementation through provision of teaching and learning materials, teacher development programs, pre-service and in-service courses, school improvement programs, capacity building programs and ICT education programs from kindergarten to grade 12 (Global Partnership for Education, 2017).

According to Okorodudu (2009), the level of education of adult education trainers remains a key determinant of the value of education offered. Barnett (2008) recommended that more learned adult tutors possess more knowledge and expertise in addition to being very likely to produce better-off learning related activities which are applicable to the children's learning needs. The trainers are likewise well prepared to resolve complications at times when they face difficulties during learning in the classrooms.

Effective implementation of an education curriculum is influenced by the nature of a particular institution's physical resources (Rogan & Grayson,

2013). Anandu (2009) emphasizes that physical facilities remain crucial for trainers as well as pupils for effective curriculum implementation. Availability and quality of instructional resources such as schoolbooks, writing materials and teaching aids determines the level of implementation of a curriculum (Yara & Otieno, 2010).

According to Ajibola (2008), as soon as teaching is directed in the direction of the needs of the learner, there comes a supplementary predisposition to ensure that the learner completely comprehends the content being taught. Teacher-centered methods of teaching ought to be used often in the classroom since some trainers are short of confidence, the mastery of content and the basic teaching skills (Motswiri, 2014). Since the learner is the vital element in the course of curriculum implementation, curriculum implementation occurs when a student attains the intended or envisioned skills, knowledge, ideas and attitudes (Wambui, 2014).

Kenya has over 2,000 APBET schools of which 430 are registered by the Ministry of Education to ensure access to quality education for all, especially disadvantaged groups (MoE, 2017). Majority of APBET schools are found in informal settlements in urban areas of which Embakasi Sub-County records the highest number. These include; Mukuru kwa Njenga, Kwa Reuben, Kware, Kayiaba, Matopeni and Soweto (MoE, 2017). Therefore, this study is triggered by the need to investigate on school-based factors and implementation of primary education curriculum in registered APBET schools in Embakasi Sub-County, Nairobi.

## **1.2 Statement of the problem**

Primary education curriculum is meant to help learners acquire employable skills, life skills and provide opportunities for further education and training (UNESCO/UIS, 2014). Although the initial call for primary education everywhere to be compulsory and free was made in 1948 during the adoption of universal declaration of human rights, reports from UNESCO indicate that only one third of primary school pupils in developing countries acquire right knowledge and skills specified in the primary education curriculum due to poor primary curriculum implementation (UNESCO, 2016). Given that the primary education curriculum delivery mechanisms are not capable of reaching all school age learners including adults; primary education curriculum has to be fully implemented in APBET schools. This calls for the realization that all fundamental issues have to be instituted. Research conducted by Mungai, (2013); Wambui, (2014); Mwanja, (2013); Ileri, (2014) and Kiarie, (2013) concentrated on other factors rather than institution based factors and implementation of primary education curriculum in APBET schools. This therefore presents a conceptual gap which the current study sought to fill by investigating on influence of institution based factors on education curriculum implementation in APBET schools in Embakasi Sub County.



### **1.3 Purpose of the study**

The purpose of the study was to explore the school based factors and primary education curriculum implementation in APBET institutes in Embakasi Sub-County, Kenya.

### **1.4 Research objectives**

The research objectives below were formulated for the study.

- i) To examine on trainers' qualifications and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- ii) To establish the availability of teaching-learning resources and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- iii) To examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- iv) To determine the learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.

### **1.5 Research questions**

The following research questions were to be answered in this study:

- i) In what ways does the trainers' level of qualification affect the implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?

- ii) How does the availability of teaching and learning materials affect implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?
- iii) What is the effect of instructional methods applied by trainers on implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?
- iv) In which ways do learner characteristics affect primary education curriculum implementation in Approved Basic Education and Training schools in Embakasi Sub-County?

### **1.6 Significance of the study**

The study outcomes provided a research data that may be of benefit to the Kenya Institute of Curriculum Development in advocating the appropriate institutional environment that enhances proper implementation of primary education curriculum. Policy makers may also benefit in policy formulation towards an effective curriculum and may also equip primary education curriculum implementers including trainers with the best practices towards implementation of primary education curriculum. Future researchers may also find this work a useful addition to existing literature.

### **1.7 Limitations of the study**

Limitations are tribulations projected or encountered by an investigator during a research (Kombo & Tromp, 2006). This study was limited in scope due to costs and time requirements for reaching all APBET schools. This challenge was mitigated by sampling schools for the study. Another limitation was social

bias due to respondents' attitude which would lead to shallow and inadequate information in view of avoiding criticism. This limitation was mitigated by inclusion of both closed as well as open-ended items in the questionnaires to allow respondents to express themselves fully as well as assuring them of their privacy during the research.

### **1.8 Delimitations of the study**

This study was delimited to only the Approved Basic Education and Training schools in Embakasi Sub-County. This was for the reason that these institutes belong to primary sector and that they follow the primary education curriculum leading to primary education examinations (RoK, 2012). The study respondents were administrators, upper class trainers and class representatives from APBET institutions registered by the Ministry of Education with the fact that these schools receive FPE funds that facilitates access to quality education as well as acquisition of the necessary resources (MoE, 2017), therefore enhancing curriculum implementation.

### **1.9 Basic assumptions**

In this study, the following assumptions were made:

- i) That Approved Basic Education and Training school administrators and trainers had clear insights on how to implement primary education curriculum.
- ii) That the information gathered from the participating groups was correct and a reflection of their knowledge.

iii) That most Approved Basic Education and Training schools had not achieved quality standards for registration by the ministry of education, science and technology.

### **1.10 Definition of terms**

This part includes definitions of terminologies that have been used:

**Implementation** refers to the activity of putting into practice activities that ensure that primary education curriculum is undertaken in a school.

**Instructional methods** refers to the approaches and methods used by trainers in APBET schools.

**Learner characteristics** refers to primary education learners' aspects that may influence curriculum implementation for example age, gender, marital status and physical fitness.

**Level of qualification of trainers** refers to the highest educational qualification of a trainer in APBET schools.

**Primary education curriculum** refers to formulated knowledge, abilities and attitudes premeditated and applied in APBET schools.

**Primary education** refers to education offered in Approved Basic Education and Training schools.

**Primary school** refers to an institute of education that takes care of school children of ages 6-14 years in accordance to Basic Education Act (2013)

**Teaching and learning materials** refers to a range of educational materials that primary education trainer's use in the classroom to support specific

learning objectives, as set out in lesson plans, such as teaching aids, stationery and textbooks.

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one is an introductory chapter comprising of background to study, the statement of the problem, the purpose of the study, research objectives, research questions, significance of the study, basic assumptions, limitations of the study, delimitations of the study as well as definition of operational terms. Chapter two comprises of literature review on the following subheadings: introduction, concept of primary education, implementation of primary education curriculum, level of qualifications of trainers, teaching and learning resources, instructional methodologies, learner characteristics, summary of reviewed literature, theoretical framework in addition to conceptual framework. Chapter three presents the research methodology, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis techniques.

Chapter four consisted of data interpretation and presentation. Chapter five presented a summary of the findings, conclusions and recommendations and also areas for further research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter contains literature reviewed for the study. It is divided into the following subheadings: Concept of education curriculum implementation, level of qualification of trainers, teaching and learning resources instructional methods and learner characteristics. The chapter also has the summary of literature review, the theoretical and conceptual frameworks.

#### **2.2 Concept of education curriculum implementation**

Primary education has been described by Kleis (1973) as a deliberate and organized learning initiative, typically out of the customary education, whereby the instructional content is modified to suit the exceptional requirements of the learners so as to make the most of learning. Ahmed (1975) defines primary education curriculum as a tool of societal policy for the reason that it is cheaper and its programs relate openly to the day-to-day lives of the individuals. Studies carried out in Cuba, Russia, China and Nicaragua, indicate that primary education is cost effective and academically hopeful (Ekundayo, 2000).

Coombs (1973) supported the implementation of primary education programs and practices as an auxiliary or complementary system of education to allow emerging nations “catch up, keep up and get ahead” by dint of first, attaining the peak of individuals who possess appropriate knowledge and abilities; second, improving the know-how of moderately competent personalities, and

third, re-claiming the investment in formal school unqualified and unskilled leavers. Schooling, by itself, does not institute learning; neither does inactive listening (Coombs, 1973).

The Kenyan primary policy (2009) identifies primary education as a basis to realize SDG objectives. The Basic education Act of (2013) specifies Kenya's policy on primary education and outlines APBET schools as alternative education institutions for primary education provision. APBET schools have undoubtedly addressed the needs and desires of the sidelined, the putouts and the unschooled (Republic of Kenya, 2012).

According to Green and Kreuter (1999), the secrets to the success of curriculum implementation include learner's know-how, trainers' sympathy to learner's needs, suppleness when faced with varying situations, aiming on the long-term goals plus a sense of humour. Buchert (1998) defines implementation as the activity of conducting the change as scheduled. Likewise, implementation is defined by Pal (2006) as the recognition of an envisioned reform. According to Loucks and Lieberman (1983), curriculum implementation is the activity of testing out of a different practice and finding out how it is like when used in a school structure. In the process of implementing an educational innovation, there are three close aspects, that is: individuals who are the change forces, the curriculum itself, which is the programme, and the organization or institution (Marew, 2000).

In Kenya, curriculum implementation in schools is currently a certified programme. In spite of this, only 6000 out of a possible 240,000

instructors are actually trained on curriculum. Supplementary attentions in new methods of curriculum implementation in schools by guaranteeing responsible management, actualizable code of behavior, proper punitive methods as well as additional actions which will guarantee accountable conduct scrutiny to closely follow and also record growth of curriculum with reference to important instruction matters; working relationship and also corporation with the other sectors and NGOs tangled with; conception and also extension of source areas to benefit scholastic materials, expedite supply of resources, library right to use in addition learning /sustenance; availing manageable learning centers. This may possibly allow better implementation in the workforce as well as in the classrooms; provision for children in an inspired way; preparation additional instructors to substitute those that have deceased; improvement and amendments of curricular to endorse choice and justifiable conduct modification; advancement of progressive attitude to the learners and involvement of skills and evidence in the vicinity, locally and globally to enable actual communal tactical strategies, expansions of primary cautionary emblems in addition to action plans. (Anandu, 2009).

### **2.3 Qualifications of trainers and implementation of curriculum**

According to Maicibi (2003), every centre of learning is comprised of people and other types of resources and also that as soon as the correct extent and value of human capitals is amassed, it can influence the rest of the resources in the direction of appreciating established aims and objectives. According to a study by Okorodudu (2006) in Nigeria, and another by Tooley, Dixon and



Stanfield (2008) in Kenya found that the trainers' qualifications are a significant determinant of the levels and method of implementation of any education curriculum in schools. There is need for the improvement of quality in terms of teacher management, training and administration for affective implementation of primary education curriculum. These two studies however just identify qualifications of trainers as a contributing factor to the effective implementation but don't investigate further thus presenting a conceptual gap that this study seeks to fill.

Teacher's level of qualification, attitude and subject mastery are key to effective classroom interaction (Osakwe, 2009). Teacher training must be complemented by teacher motivation such as training and development, in-service and induction to increase teacher effectiveness. Darling-Hammond and Bran (2005) argue that curriculum content and instructions in teacher education is a framework useful in equipping trainers with knowledge, skills and commitments that enables them to help learners to succeed. A study conducted by Kimbui (2011) on the implementation of life skills education in public primary schools in Ruiru District revealed that the knowledge that trainers acquired during all stages of teacher training can be compared to the understanding of a given education program by learner and to an extent is determined by the academic qualification of a teacher. Thus the study concluded that highly qualified trainers deliver excellent instructions and other inputs unlike unqualified teachers (Kimbui, 2011).

In a study by Olabode and Olugbenga (2012) on the influence of teacher's qualification on student achievement, subject mastery depends on the learners' performance in that matter at a recommended assessment and every collaborative matter concerning a tutor and a student is projected to yield knowledge results in the learner, an indication of a well implemented curriculum. Ajibola (2008) in his studies on curriculum development for basic education in Nigeria, found contradictory findings with all the other studies by Kimbui (2011); Okorodudu (2006); Tooley, Dixon and Stanfield (2008); and Olabode and Olugbenga (2012). The study found that level of qualifications does not affect curriculum implementation.

#### **2.4 Teaching and learning resources and implementation of curriculum**

Quality education requires supportive resources that provide conducive learning opportunities for the learners to develop their full potential which include human and material, professional development, mentoring and support for trainers as well as strong educational leadership (MoE, 2012).

A study done by Bandele and Faremi, (2012) in South Africa found out that instructional materials such as teaching and learning resources are key to curriculum implementation and recommended government to provide the necessary human and material resources for effective curriculum implementation. Another study by Mefun (2015), the success of a new curriculum depends on the availability of functional textbooks, availability and effective use of facilities and instructional materials, therefore agreeing with the findings of Bandele & Faremi (2012).

Another study carried out by Adegoke and Mefun (2016) in Nigeria on the adequacy and availability of material resources for the implementation of Nigeria's new senior secondary school mathematics curriculum, concluded that adequacy and availability of material resources are key to implementation of a curriculum. Consequently we should note that for effective provision of primary education and curriculum implementation, a variety of teaching and learning materials is recommended for quality learning. Contradicting findings were found by Atieno (2014), studying the effect of instructional resources on learner achievement, whereby it established that instructional related resources did not significantly determine effectiveness of curriculum implementation in schools.

## **2.5 Instructional methods and implementation of curriculum**

Chhem (2001) denotes that the eventual objective is not just to scheme the perfect and the best program but rather, putting into practice the officially prescribed courses of study, syllabuses and subjects. A study carried out by Wasiche (2006) revealed that teaching and learning is perfected by use of varying instructional methodologies which involve observation, imitation and interaction with the immediate environment.

Another study carried out by Mungai (2013) on the aspects influencing implementation of primary basic education curriculum at the primary education centres in Nairobi, Mombasa and Kisumu, revealed that learning institutions should provide the necessary materials to promote learning. The study concludes that instructional methods adopted by trainers influence the

implementation of the curriculum and that trainers should also be innovative through use of locally available materials that enhance implementation of any curriculum (Mungai, 2013).

Morrison, Bachman and Cannon (2005) indicate that learning is dependent on the teacher's ability to create and sustain optimal learning environments. Another agreeing study is that by Anugwo (2011) on the revising the curriculum for the New Secondary Mathematics teacher which concluded that there exists a relationship between availability of skilled trainers and curriculum implementation.

## **2.6 Learner characteristics and implementation of curriculum**

Learners' characteristics on the basis of age as well as special needs may be among the foremost contributing factors of curriculum implementation as described by Yara & Otieno, (2010). It is consequently important that learners' requirements are put into consideration by the implementers and executors of the curriculum. Findings from another research conducted by Sharp, George, Sargent, O'Donnell and Heron (2009), discovered that learners who belong to the lower age groups score better in achievement assessment tests. The study results also showed that younger learners more regularly are retained in school, meaning they stay longer in school.

Due to the dynamic characteristic of learners in any classroom situation, the ministry of education recommended all-encompassing learning in which special needs learners are incorporated in the regular schooling system (MoE,

2009). A study carried out by Mwanja (2013) on the Determinants of programme implementation in primary schools in Mbooni District, Makueni County, revealed that learner characteristics influence selection and preparation of teaching and learning experiences and that trainers ought to consider the different learner characteristics in selection of learning experiences for effective curriculum implementation.

## **2.7 Summary of literature review**

From the reviewed literature related to implementation of education curriculum in APBET schools, teacher qualifications, teaching and learning resources, pedagogy and learner characteristics have a bearing in that they influence effectiveness of implementation of primary education curriculum (Wasiche, 2008). Empirical studies relative to the study variables have pointed out that in view of the fact that several researches have been conducted on implementation of curriculum, current research studies have more or less ignored primary education sector (Mwanja, 2013), therefore a need to expand knowledge relative to primary education. Other studies reviewed covered factors influencing implementation of primary education curriculum in primary education centers in some parts of the country but no specific study reviewed on school based factors and implementation of primary education curriculum in APBET schools particularly in Embakasi Sub County.

According to a study conducted by Mungai (2013), the researcher was interested on aspects influencing implementation of curriculum in non-formal learning centers generally in Nairobi, Mombasa and Kisumu. Wambui, (2014)

focused on aspects influencing implementation of the curriculum in APBET institutions in Westlands, Nairobi. Mwanja (2013), investigated on curriculum implementation in APBET schools in Mbooni west district, Makueni while Ireri (2010) conducted a study on the functioning of APBET schools in Kibera informal settlements. None of the above studies sought to investigate on school-based factors on implementation of primary education curriculum in APBET schools in Embakasi Sub County. Related literature did not come across a study seeking to establish school-based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County.

## **2.8 Theoretical framework**

This study was founded on the Resource Based View (RBV) or Resource Based Theory (RBT) that in reference to the commercial encyclopedia is based upon the notion that operational and well-organized usage of beneficial capitals by a firm determines its economic benefit. Main proponents of RBV theory are Barney and Porter (1984, 1986 and 1991) who holds the view that organizations poses concrete and intangible resources and if effectively utilized, leads to development of a competitive hedge. The Resource Based View theory centers on the firm's interior capitals with an aim to explain why same industrial firms vary in terms of performance (Kraaijenbrink, 2009).

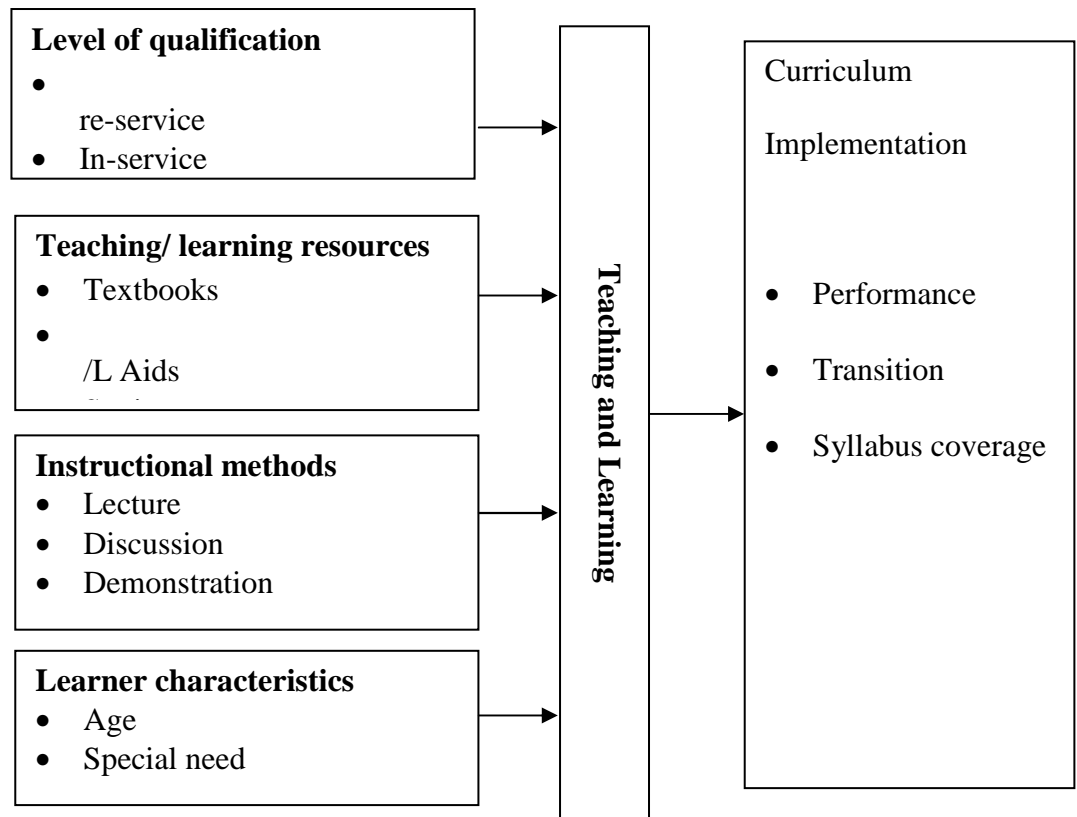
The RBV/RBT model was appropriate to the study since APBET schools are institutions that utilize a variety of factors within its internal environment to impart right knowledge, skills, attitudes and values that enhance performance and transition. In reference to RBV, for APBET schools to demonstrate

products of value, the syllabus ought to be well instigated. Interior resources that are school-based factors, both concrete as well as the intangible are the indicators of an implementation process of which in this study, tangible resources are the physical resources that include classrooms, desks, textbooks, chalkboards, library and play fields while intangible resources include teacher qualifications, instructional methodologies and learner characteristics.

## **2.9 Conceptual framework**

A Conceptual Framework has potential usefulness as a tool to assist a researcher to make meaning of subsequent findings, see Figure 2.1

**Conceptual framework on school based factors and implementation of education curriculum**



**Figure 2.1 Conceptual framework**

Curriculum implementation in primary education is dependent on level of qualifications of trainers, adequacy of teaching and learning resources, appropriate instructional methods and pupil characteristics. The study was based on input process output model whose focus was on primary education curriculum implementation. When school based factors are adequate, curriculum is fully implemented a reflection of improved performance and high transition rate. If the institution based factors are inadequate or not accessible, the programme is inappropriately implemented a reflection of less achievement and little translation rate.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This presents the methodologies adopted in carrying out the study. It outlines the techniques employed in carrying out the research. The content of this chapter was presented under the following topics: research design, target population, sampling procedure, data collection instruments, validity of instruments, reliability of instruments, data collection procedure and data analysis techniques.

#### **3.2 Research design**

Kothari (2004) argue that a research design is a framework that shows the ways by which problems under study will be resolved. This study was carried out using a descriptive survey research design. This design was chosen for the reason that it guides the investigator to gather data on the actual facts without manipulation and also assists in collecting data from a large sample in a relatively less costly and shorter time. Descriptive survey research design entails systematic collection and analysis of data by selecting a sample from the population and making inferences around the populace from which the sample is selected (Best & Kahn, 2006). This type of research is used commonly in social researches to provide descriptions of social conditions, possible behavior, attitude, values and characteristics (Kothari, 2004). This study wanted to establish the effect of selected factors on the implementation of primary education curriculum.

### **3.3 Target population**

The study targeted all the 54 registered APBET schools in Embakasi sub County of Nairobi County (Ministry of Education report, 2017). The target population comprised of all the 54 administrators, all the 216 upper class trainers (class 4-7), and all the 216 class prefects (class4-7) from all the 54 APBET schools, making a total target population of 486 parties of interest.

### **3.4 Sample size and sampling procedure**

Mugenda and Mugenda (2007) argue that a 10-30 percent of the total population is an appropriate representative sample and so the study involved 30 percent of the target population thus making 146 respondents sampled as follows:

#### **Sampling the schools**

Thirty percent of the schools was selected for study in line with Mugenda and Mugenda (2007)'s argument, making 16 schools. The 16 schools were selected through simple random sampling, whereby the names of the schools were assigned codes 1-54 and written on pieces of paper, then folded and placed in a container. The names were thoroughly mixed and selected one by one without replacement until the 16 names of schools were picked.

#### **Sampling the upper class trainers**

The study used 30% of the upper class trainers in line with Mugenda and Mugenda (2007)'s argument. This gave a sample of 65 (30%\*216) trainers. The trainers were selected through simple random sampling.

### **Sampling the class prefects**

According to Mugenda and Mugenda (2007), 10-30% of the population can be picked from a large population. The study used 30% of the class prefects that was sampled through simple random sampling to get 65 (30%\*216).

### **Sampling the administrators**

A census of school administrators from the 16 selected schools was used. The sample size of the study was therefore made up of 146 respondents.

This is as indicated in the Table 3.1.

**Table 3.1: Sample matrix**

<b>Category</b>	<b>Population</b>	<b>Sample</b>	<b>Ratio</b>
Administrators	54	16	30 %
Trainers (class 4- 7)	216	65	30 %
Prefects (class 4 - 7)	216	65	30 %
<b>Total</b>	<b>486</b>	<b>146</b>	<b>30%</b>

Table 3.1 shows the sampling matrix. Thirty percent of the target population was sampled to study the characteristics of the population.

### **3.5 Research instruments**

Data was collected by use of questionnaires that were developed by the researcher. One questionnaire was for administrators in APBET schools which had two sections. Section one sought for general information about the general characteristics of the managers while the second segment had items answering the study questions. The second survey was designed for trainers in APBET schools with two parts. The first part has items on the general facts of the trainers while the second part dealt with data on the study objectives.

The third instrument was for the class prefects in APBET schools and had two parts. The first part dealt with class prefects' general information while the second part had questions on the study objectives. Open ended and fixed choice items were developed in all the questionnaires. Open ended questionnaires allowed opportunity for self-expression and spontaneity of response (Mutai, 2002).

### **3.6 Validity of the instruments**

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2007). To test content validity, the researcher deliberated all the questions in the research questionnaire with the supervisors who checked whether the instruments measured what was expected to be measured. The responses from supervisors were compared to the study objectives to determine the content validity. The researcher modified items that did not elicit relevant information. Face validity was enhanced through a pilot study in three non-sampled schools.

### **3.7 Reliability of the instruments**

Reliability is the level of steadiness or constancy over a period of time (Gay & Airasian, 2003). A consistent instrument is an instrument that consistently yields the projected outcomes if administered more than once to gather data from randomly selected samples. To establish reliability of the instrument, test-re-test method was used whereby the instruments were administered and re-administered after two weeks to establish the consistency of the results.

This piloting was done in three non-sampled APBET schools. A comparison of the two results was made and correlation co-efficiency was calculated by means of the Pearson Product Moment Correlation Coefficient. The higher the coefficient, the higher the reliability of the instruments and vice versa. The formula for determining correlation was given as follows:

$$r = \frac{\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}} \quad \text{Where:}$$

$r$  = Pearson coefficient of correlation

$\sum x$  = summation of scores of x distribution

$\sum y$  = summation of scores of y distribution

$\sum x^2$  = summation of squared scores of x distribution

$\sum xy$  = summation of product of point x and y scores,  $n$  = number of point x and y scores

According to Kothari (2007), a correlation coefficient of 0.7 is considered appropriate to judge an instrument as reliable for use in a social research.

### 3.8 Data collection procedure

A study authorization and permit was acquired by the researcher from the National Commission for Science, Technology and Innovation (NACOSTI). Before commencement of the study, the researcher notified the County Education Officer and the administrators from the APBET schools sampled for study and booked an appointment to visit their schools. Questionnaires were given directly by the researcher to school administrators as well as to the trainers. Trainers helped the investigator to pass the questionnaires to the

learners. In instances where head teachers were absent, the researcher left the questionnaires and hand-picked them again after two days.

### **3.9 Data analysis techniques**

Data analysis involved preparing data by editing, cleaning, coding, categorizing and keying in the data into the Statistical Package for Social Sciences (SPSS) computer program version 20 for data analysis. Data collected was analyzed by means of descriptive statistics that included frequencies, percentages, mean scores and standard deviations. Qualitative data was analyzed using thematic analysis where themes were discussed based on objectives. Qualification of teachers and implementation of primary education curriculum was done by cross tabulating the education level of trainers with the curriculum implementation. The influence of accessibility of instructions materials, instructional methods applied and learner characteristics was analyzed using descriptive statistics. Data was systematically arranged and compacted into a spectacle which enabled conclusions to be drawn and was then presented using figures in addition to frequency tables.

### **3.10 Ethical considerations**

Permission was sought from the NACOSTI, Ministry of Education, the Sub County Education and the school administrators to get permit for the study. The researcher was keen on time management, making appointments and use of polite language in data collection. The respondents were briefed on the purpose of the study beforehand. The researcher carried out all the initial assessments and obtained all the background information in order to

circumvent any damage to the matters. Issues such as having embarrassing queries, articulating astonishment or revulsion while gathering data, use of intimidating statements or convincing individuals to say a thing that they didn't trust in or triggering fear and worry for the respondents was totally avoided. The researcher assured respondents of confidentiality about the data they would provide, that it would only be for research purposes.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1. Introduction

The purpose of the study was to explore on school-based aspects and implementation of primary education curriculum in APBET schools in Embakasi Sub-County. The factors considered included trainers' qualifications, teaching and learning resources, instructional methods and learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools.

#### 4.2. Response rate

The study included APBET institutions in Nairobi County selected from a target population in fifty four APBET institutions. The findings on the study response are shown in Table 4.1.

**Table 4.1: Response rate**

<b>Respondents</b>	<b>Sampled</b>	<b>Returned</b>	<b>Percentage</b>
Class trainers	65	63	97.0
Class prefects	65	62	95.0
Administrators	16	16	100.0
<b>Total</b>	<b>146</b>	<b>141</b>	<b>97.0</b>

The findings in Table 4.1 show that the study recorded a 97% response rate. This response rate was considered appropriate for use as it is in accord with Mugenda and Mugenda (2003)'s assertion that a seventy percent response rate



or above is considered excellent. The trainers who never returned their questionnaires were absent from school the researcher could not trace them.

### 4.3 Demographic characteristics

The first item to be analyzed for this research was the general characteristics of the respondents in an attempt to appreciate them. The demographic characteristics of the respondents who participated in the study were presented under the following sub topics:

#### 4.3.1. Gender of the respondents

The researcher established the gender of the respondents in order to accommodate for gender equity relative to age of respondents. This was meant to establish that the views of all genders were accommodated in the study. This was in recognition of the fact that one's age can be an indicator of their maturity and aptitude to reply to the framed items in the questionnaires as argued by Capelli (2008). The findings are presented in Table 4.2.

**Table 4.2: Gender of respondents**

	Class trainers		Prefects		Administrators	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	30	48.0	42	62.0	7	44.0
Female	33	53.0	20	32.0	9	56.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

The findings in Table 4.2 show that (53%) of the trainers were female. Majority (56%) of the school administrators were also females. For the upper

class prefects, majority, (62.0%) of them were males. The percentage of female respondents was higher than that of male respondents. This finding concurs with that of Muthoka (2017) whose study also established more female school administrators, prefects and trainers.

#### 4.3.2. Age of respondents

The respondents were requested to point out their age bracket. The age grouping of a person can be a pointer to their know-how level, skills and physical maturity rate (Chan, 2008). The findings of the distribution of respondents by age are presented in Table 4.3.

**Table 4.3: Distribution of students by age**

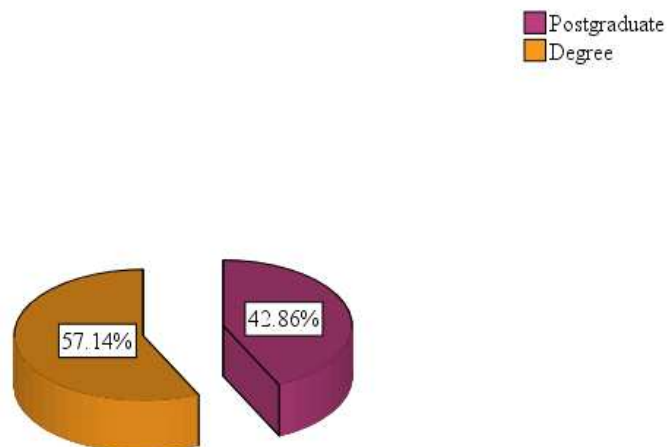
Age bracket	Class trainers		Prefects	
	Frequency	Percent	Frequency	Percent
10-14	0	0.0	18	29.0
15-19	0	0.0	14	23.0
20-24	0	0.0	16	26.0
25-29	7	11.0	9	15.0
30-34	20	32.0	2	3.0
35 and above	36	57.0	3	5.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>

The findings in Table 4.3 show that majority, (57.0%) of the class trainers were aged 35 years and above while only 11% are aged between 25-29 years. This implies that the upper class trainers are employed at such an age where

they are deemed mature enough to handle the pressures that come along with handling this kind of students. This finding agrees with that by a study conducted by Oguta (2014). The upper class prefects were fairly distributed across the age groups with 29% being aged between 15-19 years and 5% being aged between 35 years and above. This finding also agrees with Motswiri (2014) who found that most trainers were aged 35 years and above.

#### 4.3.3. Trainers highest level of qualification

The upper class trainers were required to show their peak levels of academic qualification and the findings are shown in Figure 4.1.



**Figure 4.1: Upper class trainers' highest academic qualification**

The findings in Figure 4.1 indicate that majority (57.14%) upper class trainers pointed out that their highest academic qualification was a university degree an indication that they were adequately schooled and had the necessary knowledge to understand the implementation of the curriculum in the schools.

This finding contradicts the finding by Mwanja (2013) who found that their highest academic qualification of trainers was a certificate.

#### 4.3.4. Working experience of the respondents

The school administrators and the upper-class trainers were required to indicate the number of years of work experience they had had in their respective docket. This information would be useful to the researcher in giving insights on the experience they had as well as their understanding of the issues under study. The data is presented in Table 4.4.

**Table 4.4: Distribution of the respondents by experience**

Age bracket	Class trainers		Administrators	
	Frequency	Percent	Frequency	Percent
0-3	19	30.0	4	25.0
4-6	21	33.0	6	38.0
7-10	18	29.0	6	38.0
Above 10 years	5	8.0	2	13.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

The findings in Table 4.4 point out that the respondents experience was fairly distributed on the scale used with many (33%) upper class trainers having an experience of between 4 and 6 years. Only 8% of the trainers indicated that they had an experience of above 10 years. The implication of this is that the

respondents had enough working experience to understand the issues being raised about the study. These findings concur with those by Ajibola (2008).

Two sets of six (38%) each, of the administrators indicated to have an experience of 4-6 and 7-10 years respectively. This implies that the school administrators had the requisite experience to understand the issues pertaining to curriculum implementation. The finding agrees with that of Okuta (2016) who also found in a similar study that adult education center administrators had the requisite experiences to understand effective curriculum implementation.

#### **4.4 Trainers' qualifications and implementation of primary curriculum in APBET schools**

The first objective of this study was to examine the influence of trainers' qualifications and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Effective implementation of inclusive education entails competent administrators and teachers; this may perhaps assist them to effectively implement inclusive education policy permitting all learners to learn best in typical settings (Nzomo, 2016).

Normally, teacher training is ostensibly designed, developed and administered to produce school teachers for the established system of education (Kafu, 2003). Its importance in human life has been recognized for a long time. The question under this objective was covered using 8 items in the 3 sets of

questionnaires which were subsequently analysed through frequencies under the following sub-topics:

#### 4.4.1. Highest level of qualification of trainers

Trainers were required to indicate their highest levels of education as p1 certificate, diploma, degree or postgraduate degree. This is clearly shown in the Table 4.5.

**Table 4.5: Upper class trainers' highest level of qualification**

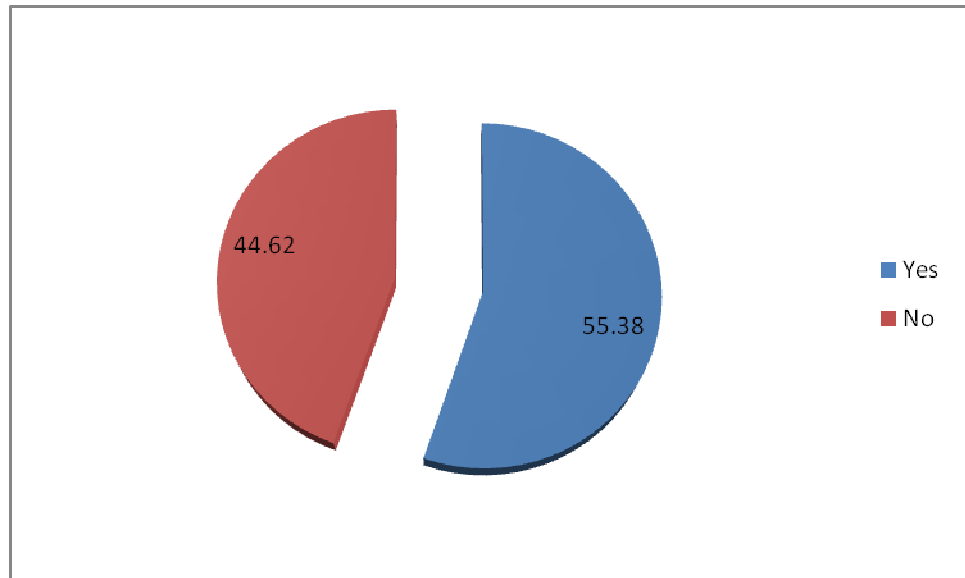
Qualification	Class trainers	
	Frequency	Percent
Master's degree	6	10.0
Degree	24	38.0
Diploma	23	37.0
P1 Certificate	10	16.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

Table 4.5 shows that a fair distribution of the upper class trainers' levels of qualification with 38 % having a degree as their highest level and 10% having a master's degree. This data helped to identify the challenges encountered in the implementation of primary curriculum in the APBET schools. The finding agrees with that of Muthoka (2017) on qualification of teachers.

#### 4.4.2. Attendance of in service courses on curriculum implementation

The study also sought to find out if the trainers had attended any in-service training courses in the past. This would enable the researcher assess the level

of readiness of the respondents in the implementation of the curriculum. The trainers were required to indicate their attendance to courses through either a yes or no response. The findings are presented in Figure 4.2.

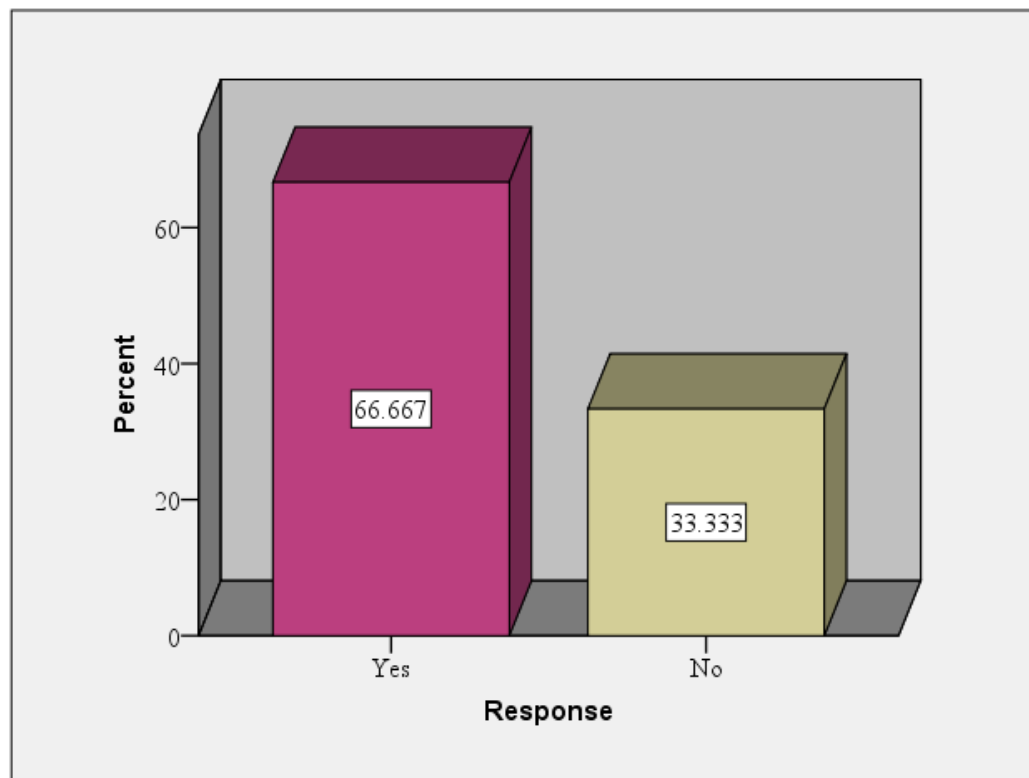


**Figure 4.2: Responses on attendance to in-service courses**

The findings in Figure 4.2 show that majority (55.38%) of the trainers had attended courses. The findings also show that 44.62% had never attended any in service training courses on curriculum implementation. The finding implies that training programmes are common in schools. The finding concurs with that by Motswiri (2014) who found that most trainers had attended courses on curriculum implementation.

#### **4.4.3. Topics on implementation of the curriculum**

The study also sought to find out whether the topics taught in the seminars assisted them to implement the primary education curriculum. This information would enable the researcher to assess the relevance of the courses to curriculum implementation. The findings are presented in Figure 4.3.



**Figure 4.3: Response on relevance of the topics**

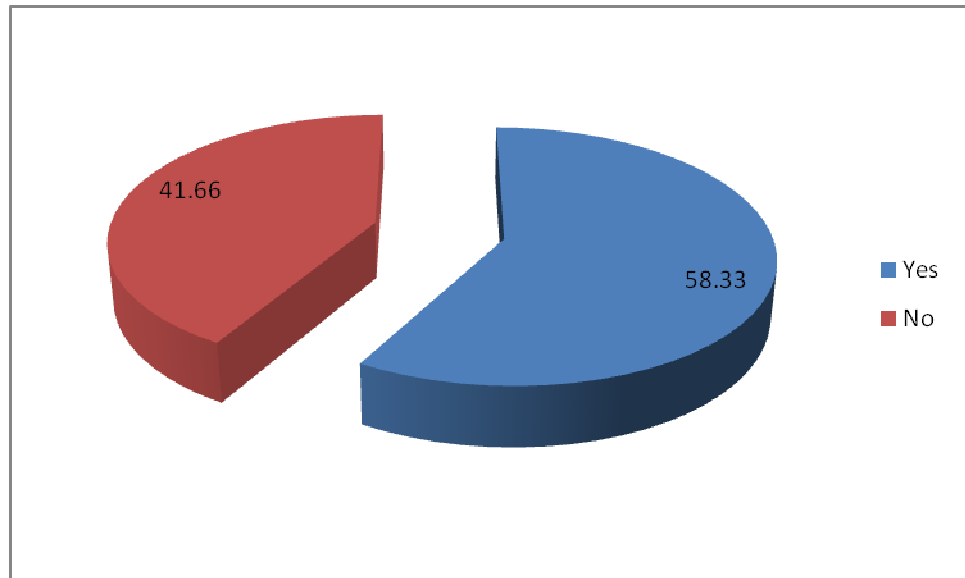
Figure 4.3 shows that majority (66.67%) of the trainers indicated that the training programs they had attended were relevant to curriculum implementation. The implication is that the ministry through the relevant bodies organizes the programs that have the relevant topics on curriculum implementation. The finding concurs with that of Dagkas and Stathi (2007) who also found that courses and topics taught at the seminars and workshops are usually relevant to curriculum implementation.

#### **4.4.4. Professionalism versus curriculum implementation**

The administrators were required to indicate if professionalism influenced the curriculum implementation practices. The question asked was, does your



professional qualification help you improve on Implementation of Primary education curriculum? The response anticipated would be a yes or no. the findings are presented in Figure 4.4.



**Figure 4.4: Professionalism and curriculum implementation**

The findings in Table 4.4 show that majority (58.3%) of the trainers indicated that professionalism is one of the factors that influence curriculum implementation levels. This was further supported by the finding that majority, 38% had a degree as their highest level of qualification. The finding concurs with that by Mania (2017) who found that professionalism has some influence on curriculum implementation.

#### **4.4.5. Teacher training on curriculum implementation**

The aim of this study was therefore to ascertain whether teachers received pre-service training on curriculum. An item was included on the trainers' questionnaires which sought information on teachers training on curriculum. The information on this item would help to assess the influence of teacher

training on curriculum implementation. The findings are presented in Table 4.6.

**Table 4.6: Responses on trainers’ on curriculum training**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Pre-service training	8	13.0
In-service training	15	24.0
Not trained	40	63.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

The findings in Table 4.6 indicate that only 13 percent of teachers in APBET setting had training on curriculum at pre- service and 24 percent by in-service training while 63 percent had not received any training on curriculum. The findings agree with the findings of the study by United Nations Agency for International Development (UNAID) of 2008 which stated that APBET teachers in most Sub Sahara African countries don’t have the professional skills and training to promote and ensure proper curriculum implementation.

Another study by United Nations Educational Scientific and Cultural Organisation (UNESCO) in 2006 had found out that curriculum is under-implemented due to teachers’ incompetence in curriculum and discomfort in using some sensitive materials, in the classroom. Inadequate number of trained teachers on curriculum impacts negatively on the implementation of curriculum as noted by the findings of this study and other previous studies.

#### 4.4.6. Trainers qualification and implementation of curriculum

The influence of the trainers on the implementation of the curriculum was tested using some statements related to qualification of trainers. The trainers were required to indicate their level of agreement or disagreement with the statements. The findings on this item were summarized in Table 4.7.

**Table 4.7: Trainers’ qualifications and curriculum implementation**

Statement	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Highly qualified trainers are the best curriculum implementers	128	65.6	60	30.8	6	3.1	1	0.5
Curriculum implementation is dependent on the implementer	43	22.1	137	70.3	15	7.7	0	0
The trainers who attend capacity building programs are the best implementers	87	44.6	87	44.6	15	7.7	6	3.1
The ministry should always ensure the most qualified personnel are the implementers	144	73.8	46	23.6	5	2.6	0	

The findings show that majority of trainers 65.6% of trainers showed strong agreement with the statement that highly qualified trainers are the best curriculum implementers. Further findings show that 70.3% of the trainers indicated that curriculum implementation is dependent on the implementer. The study further reveals that over 89% of the teachers agree with the

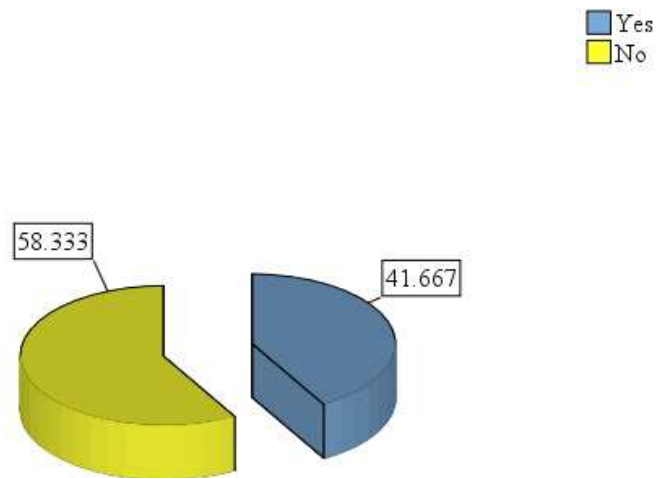
statement that the trainers who attend capacity building programs are the best implementers. The findings additionally show that majority, 73.8% of the trainers agree with the statement that the ministry should always ensure the most qualified personnel are the implementers. The finding implies that trainers' qualification have influence on the curriculum implementation. This finding agrees with Starc and Strel (2012)'s assertion that teachers' qualification is a predictor of the level of implementation of any curriculum.

#### **4.5. Teaching- learning resources and curriculum implementation**

Objective two of the study was to establish availability of teaching-learning resources and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question asked under this objective was answered using 10 items across the 3 sets of questionnaires. The items were summarized using frequencies and discussed under the following sub-headings.

##### **4.5.1 Adequacy of instructional resources**

The upper class trainers were required to indicate the adequacy of the instructional resources. They were required to indicate by a simple yes or no response in regard to whether the resources were adequate in their schools. The findings on this item are presented in Figure 4.5.



**Figure 4.5: Responses on the adequacy of resources**

According to Figure 4.5 majority (58%) of the trainers indicated that most of the schools were deficient of adequate instructional resources while 42% had adequate instructional resources in their schools. This finding is in agreement with that by Anandu (2009) who found that majority of the teachers indicated that their schools had adequate resources.

#### **4.5.2. Text book to pupil ratio**

The class prefects were required to show the text-book to pupil ratio in their respective schools. This information would assist in giving insights on the adequacy of books which are teaching- learning resources crucial for curriculum implementation. The findings are presented in Table 4.8.

**Table 4.8: Responses on the text book to pupil ratio**

<b>Pupils per text book</b>	<b>F</b>	<b>%</b>
Less than 3	6	10.0
3-5	48	77.0
Over 5	8	13.0
<b>Total</b>	<b>62</b>	<b>100.0</b>

The findings indicate that majority (77%) of the learners pointed that there was a 3-5 textbook to pupil ratio in their schools. The subsequent open ended question on the missing resources indicated that they included but not limited to; text books, charts, exercise books, library and computers among others.

#### 4.5.3. Teaching-learning resources and curriculum implementation

The respondents were further required to indicate the extent to which they agreed with certain statements regarding the influence of teaching learning resources on curriculum implementation. The findings are presented in Table 4.9.

**Table 4.9: Teaching-learning resources and curriculum implementation**

Statement	SA		A		NO		D		SD	
	F	%	F	%	F	%	F	%	F	%
Teaching-learning resources improve learners' interest in learning	48	76.0	11	17.0	4	6.0	0	0.0	0	0.0
Teaching learning resources provide information and opportunity to practice what students have learnt	23	37.0	20	32.0	10	16.0	6	10.0	4	6.0
Lack of relevant teaching – learning resources can cause poor implementation of primary curriculum	16	25.0	20	32.0	22	35.0	2	3.0	3	5.0
Teaching learning materials stimulate the total growth and development of children	18	29.0	27	43.0	10	16.0	3	5.0	5	8.0
<b>Mean responses</b>	<b>26</b>	<b>41.0</b>	<b>20</b>	<b>31.0</b>	<b>12</b>	<b>19.0</b>	<b>3</b>	<b>5.0</b>	<b>3</b>	<b>5.0</b>

Table 4.9 revealed that majority (50%) of the respondents on average strongly agreed that; teaching resources assist trainers in teaching and also increase learners' interest in learning, instructional materials make available information and chances for learners to apply whatever they have read in school, absence of appropriate instruction resources cause little implementation of primary school curriculum and learning materials which are designed to inspire the complete progression of kids. This was followed by 31% of the respondents who only agreed with the statements. There were 3% of them who disagreed and strongly disagreed with the statements respectively. This is an indication that provision of instructional resources greatly influences implementation of primary school curriculum. The interviews reported that from their frequent visits in schools many lacked adequate instructional resources that lead to meagre curriculum implementation results. However the teachers should be encouraged to improvise where possible. This is because instructional resources help the pupils to visualize abstract concepts. This finding is in agreement with findings by Muthoka (2017) who found that teaching learning resources provision and adequacy influences curriculum implementation.

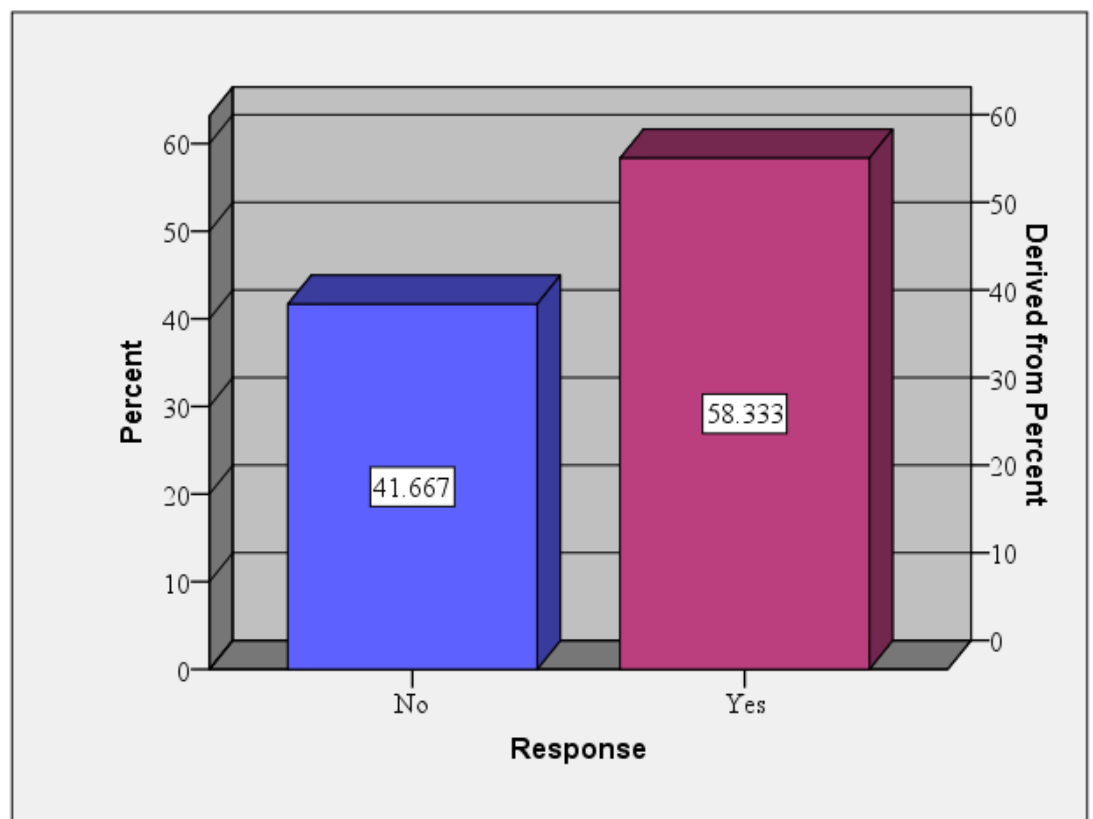
#### **4.6. Instructional methods applied by trainers and curriculum implementation**

The third objective of the study was to examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question under this

objective was answered using 10 items in the three sets of questionnaires. The items are discussed under the following sub-topics:

#### 4.6.1. Innovative classroom practices and implementation of curriculum

Innovation is defined by Encarta Dictionary as a creation (a new device or process) resulting from study and experimentation or the act of starting something for the first time; introducing something new. The study sought to find out whether the trainers adopt innovative classroom practices in the implementation of the curriculum. The findings are presented in Figure 4.6.



**Figure 4.6: Responses on the application of innovative classroom practices**

The findings in Figure 4.6 show that majority (58.3%) of the trainers utilized innovative classroom instruction practices. The implication is that trainers are



at liberty to extemporize and experiment new methods of instruction that they consider effective for teaching and learning.

#### **4.6.2: Application of various methods of teaching**

According to Muthoka (2017), at the school level, teachers are in charge of organization and management with a certain degree of flexibility. This is more revealed by the instructional approaches teachers employ in disseminating conceptions as drawn in the curriculum. An item was placed in the trainers questionnaires which sought to find out the teaching methods used in teaching lessons as shown in Table 4.10.

**Table 4.10: Responses on the application of various teaching methods**

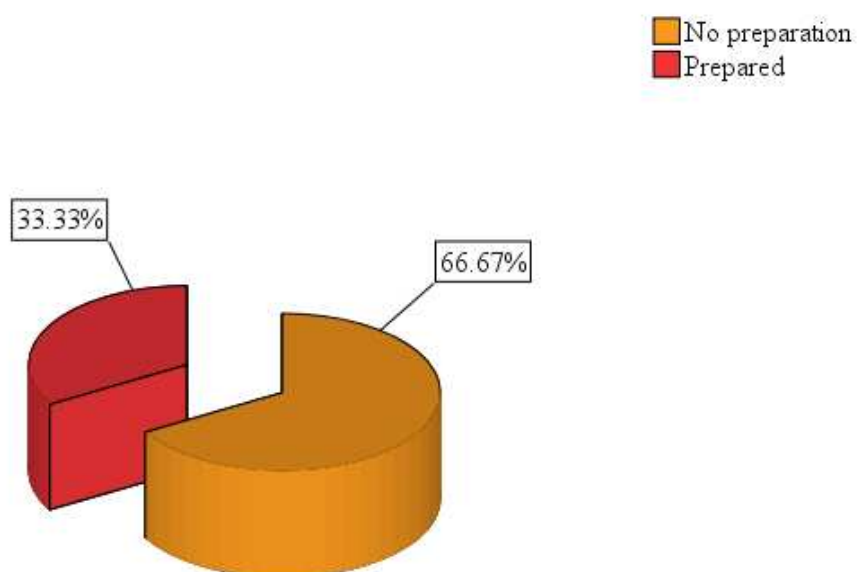
Statement	Response				Total	
	Did not use	%	Used	%	F	%
Group discussion	25	30.0	38	60.0	63	100.0
Drama and poetry	32	50.0	31	40.0	63	100.0
Use of ICT	13	10.0	50	80.0	63	100.0
Lecture	38	60.0	25	30.0	63	100.0

Table 4.10 shows that 30 percent of the upper class trainers used group discussion methods to teach lessons while 60 percent did not. Fifty percent used drama and poetry while 40 % did not. Ten percent used ICT technique while 80 % did not, 60 percent used lecturing method while 30 did not. Lecture, drama and poetry are therefore the methods that are favoured when passing messages to the pupils. This comes as a result of most schools taking part in drama and music festivals hence actively participating in recitation and

dramatization of themes. Teachers tend to prefer lecturing because it needs less logistic preparation. The least used method is ICT. This could be as a result of cost and maintenance as most of these schools acutely lack electricity. This finding agrees with that by Motswiri (2010) who established that chemistry teachers were free to use innovative methods in teaching to enhance implementation of some of the aspects of the subject.

#### 4.6.3. Lesson preparation

The administrators were required to indicate if their teachers adequately prepare for their lessons before teaching. The data is presented in Figure 4.7.



**Figure 4.7: Lesson preparedness**

The findings in Figure 4.7 show that 33 percent of the teachers prepare for their lessons while 67 percent do not prepare for their lesson. This shows that majority of teachers do not prepare for their lessons as hence this impacts

negatively on curriculum implementation. Prefects were asked methods that teachers use when teaching lesson as shown in the Table 4.11.

**Table 4.11: Innovative instruction practices**

Method	Yes		No		Total	
	F	%	F	%	F	%
Video and films	18	30.0	44	70.0	62	100.0
Demonstrations	12	20.0	50	80.0	62	100.0
Role plays	6	10.0	56	90.0	62	100.0
Discussion groups	32	52.0	30	48.0	62	100.0

Table 4.11 indicates that 80% of the prefects specified that teachers do not use demonstrations and illustrations as a method of teaching while 20 percent said teachers do use. Thirty percent confirmed that teachers used films and video while 70 percent indicated that they do not. Ten percent stated that teachers used role plays in their lessons while 90 percent indicated that they do not.

This finding on whether the teachers used innovative teaching methods when disseminating communications is confirmed in literature by Kruijer (2010) who argues that child-centered participatory teaching methods are the best for disseminating knowledge to students. The finding is also in agreement with that of Muthoka (2017) who found that teachers were not adopting innovative teaching methods.

#### 4.7. Learner characteristics and the implementation of primary education curriculum

The fourth objective of the study was to determine learner characteristics and the implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question under this objective was answered using 12 items spread across the 3 sets of questionnaires. The items were analyzed through frequencies and discussed under the following sub-headings:

##### 4.7.1. Number of learners in a school

The class trainers were required to indicate the average number of learners in their classes. This information would assist the researcher ascertain the actual behavior of the learners as numbers can be a pointer to that. The findings on this item are presented in Figure 4.8.

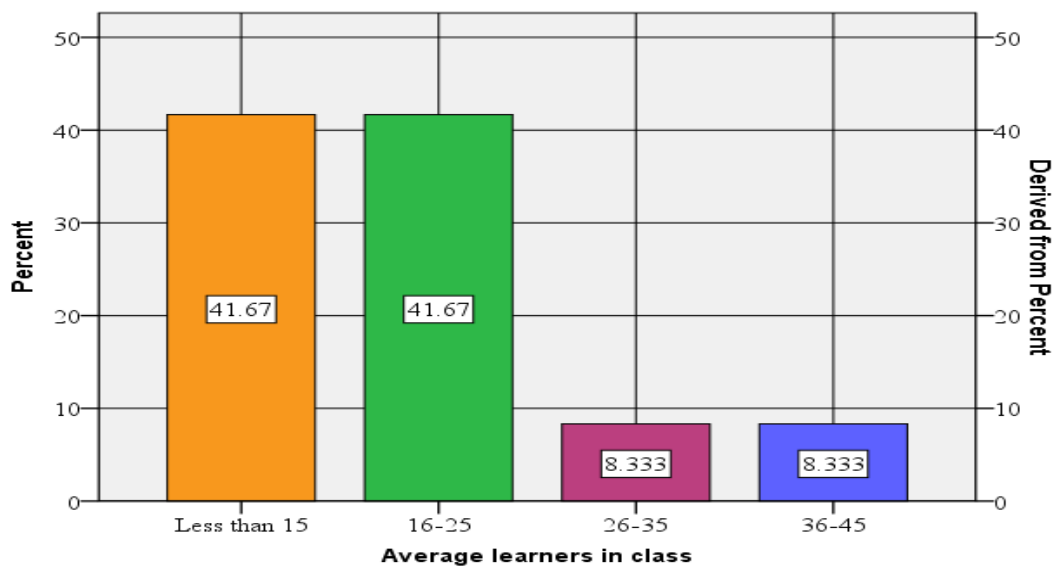
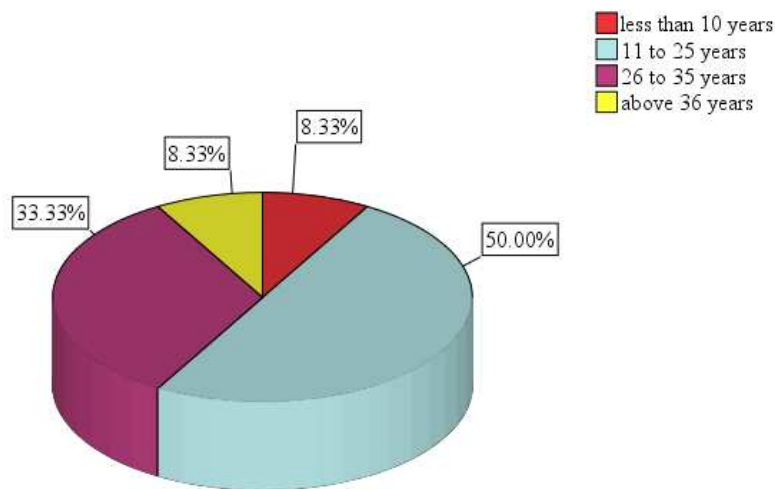


Figure 4.8: Average number of learners in class

The findings in Figure 4.8 show that majority (83%) of the students are averagely in the age groups of less 15 years and 16-25 years. The implication is that the respondents were mature enough to understand the issues under study. The findings concur with those by Muthoka (2017) who found that learners in the APBET schools are at the average ages of 6-15 years.

#### 4.7.2. Average age of learners in the school

The upper class prefects were required to indicate the average ages of learners in their classes. This information was important in assessing the age of the learners as one characteristic under study. The findings are presented in Figure 4.9.



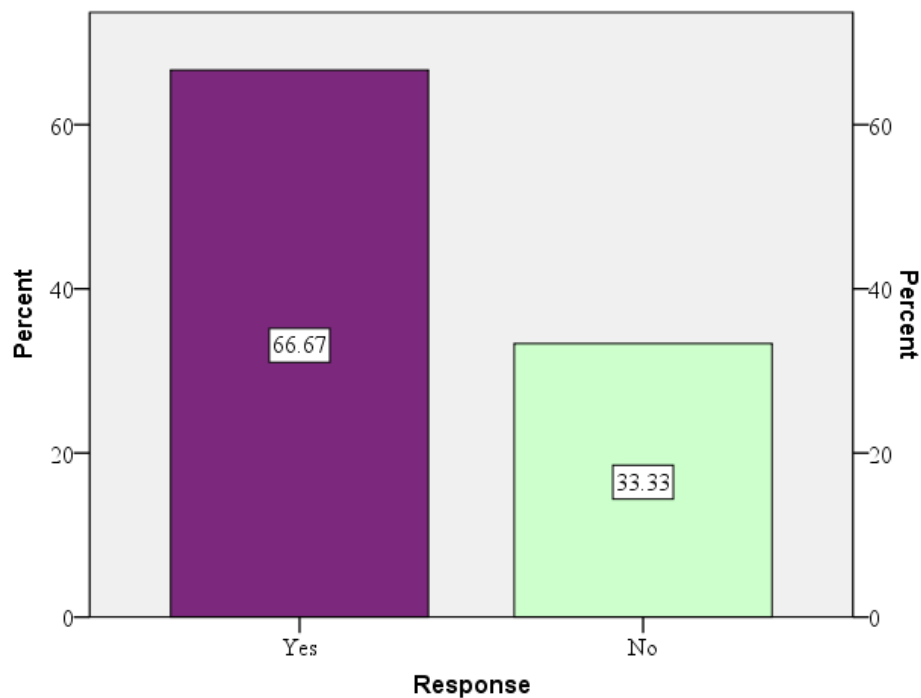
**Figure 4.9: Learners' average age**

The findings in Figure 4.9 show that fifty percent of the upper class prefects indicated that most learners were in the age group 6-15 years. The findings agree with those by Yara and Otieno (2010) who found that most students were aged between 6 and 15 years. This finding implies that many APBET centres are training the students who are of school going age but for some

reason they do not fit or are unable to school in the formal schools. This finding disagrees with that by Mwanja (2013) whose study on the determinants of curriculum implementation in primary schools in Mbooni District, Makueni County, established that most learners in APBET centres were of school going age.

#### 4.7.3. Learners attitude and curriculum implementation

The class prefects were required to indicate whether they thought learners' attitudes influences curriculum implementation in schools. They were required to simply show by a yes or no answer. This information was crucial in assessing the learners' perceptions about the curriculum that they are taught at school. The findings are presented in Figure 4.10.

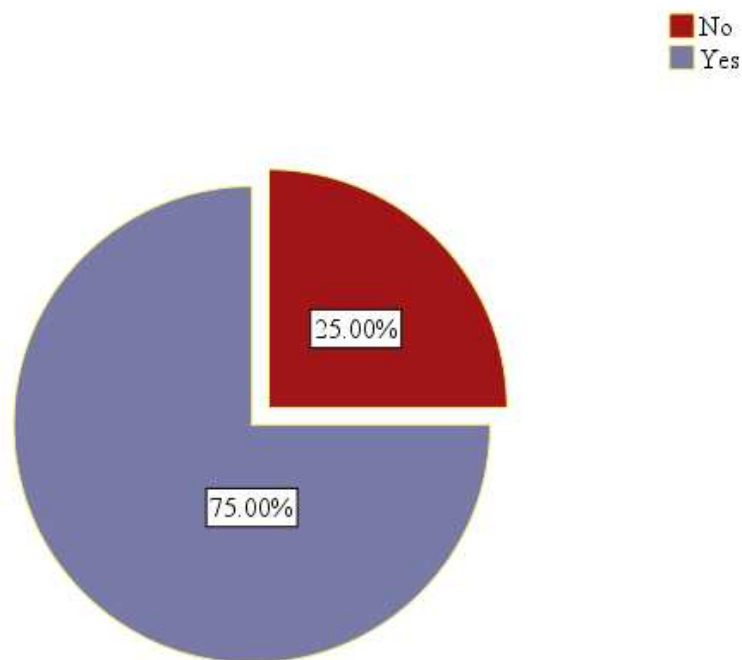


**Figure 4.10: Responses on influence of attitude on implementation of curriculum**

The findings in Figure 4.10 indicate that majority (66.7%) of the prefects who are learners indicated that learners' attitude influences the implementation of the curriculum while 28.431% respondents indicated that it does not affect curriculum implementation. This implies that when students are not very cooperative during the lessons thus giving trainers challenges, then curriculum implementation becomes a very difficult task. The findings are in line with Kinnaird (2010) who established that attitude has an impact on academic performance of high school students receiving instructions. The finding also concurs to that by Engelbrecht, Oswald, Swart, Kitching and Eloft (2005), who established that learners' attitude influences curriculum implementation in special settings.

#### **4.7.4. Presence of special learners in the school**

The prefects were also required to indicate if there were any special needs students in their school. The presence or absence of special learners in a centre can go a long way in determining the attitudes of the learners and tutors in the implementation activities geared towards inclusion of all (Okorodudu, 2009). The findings are presented in Figure 4.11.



#### **4.11: Presence of special needs students**

The findings in Figure 4.11 show that majority (75%) of the learners indicated that there were indeed students with special needs in their schools. The special needs of these students may influence the level of implementation of the primary education curriculum in the schools. This implies that all curriculum implementation activities should be geared towards ensuring there is inclusivity of all kinds of learners. The findings agree to those by Omas (2007) who found that the presence of learners with special needs in schools influence the implementation of curriculum in schools.

#### **4.7.5 Learner characteristics and curriculum implementation**

The aim of the study was to determine learner characteristics and implementation of primary education curriculum. The researcher used four items in the questionnaire to test the influence of learner characteristics on



curriculum implementation. The learners were given statement regarding their characteristics versus implementation which they were to score on a scale ranging from strongly agree to strongly disagree. The findings are presented in Table 4.12.

**Table 4.12: Learner characteristics and curriculum implementation**

Statement	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Learner's age influences their acceptance on what is taught	38	61.0	21	33.0	0	0.0	3	6.0	0	0.0	62	100.0
Mature learners know what they want in life and thus cooperate more and are more receptive to education	0	0.0	6	1.0	0	0.0	21	33.0	41	66.0	62	100.0
Learners attitude influences what they score in their studies	36	58.0	24	38.0	2	3.0	6	1.0	6	1.0	62	100.0
Learners who interact well with their peers and teachers like their studies more	41	66.0	13	21.0	3	5.0	3	4.0	3	5.0	62	100.0

The findings in Table 4.12 show that majority (61.0%) of the students indicated strong agreement with the statement that learner's age influences their acceptance on what is taught. Many (33.0%) of the students also indicated agreement with the same statement. Only 6.0% of the students disagreed with the statement that learners' age affects their acceptance with

content being taught. This finding agrees with that of Marriot and Marriot (2003) who found that many students indicated that their ages determined their acceptance levels of content.

The findings also indicate that majority (66.0%) indicated strong disagreement with the statement that “mature learners know what they want in life and thus cooperate more and are more receptive to education”. Only 1.0% of the students agree with the same statement while none strongly agreed. The finding implies that one’s age relates directly to one’s choices in life like appreciation of education. The finding concurs with that of Omas (2007) who found that the more mature learners appreciated education more than those with lower ages.

Further findings indicate that most (58.0%) respondents indicate strong agreement with the statement that learners attitude influences what they score in their studies. The implication from this finding is that the learner characteristics such as age have some effects on their acceptance of the curriculum and ultimately its implementation. This finding agrees with those of Mock and Kauffman (2002), who found a strong positive relationship between learners’ characteristics and curriculum implementation.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter presents the summary of the study, conclusions and recommendations. The chapter additionally presents suggestions for further research.

#### **5.2. Summary of the Study**

The purpose of the study was to investigate on the School based factors and implementation of primary education curriculum in APBET schools in Embakasi sub-county, Kenya. The researcher aimed at providing possible solutions to enhance the implementation of the primary education curriculum in the APBET schools in the sub county. The research was based upon four research objectives and four research questions from which the independent variables were specified. The variables included the trainers' qualifications, teaching and learning resources, instructional methods and learner characteristics and implementation of primary education curriculum. Concerning the School based factors and implementation of primary education curriculum in APBET schools, the study revealed that trainers' qualification is not an intensive enough predictor for implementation of primary curriculum. On the teaching learning resources, it was found that they do not affect implementation of the curriculum in APBET schools.

The first objective was to determine trainers' qualification and implementation of primary education curriculum in Approved Basic Education and Training

schools in Embakasi Sub-County. It was found that only 37 percent of the trainers had training on curriculum of which 24 percent by in-service training and 13 percent by pre-service training. Sixty three percent did not have any training on curriculum. Majority (50%) of the respondents agreed with the statement that teaching resources assisted teachers in teaching and also increased learners' interest in learning, instructional materials accord chances for learners to apply content learned in school, absence of appropriate training materials cause little implementation of primary school curriculum and learning materials usually motivate the total growth and development of kids. Thirty one percent of the respondents only agreed with the statements. There were 3% of them who disagreed and strongly disagreed with the statement that instructional materials motivate the whole growth and development of children.

The second objective was to determine accessibility of instructional resources on primary education curriculum implementation in Approved Basic Education and Training schools in Embakasi Sub-County. The study discovered that many of the institutions had insufficient resources and that there was text books scarcity with a ratio of 1:5. The study also discovered school facilities had a great impact on implementation of primary school curriculum, availability of school facilities influences pupils' performance, schools with stocked libraries record impressive educational results and the degree of usage of school facilities enhances implementation of primary education curriculum. It is the responsibility of the head teacher to ensure that

there is adequate classroom space to enable the teaching-learning process take place without any hitches. He should ensure that the facilities are used efficiently and effectively.

The third objective of the study was to examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The study established from 49% of the respondents that instructional methodologies had great effects on implementation of the primary education curriculum in the sub county. This also reflected on teachers' commitment to teaching activities which finally affected implementation of primary education curriculum. Fifty eight percent of the respondents indicated that their schools had inadequate resources. This affected the implementation of primary education curriculum in the sub county. Learning resources enhance learner's involvement in the classroom for actual real learning to take place. The quality and appropriateness of resources for example instructional materials affects the efficiency of curriculum implementation. The study found out from 58.1% of the respondents that primary education instructional materials were selected by subject panels. This means that the right materials may not be selected because the head teacher may not know the new primary curriculum materials that are introduced in the subjects they don't teach. This consequently affected the implementation of primary education curriculum.

The fourth objective was to determine learner characteristics and implementation of primary education curriculum in Approved Basic Education

and Training schools in Embakasi Sub-County. However, (60%) of the respondents quoted that learner characteristics influence the implementation of the primary school curriculum. This was also hammered by the researchers' observations in the age and entry behaviour that learners were predictors of the extent of curriculum implementation. The bulk (70%) of respondents pointed out that the characteristics of learners influenced the level and learning taking place in schools.

### **5.3. Conclusions**

The purpose of the study was to explore the school-based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County, Kenya. The study factors included the qualification of trainers, teaching/learning materials, instructional methods and learner characteristics. The following conclusions were therefore drawn: The findings led to the conclusion that the trainers in the APBET schools needs to be stimulated and encouraged to train in procedures of handling APBET learners. Secondly, the teaching-learning materials were inadequate and in some schools unavailable. This was a challenge to the implementation of primary curriculum in the school. Thirdly, the government should give more money to schools in order to expedite the creation and facelifts in APBET schools. The study also revealed that learner characteristics determine the level and extent of implementation of primary education in APBET schools.

#### **5.4. Recommendations of the study**

The subsequent recommendations were made in line with the study findings: Trainers' qualifications ought to be heightened. Education is the key to achievement which only comes once one is educated by an individual with knowledge and one who is vastly qualified. The Government through the ministry of education should get involved in the process of employing trainers and also confirm that only qualified trainers are assigned in the APBET schools so as to guarantee competency which leads to curriculum implementation.

The trainers should be encouraged to be innovative as well as creative in the instructional methods they adopt and ensure they rely more on the child-centered methods. Refresher courses on some of the innovative instructional methods should be adopted on both national and county levels so as to impart up to date knowledge and relevant skills.

The trainers should extemporize the teaching and learning resources such as the charts so that the schools will only buy the ones that are hard to improvise.

The school administration should come up with new and better strategies for their teachers so as to improve their curriculum implementation levels and practices.

### **5.5. Suggestions for further research**

Considering the limitations and delimitations of this study, the researcher makes the subsequent suggestions for more research:

- (i) There is necessity to carry out a study aimed at establishing the effect of socio-economic factors on implementation of primary school education curriculum in Embakasi Sub County.
- (ii) A comparable study ought to be conducted in the APBET schools which are run differently from the public schools for comparison purposes.
- (iii) The influence of head teachers' individual characteristics on the implementation of primary school education curriculum.



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## APPENDICES

### APPENDIX 1: LETTER FOR INTRODUCTION

University of Nairobi,  
College of Education and External Studies  
Department of Educational Administration and Planning  
P.O. Box, 92 - 00902  
Kikuyu  
8<sup>th</sup> March, 2018

The Directors/Administrators  
\_\_\_\_\_ Primary School,  
P. O Box \_\_\_\_\_, Nairobi

Dear Sir/Madam,

#### **REF: REQUEST FOR RESEARCH DATA IN YOUR INSTITUTION**

I am a student at the University of Nairobi wishing to carry out a research on: *school based factors and implementation of education curriculum in approved basic education and training schools in Embakasi sub-county, Kenya* in the month of January 2018. The research will focus on qualifications of trainers, teaching and learning resources, instructional methods and learners 'characteristics. The target population of the study is the administrator, trainers and upper class pupils. If offered the opportunity, I will highly appreciate to research in your institution. I assure you that the information will be used for academic purposes only.

Thank you.

Yours faithfully,

Nyaga Catherine.

## APPENDIX II: QUESTIONNAIRE FOR ADMINISTRATORS

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub County, Kenya. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of Primary education in primary schools in Kenya. I assure you confidentiality. Where there are choices, tick the appropriate.

### Section A: General information

1. What is your gender? Male (  ) Female (  )
2. Which is your highest level of qualification? PhD (  ) Med (  ) Dip (  )  
S1 (  ) P1 (  ) ECD (  ) Untrained (  )
3. What is your working experience as an administrator in the primary sector  
(a) 0-3 years (  ) (b) 4-6 years (  ) (c) 7-10 years (  ) (d) above 10 years (  )

### Section B: Level of qualifications of trainers and implementation of primary education curriculum

4. Does your professional qualification help you improve on Implementation of Primary education curriculum? Yes (  ), No (  ).

If No, give reasons

---



5. Have you attended any training and development course in primary curriculum implementation in the recent past?

Yes, ( ), No ( ). If yes, how was it significant in primary education curriculum implementation\_\_\_\_\_?

6. Are new trainers inducted in primary education curriculum implementation before service in your school?

Yes, ( ), No ( ). If No, give reasons \_\_\_\_\_

7. How often do your trainers attend in-service training courses on curriculum implementation? \_\_\_\_\_

8. How many trainers do you have in your school? Trained ( ), Untrained ( ).

**Section C: Availability of teaching and learning resources and implementation of primary education curriculum**

9. What is the textbook/pupil ratio in all subjects in the classroom?

Mathematics ( )

English ( )

Kiswahili ( )

Social Sciences ( )

Science ( )

10. What is the teacher: pupil ratio in your school? ( ) .

11. Does the learning institution provide learners with: textbooks ( ), exercise books ( ), Pens/Pencils ( ), Erasers ( ) .

12. What is the total number of classrooms in your school? ( )

**Section D: Instructional methods and implementation of primary education curriculum**

13. Do trainers in your school adopt the following methods of instruction:

- (a) Lecture ( )
- (b) Team teaching ( )
- (c) Peer teaching ( )

14. How effective would you rate each of the following methods of instruction in implementing the primary education curriculum in APBET schools.

<b>Method</b>	<b>Very effective</b>	<b>Effective</b>	<b>Ineffective</b>	<b>Very ineffective</b>
Lecture				
Team teaching				
Peer teaching				

15. Which other methods do trainers in your school adopt in instruction to learners?

---

**Section E: Learner characteristics and implementation of primary education curriculum**

16. What is the approximate percentage of learners transiting to secondary schools per year for the last three years? ( ).

17. How many pupils do you have in your school? ( ).

18. Are there special needs children in your school? Yes ( ), No ( ). If No, how many? ( )

19. Do you have anything else to contribute in relation to school based factors and implementation of primary education curriculum?

---

**Thank you for your cooperation.**

### **APPENDIX III: QUESTIONNAIRE FOR CLASS TRAINERS**

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub County. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of Primary education in primary schools in Kenya. I assure you confidentiality. Where there are choices, tick the appropriate.

#### **Section A: General information**

1. What is your gender? Male(  ), Female (  ).
2. Which is your highest level of qualification? Ph.D. (  ) Med (  ) Dip (  ) S1 (  ) P1 (  ) ECD(  ) Untrained (  ).
3. What is your working experience as a teacher in primary sector  
(a) 0-3 years (  ) (b) 4-6 (  ) (c) 7-10 (  ) (d) above 10 years

#### **Section B: Level of qualifications of trainers and implementation of primary education curriculum**

4. Do you have a primary education syllabus? Yes (  ) No (  ). If no which syllabus do you use?  

---

5. Do you have schemes of work Yes (  ) No (  ). If yes, how are they significant in implementation of primary education curriculum?  

---

6. Have you attended any in-service course on primary curriculum implementation in the recent past? Yes ( ), No ( ).

If yes, how was it significant in the implementation of primary education curriculum?

---

**Section C: Availability of teaching and learning resources and implementation of primary education curriculum**

7. Do you have adequate teaching and learning materials in your school? Yes ( ) No ( ) If no, how does teaching and learning take place?

---

8. What types of teaching/learning aids are available for learners in your teaching subjects?

---

9. What makes you feel that the teaching/learning materials are necessary?

---

10. What is the average pupil/ textbook ratio in your subject area? ( )

**Section D: Instructional methods and implementation of primary education curriculum**

11. Which of these teaching methods do you mostly apply in the teaching and learning process? Lecture ( ), Discussion ( ), Role play ( ), Demonstration ( ), Question and answer ( ), others (specify).\_\_\_\_\_.

12. Rate the following teaching methods with No.1 as the most frequently used and No. 5 as the least used.

Teaching Method	Frequency	Reason for using the method
Lecture		
Discussion		
Role play		
Demonstration		
Others(Specify		

**Section E: Learner characteristics and implementation of primary education curriculum**

13. What is the average number of pupils in your class? Boys ( ) Girls ( )

14. What is the average age of pupils in your class? ( )

15. Do you have any special children in your class? Yes ( ) , No ( )If yes, how many ( )

16. What would you recommend to enhance implementation of primary education curriculum?

---

**Thank you for your co-operation.**

## APPENDIX IV: QUESTIONNAIRE FOR PREFECTS

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of primary education in primary schools in Kenya. I assure you of confidentiality. Where there are choices, tick the appropriate.

### Section A: General Information

1. What is your gender? Boy ( ) Girl ( ).
2. What is your age bracket (a) 10-14 years [ ] (b) 15- 19 [ ] (c) 20- 24 (d) 25-29 (e) 30- 34 [ ] (f) 35 years and above [ ]
3. Which class are you in? ( ).

### Section B: Trainers' qualification levels

4. Do you consider the trainers in your school qualified? Yes [ ] No [ ]. If no why\_\_\_\_\_

### Section C: Availability of teaching and learning resources and implementation of primary education curriculum

5. How many are you in your class? ( )
6. Do you have enough trainers for:

English	Yes ( )	Yes ( )
Kiswahili	Yes ( )	No ( )
Mathematics	Yes ( )	No ( )
Science	Yes ( )	No ( )
Social studies	Yes ( )	No ( )
CRE	Yes ( )	No ( )
7. Do you have enough books for

English	Yes ( )	No ( )
Kiswahili	Yes ( )	No ( )
Mathematics	Yes ( )	No ( )
Science	Yes ( )	No ( )

Social Studies Yes ( ) No ( )

CRE Yes ( ) No ( )

8. Does the school provide textbooks Yes ( ) No ( ) pens Yes ( ) No ( ) exercise books Yes ( ), No ( ).

9. Do you have a school Library? Yes ( ) No ( ).

10. Do you have a playing field? Yes ( ) No ( ).

11. Do you sit on chairs ( ) mats ( ). If you sit on chairs, how many pupils sit on one chair ( ).

**Section D: Instructional methods and implementation of primary education curriculum**

12. Which teaching method do your trainers often use? Lecture ( ), Discussion ( ) Role play ( ), Demonstration ( ). Tick as appropriate.

13. Do you think what you learn will be helpful in future? Yes ( ), No ( ).

14. Indicate the effectiveness of the following teaching methods if used by your trainers.

<b>Teaching Method</b>	<b>Very effective</b>	<b>Effective</b>	<b>Ineffective</b>	<b>Very ineffective</b>
Lecture				
Discussion				
Role play				
Demonstration				

**Thank you for participating in this study.**



## Appendix V: Regional Coordinator of Education Authorization Letter

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
STATE DEPARTMENT OF EDUCATION

Email: deoembakasi@gmail.com



REPUBLIC OF KENYA

SUB COUNTY EDUCATION OFFICE  
EMBAKASI SUB COUNTY  
P.O. BOX 1288-00518  
KAYOLE.

Ref.Emba/Edu/Authority/019/Vol1/74

16<sup>th</sup> August, 2018

To All APBET Schools  
Headteachers  
Embakasi Subcounty

**RE: RESEARCH AUTHORIZATION.**

This is to confirm that Catherine Wawira Nyaga a student of University of Nairobi has the authority to carry out a research on **“Influence of school based factors on implementation of education curriculum in approved basic education and training schools”** in Embakasi Sub-County Nairobi.

Please accord her the necessary assistance.

However, ensure the research activities do not interfere with the normal school routine.

A blue ink handwritten signature and date '16/8/2018' are written over a faint blue stamp. The stamp contains the text: 'FOR DISTRICT OFFICE', 'EMBAKASI', 'P.O. Box 1288', and 'KAYOLE'.  
**LUCIE OJOO**  
**SUB-COUNTY DIRECTOR OF EDUCATION.**  
**EMBAKASI.**

## Appendix VI: Regional Coordinator of Education Authorization Letter



Republic of Kenya  
MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi  
Telephone: Nairobi 020 2453699  
Email: [rcenairobi@gmail.com](mailto:rcenairobi@gmail.com)  
[cdenairobi@gmail.com](mailto:cdenairobi@gmail.com)

REGIONAL COORDINATOR OF EDUCATION  
NAIROBI REGION  
NYAYO HOUSE  
P.O. Box 74629 - 00200  
NAIROBI

When replying please quote

Ref: **RCE/NRB/GEN/1/VOL. 1**

Date: **8<sup>th</sup> August, 2018**

Catherine Wawira Nyaga  
University of Nairobi  
P O Box 30197-00100  
**KISII**

**RE: RESEARCH AUTHORIZATION**

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "**Influence of school based factors on implementation of education curriculum in approved basic education and training schools in Embakasi Sub-County, Kenya**".

This office has no objection and authority is hereby granted for a period ending **30<sup>th</sup> July, 2019** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

**JAMES KIMOTHO**  
**FOR: REGIONAL COORDINATOR OF EDUCATION**  
**NAIROBI**

C.C.

Director General/CEO  
Nation Commission for Science, Technology and Innovation  
**NAIROBI**

## Appendix VII: NACOSTI Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/60755/23934**

Date: **1<sup>st</sup> August, 2018**

Catherine Wawira Nyaga  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of school based factors on implementation of education curriculum in approved basic education and training schools in Embakasi Sub-County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **30<sup>th</sup> July, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.

Approved for Release by NSA on 05-08-2014 pursuant to E.O. 13526

## Appendix VIII: Research Permit

**THIS IS TO CERTIFY THAT:**  
**MS. CATHERINE WAWIRA NYAGA**  
**of UNIVERSITY OF NAIROBI, 30197-100**  
**NAIROBI, has been permitted to conduct**  
**research in Nairobi County**

**Permit No : NACOSTI/P/18/60755/23934**  
**Date Of Issue : 1st August,2018**  
**Fee Received :Ksh 1000**

**on the topic: INFLUENCE OF SCHOOL**  
**BASED FACTORS ON IMPLEMENTATION**  
**OF EDUCATION CURRICULUM IN**  
**APPROVED BASIC EDUCATION AND**  
**TRAINING SCHOOLS IN EMBAKASI**  
**SUB-COUNTY, KENYA**

**for the period ending:**  
**30th July,2019**



  
.....  
**Applicant's**  
**Signature**

  
.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No.A 19807**

**CONDITIONS: see back page**

**SCHOOL BASED FACTORS AND IMPLEMENTATION OF PRIMARY  
EDUCATION CURRICULUM IN APPROVED BASIC EDUCATION AND  
TRAINING SCHOOLS IN EMBAKASI SUB-COUNTY, KENYA**

**Nyaga Catherine Wawira**

**A Research Project Submitted in Partial Fulfillment of the Requirements  
for the Degree in Master of Education in Curriculum Studies**

**University of Nairobi**

**2018**

## **DECLARATION**

This project is my original work and has not been submitted for any award in another university.

.....  
Nyaga Catherine  
E55/78869/2015

This project has been submitted for examination with our approval as university supervisors.

.....  
Dr. Rosemary Imonje  
Lecturer  
Department of Educational Administration and Planning  
University of Nairobi

.....  
Dr. Lucy W. Njagi  
Lecturer  
Department of Educational Administration and Planning  
University of Nairobi

## **DEDICATION**

This work is dedicated to; my husband Gabriel Muriira and our children Immaculate Kiendi and Alex Rugendo.

## **ACKNOWLEDGMENTS**

Before acknowledging anyone on this earth, I must first thank God for instilling in me the urge for further studies, his protection and providence during this time of my academic life. I also acknowledge my supervisors Dr. Rosemary Imonje and Dr. Lucy W. Njagi for their guidance, constructive suggestions and dedication without which this study would not have reached its completion.

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I must acknowledge the Ministry of Education office (Education officers) for providing a record of all Approved Basic Education and Training schools in Embakasi Sub- County. I highly acknowledge school administrators, trainers and pupils from all the sample schools in Embakasi Sub-county for their co-operation in responding to research instruments within short notices.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>APBET</b>	Approved Basic Education and Training
<b>EFA</b>	Education for All
<b>GoK</b>	Government of Kenya
<b>MoE</b>	Ministry of Education
<b>MoEST</b>	Ministry of Education, Science and Technology
<b>RBV</b>	Resource Based View
<b>SDGs</b>	Sustainable Development Goals
<b>UIS</b>	Unesco Institute of Statistics
<b>UNAID</b>	United Nations Agency for International Development
<b>UNESCO</b>	United Nations Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children Education Fund



## **ABSTRACT**

This research project sought to investigate on School based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County, Kenya. The specific objectives of the study were to examine on trainers' qualifications, availability of teaching and learning resources, instructional methods, learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Four research questions were formulated in line with the objectives. The study was a descriptive survey type adopting a descriptive approach on School based factors and implementation of education curriculum in APBET schools in Embakasi Sub County, Kenya. Questionnaires targeting 146 respondents (upper class trainers, class prefects and administrators) who are in one way or the other involved in curriculum implementation were used to collect the data. Simple random sampling to select the sample size for the trainers and prefects' respondents was used while census sampling was used for the administrators. The 16 head teachers of the 16 selected schools participated in the study. Piloting was done to establish reliability and validity of research instruments. Data was analyzed using descriptive statistics. The findings of the study revealed that trainer's qualifications, insufficient teaching and learning materials, instructional methods and learner characteristics impacted negatively on the implementation of curriculum. This study recommends that trainers' qualifications should be heightened and the trainers should be encouraged to be innovative as well as creative in the instructional methods they adopt and ensure they rely more on the child-centered methods.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Regimes' throughout the world recognize the critical role played by Approved Basic Education and training schools in increasing access to education especially in informal settlements and other marginalized areas. Generally, children in these areas are unable to access government schools due to insecurity, long distances and diverse economic and social challenges. It is in these informal settlements that Approved Basic Education and Training (APBET) schools have been established to meet the learning needs of primary school children (Republic of Kenya, 2012). The Ministry of Education, Science and Technology (MoEST), in the past had not legally recognized APBET institutions since they do not meet school registration requirements inter alia acreage, staffing, facilities among others (MoEST, 2015).

The Kenyan policy framework for Approved Basic Education and Training was formulated in 2009, with the goal of facilitating the registration of APBET institutions by the Ministry of Education (Republic of Kenya, 2012). The framework would also enable funding of these institutions by prospective partners; provide guidance on regulations and quality education through implementation of primary education curriculum (MoEST, 2015). Article 43 of the Constitution of Kenya recognizes education as a human right. Section 39 (c) of the Basic Education Act of 2013 ensures that children from marginalized regions, vulnerable or disadvantaged are not discriminated

against and have the right to pursue and complete their basic education (MoEST, 2015).

For Primary education curriculum to be well implemented and to achieve some perceptible achievements, institutional aspects including human, physical facilities and other resources should be properly distributed and used (Njoroge, 2013). Altogether, learner characteristics should be examined and considered, as well as proper instruction methodologies geared towards the implementation of primary education curriculum utilized in an effort to fulfill pupils' education needs (Mungai, 2013).

The United Nations Agency for International Development (UNAID)'s Sustainable Development office has established a policy for dealing with curriculum implementation grounded upon more than a ten year span of organized learning modification efforts. Aspects of the study are: communication of messages to learners and teachers; provision by the Ministries of Education (MOEs) to the education sector as well as sustenance ground-breaking supply of schooling to orphaned children in addition to other susceptible kids (Barnett, 2008).

Governments world over, recognize the role played by APBET institutions in providing basic education (UNICEF/UIS, 2014). In Pakistan, the Government in conjunction with USAID is increasing access to primary education for out of school children by offering education programs that provide emergency education to the displaced children by military conflicts, enrolling new learners, offering non formal education programs, repair and construction of

schools in underserved communities to address barriers that keep students from enrolling and staying in school (USAID, 2018).

In Ethiopia, of which 80 million people are pastoralists, primary education curriculum is highly embraced by donors, civil society, communities and other actors as a means of increasing enrolment and ensuring equity for the disadvantaged including girls, special needs children, children from pastoralists communities, semi-agriculturalists and the marginalized groups (World Bank, 2015). To enhance quality education, the General Program for Education (GPE) that consists of development partners works to facilitate curriculum implementation through provision of teaching and learning materials, teacher development programs, pre-service and in-service courses, school improvement programs, capacity building programs and ICT education programs from kindergarten to grade 12 (Global Partnership for Education, 2017).

According to Okorodudu (2009), the level of education of adult education trainers remains a key determinant of the value of education offered. Barnett (2008) recommended that more learned adult tutors possess more knowledge and expertise in addition to being very likely to produce better-off learning related activities which are applicable to the children's learning needs. The trainers are likewise well prepared to resolve complications at times when they face difficulties during learning in the classrooms.

Effective implementation of an education curriculum is influenced by the nature of a particular institution's physical resources (Rogan & Grayson,

2013). Anandu (2009) emphasizes that physical facilities remain crucial for trainers as well as pupils for effective curriculum implementation. Availability and quality of instructional resources such as schoolbooks, writing materials and teaching aids determines the level of implementation of a curriculum (Yara & Otieno, 2010).

According to Ajibola (2008), as soon as teaching is directed in the direction of the needs of the learner, there comes a supplementary predisposition to ensure that the learner completely comprehends the content being taught. Teacher-centered methods of teaching ought to be used often in the classroom since some trainers are short of confidence, the mastery of content and the basic teaching skills (Motswiri, 2014). Since the learner is the vital element in the course of curriculum implementation, curriculum implementation occurs when a student attains the intended or envisioned skills, knowledge, ideas and attitudes (Wambui, 2014).

Kenya has over 2,000 APBET schools of which 430 are registered by the Ministry of Education to ensure access to quality education for all, especially disadvantaged groups (MoE, 2017). Majority of APBET schools are found in informal settlements in urban areas of which Embakasi Sub-County records the highest number. These include; Mukuru kwa Njenga, Kwa Reuben, Kware, Kayiaba, Matopeni and Soweto (MoE, 2017). Therefore, this study is triggered by the need to investigate on school-based factors and implementation of primary education curriculum in registered APBET schools in Embakasi Sub-County, Nairobi.

## **1.2 Statement of the problem**

Primary education curriculum is meant to help learners acquire employable skills, life skills and provide opportunities for further education and training (UNESCO/UIS, 2014). Although the initial call for primary education everywhere to be compulsory and free was made in 1948 during the adoption of universal declaration of human rights, reports from UNESCO indicate that only one third of primary school pupils in developing countries acquire right knowledge and skills specified in the primary education curriculum due to poor primary curriculum implementation (UNESCO, 2016). Given that the primary education curriculum delivery mechanisms are not capable of reaching all school age learners including adults; primary education curriculum has to be fully implemented in APBET schools. This calls for the realization that all fundamental issues have to be instituted. Research conducted by Mungai, (2013); Wambui, (2014); Mwanja, (2013); Ileri, (2014) and Kiarie, (2013) concentrated on other factors rather than institution based factors and implementation of primary education curriculum in APBET schools. This therefore presents a conceptual gap which the current study sought to fill by investigating on influence of institution based factors on education curriculum implementation in APBET schools in Embakasi Sub County.

### **1.3 Purpose of the study**

The purpose of the study was to explore the school based factors and primary education curriculum implementation in APBET institutes in Embakasi Sub-County, Kenya.

### **1.4 Research objectives**

The research objectives below were formulated for the study.

- i) To examine on trainers' qualifications and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- ii) To establish the availability of teaching-learning resources and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- iii) To examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- iv) To determine the learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.

### **1.5 Research questions**

The following research questions were to be answered in this study:

- i) In what ways does the trainers' level of qualification affect the implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?

- ii) How does the availability of teaching and learning materials affect implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?
- iii) What is the effect of instructional methods applied by trainers on implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?
- iv) In which ways do learner characteristics affect primary education curriculum implementation in Approved Basic Education and Training schools in Embakasi Sub-County?

### **1.6 Significance of the study**

The study outcomes provided a research data that may be of benefit to the Kenya Institute of Curriculum Development in advocating the appropriate institutional environment that enhances proper implementation of primary education curriculum. Policy makers may also benefit in policy formulation towards an effective curriculum and may also equip primary education curriculum implementers including trainers with the best practices towards implementation of primary education curriculum. Future researchers may also find this work a useful addition to existing literature.

### **1.7 Limitations of the study**

Limitations are tribulations projected or encountered by an investigator during a research (Kombo & Tromp, 2006). This study was limited in scope due to costs and time requirements for reaching all APBET schools. This challenge was mitigated by sampling schools for the study. Another limitation was social



bias due to respondents' attitude which would lead to shallow and inadequate information in view of avoiding criticism. This limitation was mitigated by inclusion of both closed as well as open-ended items in the questionnaires to allow respondents to express themselves fully as well as assuring them of their privacy during the research.

### **1.8 Delimitations of the study**

This study was delimited to only the Approved Basic Education and Training schools in Embakasi Sub-County. This was for the reason that these institutes belong to primary sector and that they follow the primary education curriculum leading to primary education examinations (RoK, 2012). The study respondents were administrators, upper class trainers and class representatives from APBET institutions registered by the Ministry of Education with the fact that these schools receive FPE funds that facilitates access to quality education as well as acquisition of the necessary resources (MoE, 2017), therefore enhancing curriculum implementation.

### **1.9 Basic assumptions**

In this study, the following assumptions were made:

- i) That Approved Basic Education and Training school administrators and trainers had clear insights on how to implement primary education curriculum.
- ii) That the information gathered from the participating groups was correct and a reflection of their knowledge.

iii) That most Approved Basic Education and Training schools had not achieved quality standards for registration by the ministry of education, science and technology.

### **1.10 Definition of terms**

This part includes definitions of terminologies that have been used:

**Implementation** refers to the activity of putting into practice activities that ensure that primary education curriculum is undertaken in a school.

**Instructional methods** refers to the approaches and methods used by trainers in APBET schools.

**Learner characteristics** refers to primary education learners' aspects that may influence curriculum implementation for example age, gender, marital status and physical fitness.

**Level of qualification of trainers** refers to the highest educational qualification of a trainer in APBET schools.

**Primary education curriculum** refers to formulated knowledge, abilities and attitudes premeditated and applied in APBET schools.

**Primary education** refers to education offered in Approved Basic Education and Training schools.

**Primary school** refers to an institute of education that takes care of school children of ages 6-14 years in accordance to Basic Education Act (2013)

**Teaching and learning materials** refers to a range of educational materials that primary education trainer's use in the classroom to support specific

learning objectives, as set out in lesson plans, such as teaching aids, stationery and textbooks.

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one is an introductory chapter comprising of background to study, the statement of the problem, the purpose of the study, research objectives, research questions, significance of the study, basic assumptions, limitations of the study, delimitations of the study as well as definition of operational terms. Chapter two comprises of literature review on the following subheadings: introduction, concept of primary education, implementation of primary education curriculum, level of qualifications of trainers, teaching and learning resources, instructional methodologies, learner characteristics, summary of reviewed literature, theoretical framework in addition to conceptual framework. Chapter three presents the research methodology, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis techniques.

Chapter four consisted of data interpretation and presentation. Chapter five presented a summary of the findings, conclusions and recommendations and also areas for further research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter contains literature reviewed for the study. It is divided into the following subheadings: Concept of education curriculum implementation, level of qualification of trainers, teaching and learning resources instructional methods and learner characteristics. The chapter also has the summary of literature review, the theoretical and conceptual frameworks.

#### **2.2 Concept of education curriculum implementation**

Primary education has been described by Kleis (1973) as a deliberate and organized learning initiative, typically out of the customary education, whereby the instructional content is modified to suit the exceptional requirements of the learners so as to make the most of learning. Ahmed (1975) defines primary education curriculum as a tool of societal policy for the reason that it is cheaper and its programs relate openly to the day-to-day lives of the individuals. Studies carried out in Cuba, Russia, China and Nicaragua, indicate that primary education is cost effective and academically hopeful (Ekundayo, 2000).

Coombs (1973) supported the implementation of primary education programs and practices as an auxiliary or complementary system of education to allow emerging nations “catch up, keep up and get ahead” by dint of first, attaining the peak of individuals who possess appropriate knowledge and abilities; second, improving the know-how of moderately competent personalities, and

third, re-claiming the investment in formal school unqualified and unskilled leavers. Schooling, by itself, does not institute learning; neither does inactive listening (Coombs, 1973).

The Kenyan primary policy (2009) identifies primary education as a basis to realize SDG objectives. The Basic education Act of (2013) specifies Kenya's policy on primary education and outlines APBET schools as alternative education institutions for primary education provision. APBET schools have undoubtedly addressed the needs and desires of the sidelined, the putouts and the unschooled (Republic of Kenya, 2012).

According to Green and Kreuter (1999), the secrets to the success of curriculum implementation include learner's know-how, trainers' sympathy to learner's needs, suppleness when faced with varying situations, aiming on the long-term goals plus a sense of humour. Buchert (1998) defines implementation as the activity of conducting the change as scheduled. Likewise, implementation is defined by Pal (2006) as the recognition of an envisioned reform. According to Loucks and Lieberman (1983), curriculum implementation is the activity of testing out of a different practice and finding out how it is like when used in a school structure. In the process of implementing an educational innovation, there are three close aspects, that is: individuals who are the change forces, the curriculum itself, which is the programme, and the organization or institution (Marew, 2000).

In Kenya, curriculum implementation in schools is currently a certified programme. In spite of this, only 6000 out of a possible 240,000

instructors are actually trained on curriculum. Supplementary attentions in new methods of curriculum implementation in schools by guaranteeing responsible management, actualizable code of behavior, proper punitive methods as well as additional actions which will guarantee accountable conduct scrutiny to closely follow and also record growth of curriculum with reference to important instruction matters; working relationship and also corporation with the other sectors and NGOs tangled with; conception and also extension of source areas to benefit scholastic materials, expedite supply of resources, library right to use in addition learning /sustenance; availing manageable learning centers. This may possibly allow better implementation in the workforce as well as in the classrooms; provision for children in an inspired way; preparation additional instructors to substitute those that have deceased; improvement and amendments of curricular to endorse choice and justifiable conduct modification; advancement of progressive attitude to the learners and involvement of skills and evidence in the vicinity, locally and globally to enable actual communal tactical strategies, expansions of primary cautionary emblems in addition to action plans. (Anandu, 2009).

### **2.3 Qualifications of trainers and implementation of curriculum**

According to Maicibi (2003), every centre of learning is comprised of people and other types of resources and also that as soon as the correct extent and value of human capitals is amassed, it can influence the rest of the resources in the direction of appreciating established aims and objectives. According to a study by Okorodudu (2006) in Nigeria, and another by Tooley, Dixon and

Stanfield (2008) in Kenya found that the trainers' qualifications are a significant determinant of the levels and method of implementation of any education curriculum in schools. There is need for the improvement of quality in terms of teacher management, training and administration for affective implementation of primary education curriculum. These two studies however just identify qualifications of trainers as a contributing factor to the effective implementation but don't investigate further thus presenting a conceptual gap that this study seeks to fill.

Teacher's level of qualification, attitude and subject mastery are key to effective classroom interaction (Osakwe, 2009). Teacher training must be complemented by teacher motivation such as training and development, in-service and induction to increase teacher effectiveness. Darling-Hammond and Bran (2005) argue that curriculum content and instructions in teacher education is a framework useful in equipping trainers with knowledge, skills and commitments that enables them to help learners to succeed. A study conducted by Kimbui (2011) on the implementation of life skills education in public primary schools in Ruiru District revealed that the knowledge that trainers acquired during all stages of teacher training can be compared to the understanding of a given education program by learner and to an extent is determined by the academic qualification of a teacher. Thus the study concluded that highly qualified trainers deliver excellent instructions and other inputs unlike unqualified teachers (Kimbui, 2011).

In a study by Olabode and Olugbenga (2012) on the influence of teacher's qualification on student achievement, subject mastery depends on the learners' performance in that matter at a recommended assessment and every collaborative matter concerning a tutor and a student is projected to yield knowledge results in the learner, an indication of a well implemented curriculum. Ajibola (2008) in his studies on curriculum development for basic education in Nigeria, found contradictory findings with all the other studies by Kimbui (2011); Okorodudu (2006); Tooley, Dixon and Stanfield (2008); and Olabode and Olugbenga (2012). The study found that level of qualifications does not affect curriculum implementation.

#### **2.4 Teaching and learning resources and implementation of curriculum**

Quality education requires supportive resources that provide conducive learning opportunities for the learners to develop their full potential which include human and material, professional development, mentoring and support for trainers as well as strong educational leadership (MoE, 2012).

A study done by Bandele and Faremi, (2012) in South Africa found out that instructional materials such as teaching and learning resources are key to curriculum implementation and recommended government to provide the necessary human and material resources for effective curriculum implementation. Another study by Mefun (2015), the success of a new curriculum depends on the availability of functional textbooks, availability and effective use of facilities and instructional materials, therefore agreeing with the findings of Bandele & Faremi (2012).



Another study carried out by Adegoke and Mefun (2016) in Nigeria on the adequacy and availability of material resources for the implementation of Nigeria's new senior secondary school mathematics curriculum, concluded that adequacy and availability of material resources are key to implementation of a curriculum. Consequently we should note that for effective provision of primary education and curriculum implementation, a variety of teaching and learning materials is recommended for quality learning. Contradicting findings were found by Atieno (2014), studying the effect of instructional resources on learner achievement, whereby it established that instructional related resources did not significantly determine effectiveness of curriculum implementation in schools.

## **2.5 Instructional methods and implementation of curriculum**

Chhem (2001) denotes that the eventual objective is not just to scheme the perfect and the best program but rather, putting into practice the officially prescribed courses of study, syllabuses and subjects. A study carried out by Wasiche (2006) revealed that teaching and learning is perfected by use of varying instructional methodologies which involve observation, imitation and interaction with the immediate environment.

Another study carried out by Mungai (2013) on the aspects influencing implementation of primary basic education curriculum at the primary education centres in Nairobi, Mombasa and Kisumu, revealed that learning institutions should provide the necessary materials to promote learning. The study concludes that instructional methods adopted by trainers influence the

implementation of the curriculum and that trainers should also be innovative through use of locally available materials that enhance implementation of any curriculum (Mungai, 2013).

Morrison, Bachman and Cannon (2005) indicate that learning is dependent on the teacher's ability to create and sustain optimal learning environments. Another agreeing study is that by Anugwo (2011) on the revising the curriculum for the New Secondary Mathematics teacher which concluded that there exists a relationship between availability of skilled trainers and curriculum implementation.

## **2.6 Learner characteristics and implementation of curriculum**

Learners' characteristics on the basis of age as well as special needs may be among the foremost contributing factors of curriculum implementation as described by Yara & Otieno, (2010). It is consequently important that learners' requirements are put into consideration by the implementers and executors of the curriculum. Findings from another research conducted by Sharp, George, Sargent, O'Donnell and Heron (2009), discovered that learners who belong to the lower age groups score better in achievement assessment tests. The study results also showed that younger learners more regularly are retained in school, meaning they stay longer in school.

Due to the dynamic characteristic of learners in any classroom situation, the ministry of education recommended all-encompassing learning in which special needs learners are incorporated in the regular schooling system (MoE,

2009). A study carried out by Mwanja (2013) on the Determinants of programme implementation in primary schools in Mbooni District, Makueni County, revealed that learner characteristics influence selection and preparation of teaching and learning experiences and that trainers ought to consider the different learner characteristics in selection of learning experiences for effective curriculum implementation.

## **2.7 Summary of literature review**

From the reviewed literature related to implementation of education curriculum in APBET schools, teacher qualifications, teaching and learning resources, pedagogy and learner characteristics have a bearing in that they influence effectiveness of implementation of primary education curriculum (Wasiche, 2008). Empirical studies relative to the study variables have pointed out that in view of the fact that several researches have been conducted on implementation of curriculum, current research studies have more or less ignored primary education sector (Mwanja, 2013), therefore a need to expand knowledge relative to primary education. Other studies reviewed covered factors influencing implementation of primary education curriculum in primary education centers in some parts of the country but no specific study reviewed on school based factors and implementation of primary education curriculum in APBET schools particularly in Embakasi Sub County.

According to a study conducted by Mungai (2013), the researcher was interested on aspects influencing implementation of curriculum in non-formal learning centers generally in Nairobi, Mombasa and Kisumu. Wambui, (2014)

focused on aspects influencing implementation of the curriculum in APBET institutions in Westlands, Nairobi. Mwanja (2013), investigated on curriculum implementation in APBET schools in Mbooni west district, Makueni while Ireri (2010) conducted a study on the functioning of APBET schools in Kibera informal settlements. None of the above studies sought to investigate on school-based factors on implementation of primary education curriculum in APBET schools in Embakasi Sub County. Related literature did not come across a study seeking to establish school-based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County.

## **2.8 Theoretical framework**

This study was founded on the Resource Based View (RBV) or Resource Based Theory (RBT) that in reference to the commercial encyclopedia is based upon the notion that operational and well-organized usage of beneficial capitals by a firm determines its economic benefit. Main proponents of RBV theory are Barney and Porter (1984, 1986 and 1991) who holds the view that organizations poses concrete and intangible resources and if effectively utilized, leads to development of a competitive hedge. The Resource Based View theory centers on the firm's interior capitals with an aim to explain why same industrial firms vary in terms of performance (Kraaijenbrink, 2009).

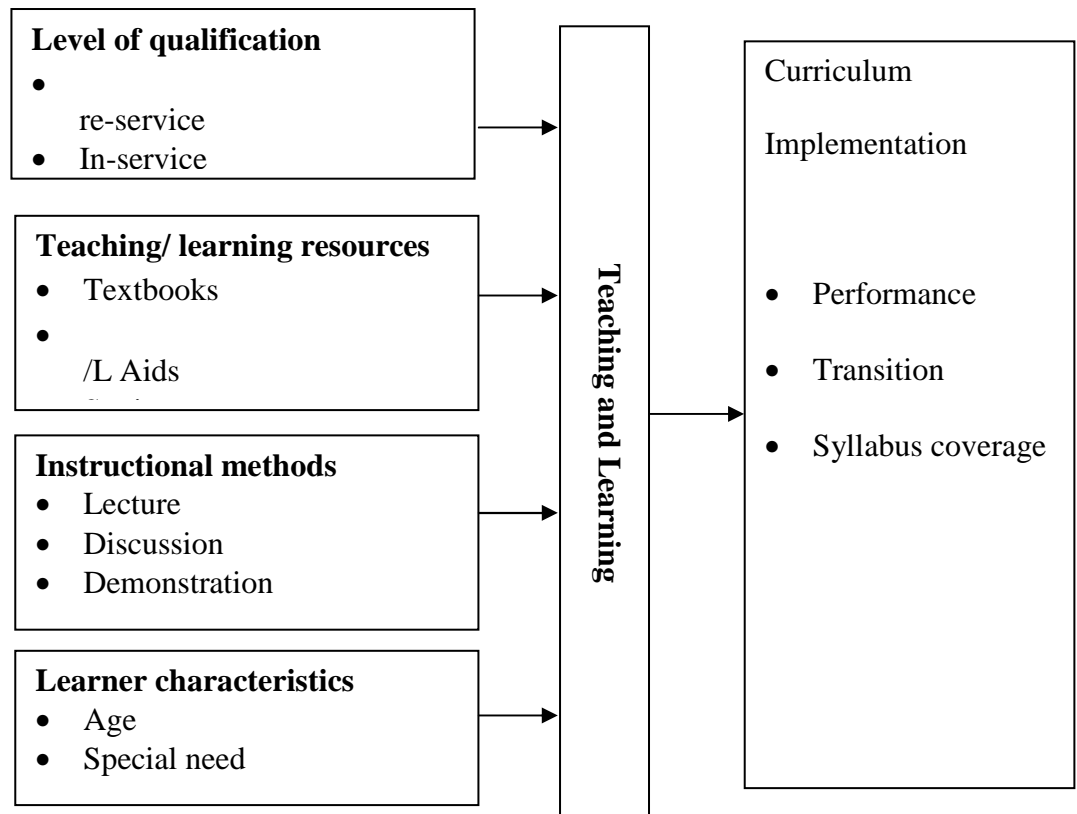
The RBV/RBT model was appropriate to the study since APBET schools are institutions that utilize a variety of factors within its internal environment to impart right knowledge, skills, attitudes and values that enhance performance and transition. In reference to RBV, for APBET schools to demonstrate

products of value, the syllabus ought to be well instigated. Interior resources that are school-based factors, both concrete as well as the intangible are the indicators of an implementation process of which in this study, tangible resources are the physical resources that include classrooms, desks, textbooks, chalkboards, library and play fields while intangible resources include teacher qualifications, instructional methodologies and learner characteristics.

## **2.9 Conceptual framework**

A Conceptual Framework has potential usefulness as a tool to assist a researcher to make meaning of subsequent findings, see Figure 2.1

**Conceptual framework on school based factors and implementation of education curriculum**



**Figure 2.1 Conceptual framework**

Curriculum implementation in primary education is dependent on level of qualifications of trainers, adequacy of teaching and learning resources, appropriate instructional methods and pupil characteristics. The study was based on input process output model whose focus was on primary education curriculum implementation. When school based factors are adequate, curriculum is fully implemented a reflection of improved performance and high transition rate. If the institution based factors are inadequate or not accessible, the programme is inappropriately implemented a reflection of less achievement and little translation rate.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This presents the methodologies adopted in carrying out the study. It outlines the techniques employed in carrying out the research. The content of this chapter was presented under the following topics: research design, target population, sampling procedure, data collection instruments, validity of instruments, reliability of instruments, data collection procedure and data analysis techniques.

#### **3.2 Research design**

Kothari (2004) argue that a research design is a framework that shows the ways by which problems under study will be resolved. This study was carried out using a descriptive survey research design. This design was chosen for the reason that it guides the investigator to gather data on the actual facts without manipulation and also assists in collecting data from a large sample in a relatively less costly and shorter time. Descriptive survey research design entails systematic collection and analysis of data by selecting a sample from the population and making inferences around the populace from which the sample is selected (Best & Kahn, 2006). This type of research is used commonly in social researches to provide descriptions of social conditions, possible behavior, attitude, values and characteristics (Kothari, 2004). This study wanted to establish the effect of selected factors on the implementation of primary education curriculum.

### **3.3 Target population**

The study targeted all the 54 registered APBET schools in Embakasi sub County of Nairobi County (Ministry of Education report, 2017). The target population comprised of all the 54 administrators, all the 216 upper class trainers (class 4-7), and all the 216 class prefects (class4-7) from all the 54 APBET schools, making a total target population of 486 parties of interest.

### **3.4 Sample size and sampling procedure**

Mugenda and Mugenda (2007) argue that a 10-30 percent of the total population is an appropriate representative sample and so the study involved 30 percent of the target population thus making 146 respondents sampled as follows:

#### **Sampling the schools**

Thirty percent of the schools was selected for study in line with Mugenda and Mugenda (2007)'s argument, making 16 schools. The 16 schools were selected through simple random sampling, whereby the names of the schools were assigned codes 1-54 and written on pieces of paper, then folded and placed in a container. The names were thoroughly mixed and selected one by one without replacement until the 16 names of schools were picked.

#### **Sampling the upper class trainers**

The study used 30% of the upper class trainers in line with Mugenda and Mugenda (2007)'s argument. This gave a sample of 65 (30%\*216) trainers. The trainers were selected through simple random sampling.



### **Sampling the class prefects**

According to Mugenda and Mugenda (2007), 10-30% of the population can be picked from a large population. The study used 30% of the class prefects that was sampled through simple random sampling to get 65 (30%\*216).

### **Sampling the administrators**

A census of school administrators from the 16 selected schools was used. The sample size of the study was therefore made up of 146 respondents.

This is as indicated in the Table 3.1.

**Table 3.1: Sample matrix**

<b>Category</b>	<b>Population</b>	<b>Sample</b>	<b>Ratio</b>
Administrators	54	16	30 %
Trainers (class 4- 7)	216	65	30 %
Prefects (class 4 - 7)	216	65	30 %
<b>Total</b>	<b>486</b>	<b>146</b>	<b>30%</b>

Table 3.1 shows the sampling matrix. Thirty percent of the target population was sampled to study the characteristics of the population.

### **3.5 Research instruments**

Data was collected by use of questionnaires that were developed by the researcher. One questionnaire was for administrators in APBET schools which had two sections. Section one sought for general information about the general characteristics of the managers while the second segment had items answering the study questions. The second survey was designed for trainers in APBET schools with two parts. The first part has items on the general facts of the trainers while the second part dealt with data on the study objectives.

The third instrument was for the class prefects in APBET schools and had two parts. The first part dealt with class prefects' general information while the second part had questions on the study objectives. Open ended and fixed choice items were developed in all the questionnaires. Open ended questionnaires allowed opportunity for self-expression and spontaneity of response (Mutai, 2002).

### **3.6 Validity of the instruments**

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2007). To test content validity, the researcher deliberated all the questions in the research questionnaire with the supervisors who checked whether the instruments measured what was expected to be measured. The responses from supervisors were compared to the study objectives to determine the content validity. The researcher modified items that did not elicit relevant information. Face validity was enhanced through a pilot study in three non-sampled schools.

### **3.7 Reliability of the instruments**

Reliability is the level of steadiness or constancy over a period of time (Gay & Airasian, 2003). A consistent instrument is an instrument that consistently yields the projected outcomes if administered more than once to gather data from randomly selected samples. To establish reliability of the instrument, test-re-test method was used whereby the instruments were administered and re-administered after two weeks to establish the consistency of the results.

This piloting was done in three non-sampled APBET schools. A comparison of the two results was made and correlation co-efficiency was calculated by means of the Pearson Product Moment Correlation Coefficient. The higher the coefficient, the higher the reliability of the instruments and vice versa. The formula for determining correlation was given as follows:

$$r = \frac{\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}} \quad \text{Where:}$$

r = Pearson coefficient of correlation

$\sum x$  = summation of scores of x distribution

$\sum y$  = summation of scores of y distribution

$\sum x^2$  = summation of squared scores of x distribution

$\sum xy$  = summation of product of point x and y scores,  $n$  = number of point x and y scores

According to Kothari (2007), a correlation coefficient of 0.7 is considered appropriate to judge an instrument as reliable for use in a social research.

### 3.8 Data collection procedure

A study authorization and permit was acquired by the researcher from the National Commission for Science, Technology and Innovation (NACOSTI). Before commencement of the study, the researcher notified the County Education Officer and the administrators from the APBET schools sampled for study and booked an appointment to visit their schools. Questionnaires were given directly by the researcher to school administrators as well as to the trainers. Trainers helped the investigator to pass the questionnaires to the

learners. In instances where head teachers were absent, the researcher left the questionnaires and hand-picked them again after two days.

### **3.9 Data analysis techniques**

Data analysis involved preparing data by editing, cleaning, coding, categorizing and keying in the data into the Statistical Package for Social Sciences (SPSS) computer program version 20 for data analysis. Data collected was analyzed by means of descriptive statistics that included frequencies, percentages, mean scores and standard deviations. Qualitative data was analyzed using thematic analysis where themes were discussed based on objectives. Qualification of teachers and implementation of primary education curriculum was done by cross tabulating the education level of trainers with the curriculum implementation. The influence of accessibility of instructions materials, instructional methods applied and learner characteristics was analyzed using descriptive statistics. Data was systematically arranged and compacted into a spectacle which enabled conclusions to be drawn and was then presented using figures in addition to frequency tables.

### **3.10 Ethical considerations**

Permission was sought from the NACOSTI, Ministry of Education, the Sub County Education and the school administrators to get permit for the study. The researcher was keen on time management, making appointments and use of polite language in data collection. The respondents were briefed on the purpose of the study beforehand. The researcher carried out all the initial assessments and obtained all the background information in order to

circumvent any damage to the matters. Issues such as having embarrassing queries, articulating astonishment or revulsion while gathering data, use of intimidating statements or convincing individuals to say a thing that they didn't trust in or triggering fear and worry for the respondents was totally avoided. The researcher assured respondents of confidentiality about the data they would provide, that it would only be for research purposes.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1. Introduction

The purpose of the study was to explore on school-based aspects and implementation of primary education curriculum in APBET schools in Embakasi Sub-County. The factors considered included trainers' qualifications, teaching and learning resources, instructional methods and learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools.

#### 4.2. Response rate

The study included APBET institutions in Nairobi County selected from a target population in fifty four APBET institutions. The findings on the study response are shown in Table 4.1.

**Table 4.1: Response rate**

<b>Respondents</b>	<b>Sampled</b>	<b>Returned</b>	<b>Percentage</b>
Class trainers	65	63	97.0
Class prefects	65	62	95.0
Administrators	16	16	100.0
<b>Total</b>	<b>146</b>	<b>141</b>	<b>97.0</b>

The findings in Table 4.1 show that the study recorded a 97% response rate. This response rate was considered appropriate for use as it is in accord with Mugenda and Mugenda (2003)'s assertion that a seventy percent response rate

or above is considered excellent. The trainers who never returned their questionnaires were absent from school the researcher could not trace them.

### 4.3 Demographic characteristics

The first item to be analyzed for this research was the general characteristics of the respondents in an attempt to appreciate them. The demographic characteristics of the respondents who participated in the study were presented under the following sub topics:

#### 4.3.1. Gender of the respondents

The researcher established the gender of the respondents in order to accommodate for gender equity relative to age of respondents. This was meant to establish that the views of all genders were accommodated in the study. This was in recognition of the fact that one's age can be an indicator of their maturity and aptitude to reply to the framed items in the questionnaires as argued by Capelli (2008). The findings are presented in Table 4.2.

**Table 4.2: Gender of respondents**

	Class trainers		Prefects		Administrators	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	30	48.0	42	62.0	7	44.0
Female	33	53.0	20	32.0	9	56.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

The findings in Table 4.2 show that (53%) of the trainers were female. Majority (56%) of the school administrators were also females. For the upper

class prefects, majority, (62.0%) of them were males. The percentage of female respondents was higher than that of male respondents. This finding concurs with that of Muthoka (2017) whose study also established more female school administrators, prefects and trainers.

#### 4.3.2. Age of respondents

The respondents were requested to point out their age bracket. The age grouping of a person can be a pointer to their know-how level, skills and physical maturity rate (Chan, 2008). The findings of the distribution of respondents by age are presented in Table 4.3.

**Table 4.3: Distribution of students by age**

Age bracket	Class trainers		Prefects	
	Frequency	Percent	Frequency	Percent
10-14	0	0.0	18	29.0
15-19	0	0.0	14	23.0
20-24	0	0.0	16	26.0
25-29	7	11.0	9	15.0
30-34	20	32.0	2	3.0
35 and above	36	57.0	3	5.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>

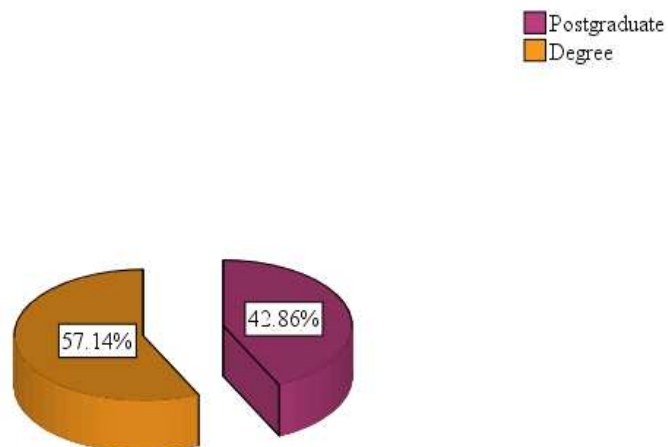
The findings in Table 4.3 show that majority, (57.0%) of the class trainers were aged 35 years and above while only 11% are aged between 25-29 years. This implies that the upper class trainers are employed at such an age where



they are deemed mature enough to handle the pressures that come along with handling this kind of students. This finding agrees with that by a study conducted by Oguta (2014). The upper class prefects were fairly distributed across the age groups with 29% being aged between 15-19 years and 5% being aged between 35 years and above. This finding also agrees with Motswiri (2014) who found that most trainers were aged 35 years and above.

#### **4.3.3. Trainers highest level of qualification**

The upper class trainers were required to show their peak levels of academic qualification and the findings are shown in Figure 4.1.



**Figure 4.1: Upper class trainers' highest academic qualification**

The findings in Figure 4.1 indicate that majority (57.14%) upper class trainers pointed out that their highest academic qualification was a university degree an indication that they were adequately schooled and had the necessary knowledge to understand the implementation of the curriculum in the schools.

This finding contradicts the finding by Mwanja (2013) who found that their highest academic qualification of trainers was a certificate.

#### 4.3.4. Working experience of the respondents

The school administrators and the upper-class trainers were required to indicate the number of years of work experience they had had in their respective docket. This information would be useful to the researcher in giving insights on the experience they had as well as their understanding of the issues under study. The data is presented in Table 4.4.

**Table 4.4: Distribution of the respondents by experience**

Age bracket	Class trainers		Administrators	
	Frequency	Percent	Frequency	Percent
0-3	19	30.0	4	25.0
4-6	21	33.0	6	38.0
7-10	18	29.0	6	38.0
Above 10 years	5	8.0	2	13.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

The findings in Table 4.4 point out that the respondents experience was fairly distributed on the scale used with many (33%) upper class trainers having an experience of between 4 and 6 years. Only 8% of the trainers indicated that they had an experience of above 10 years. The implication of this is that the

respondents had enough working experience to understand the issues being raised about the study. These findings concur with those by Ajibola (2008).

Two sets of six (38%) each, of the administrators indicated to have an experience of 4-6 and 7-10 years respectively. This implies that the school administrators had the requisite experience to understand the issues pertaining to curriculum implementation. The finding agrees with that of Okuta (2016) who also found in a similar study that adult education center administrators had the requisite experiences to understand effective curriculum implementation.

#### **4.4 Trainers' qualifications and implementation of primary curriculum in APBET schools**

The first objective of this study was to examine the influence of trainers' qualifications and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Effective implementation of inclusive education entails competent administrators and teachers; this may perhaps assist them to effectively implement inclusive education policy permitting all learners to learn best in typical settings (Nzomo, 2016).

Normally, teacher training is ostensibly designed, developed and administered to produce school teachers for the established system of education (Kafu, 2003). Its importance in human life has been recognized for a long time. The question under this objective was covered using 8 items in the 3 sets of

questionnaires which were subsequently analysed through frequencies under the following sub-topics:

#### 4.4.1. Highest level of qualification of trainers

Trainers were required to indicate their highest levels of education as p1 certificate, diploma, degree or postgraduate degree. This is clearly shown in the Table 4.5.

**Table 4.5: Upper class trainers' highest level of qualification**

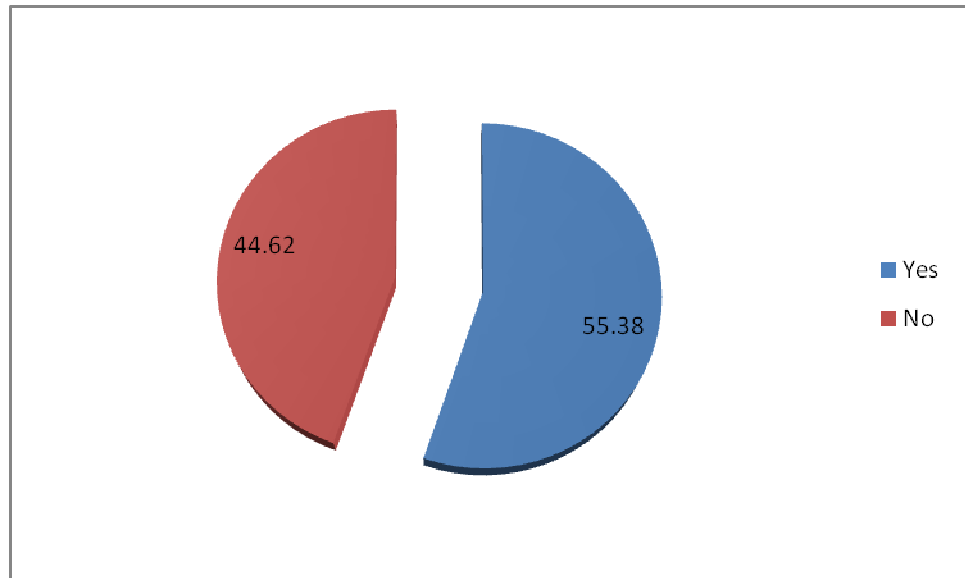
Qualification	Class trainers	
	Frequency	Percent
Master's degree	6	10.0
Degree	24	38.0
Diploma	23	37.0
P1 Certificate	10	16.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

Table 4.5 shows that a fair distribution of the upper class trainers' levels of qualification with 38 % having a degree as their highest level and 10% having a master's degree. This data helped to identify the challenges encountered in the implementation of primary curriculum in the APBET schools. The finding agrees with that of Muthoka (2017) on qualification of teachers.

#### 4.4.2. Attendance of in service courses on curriculum implementation

The study also sought to find out if the trainers had attended any in-service training courses in the past. This would enable the researcher assess the level

of readiness of the respondents in the implementation of the curriculum. The trainers were required to indicate their attendance to courses through either a yes or no response. The findings are presented in Figure 4.2.

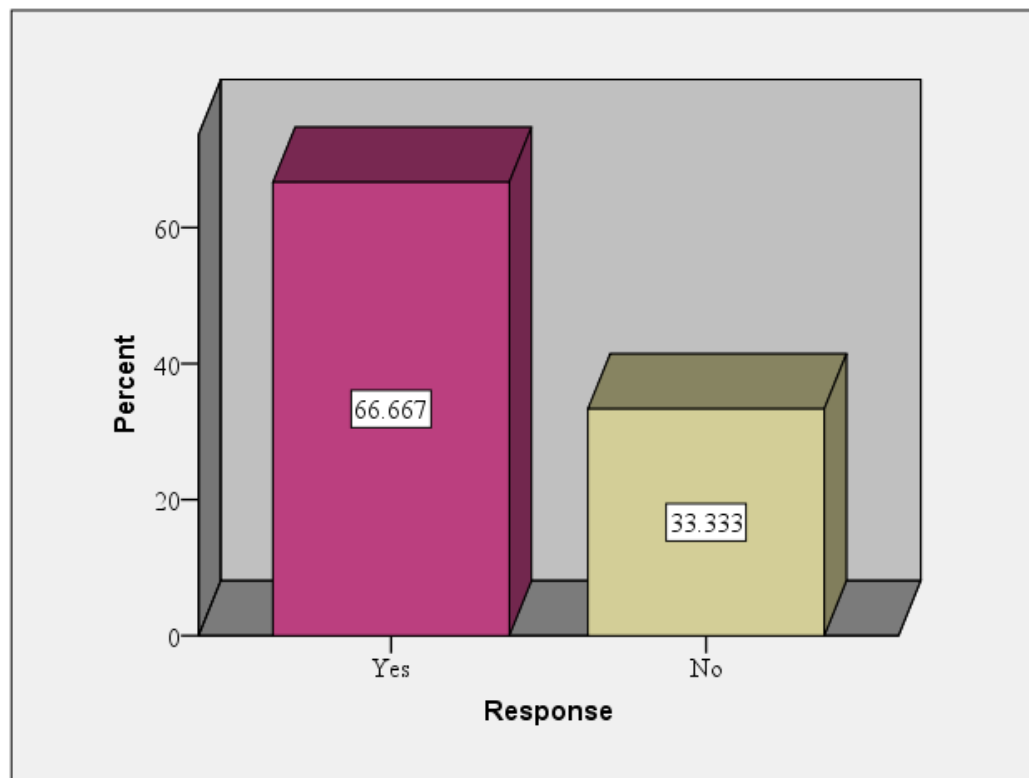


**Figure 4.2: Responses on attendance to in-service courses**

The findings in Figure 4.2 show that majority (55.38%) of the trainers had attended courses. The findings also show that 44.62% had never attended any in service training courses on curriculum implementation. The finding implies that training programmes are common in schools. The finding concurs with that by Motswiri (2014) who found that most trainers had attended courses on curriculum implementation.

#### **4.4.3. Topics on implementation of the curriculum**

The study also sought to find out whether the topics taught in the seminars assisted them to implement the primary education curriculum. This information would enable the researcher to assess the relevance of the courses to curriculum implementation. The findings are presented in Figure 4.3.



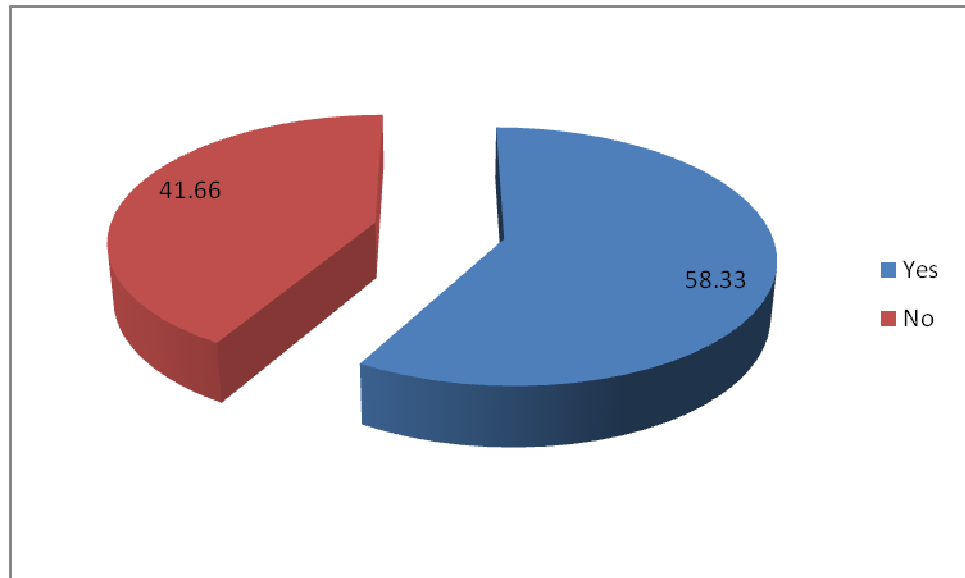
**Figure 4.3: Response on relevance of the topics**

Figure 4.3 shows that majority (66.67%) of the trainers indicated that the training programs they had attended were relevant to curriculum implementation. The implication is that the ministry through the relevant bodies organizes the programs that have the relevant topics on curriculum implementation. The finding concurs with that of Dagkas and Stathi (2007) who also found that courses and topics taught at the seminars and workshops are usually relevant to curriculum implementation.

#### **4.4.4. Professionalism versus curriculum implementation**

The administrators were required to indicate if professionalism influenced the curriculum implementation practices. The question asked was, does your

professional qualification help you improve on Implementation of Primary education curriculum? The response anticipated would be a yes or no. the findings are presented in Figure 4.4.



**Figure 4.4: Professionalism and curriculum implementation**

The findings in Table 4.4 show that majority (58.3%) of the trainers indicated that professionalism is one of the factors that influence curriculum implementation levels. This was further supported by the finding that majority, 38% had a degree as their highest level of qualification. The finding concurs with that by Mania (2017) who found that professionalism has some influence on curriculum implementation.

#### **4.4.5. Teacher training on curriculum implementation**

The aim of this study was therefore to ascertain whether teachers received pre-service training on curriculum. An item was included on the trainers' questionnaires which sought information on teachers training on curriculum. The information on this item would help to assess the influence of teacher

training on curriculum implementation. The findings are presented in Table 4.6.

**Table 4.6: Responses on trainers’ on curriculum training**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Pre-service training	8	13.0
In-service training	15	24.0
Not trained	40	63.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

The findings in Table 4.6 indicate that only 13 percent of teachers in APBET setting had training on curriculum at pre- service and 24 percent by in-service training while 63 percent had not received any training on curriculum. The findings agree with the findings of the study by United Nations Agency for International Development (UNAID) of 2008 which stated that APBET teachers in most Sub Sahara African countries don’t have the professional skills and training to promote and ensure proper curriculum implementation.

Another study by United Nations Educational Scientific and Cultural Organisation (UNESCO) in 2006 had found out that curriculum is under-implemented due to teachers’ incompetence in curriculum and discomfort in using some sensitive materials, in the classroom. Inadequate number of trained teachers on curriculum impacts negatively on the implementation of curriculum as noted by the findings of this study and other previous studies.



#### 4.4.6. Trainers qualification and implementation of curriculum

The influence of the trainers on the implementation of the curriculum was tested using some statements related to qualification of trainers. The trainers were required to indicate their level of agreement or disagreement with the statements. The findings on this item were summarized in Table 4.7.

**Table 4.7: Trainers' qualifications and curriculum implementation**

Statement	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Highly qualified trainers are the best curriculum implementers	128	65.6	60	30.8	6	3.1	1	0.5
Curriculum implementation is dependent on the implementer	43	22.1	137	70.3	15	7.7	0	0
The trainers who attend capacity building programs are the best implementers	87	44.6	87	44.6	15	7.7	6	3.1
The ministry should always ensure the most qualified personnel are the implementers	144	73.8	46	23.6	5	2.6	0	

The findings show that majority of trainers 65.6% of trainers showed strong agreement with the statement that highly qualified trainers are the best curriculum implementers. Further findings show that 70.3% of the trainers indicated that curriculum implementation is dependent on the implementer. The study further reveals that over 89% of the teachers agree with the

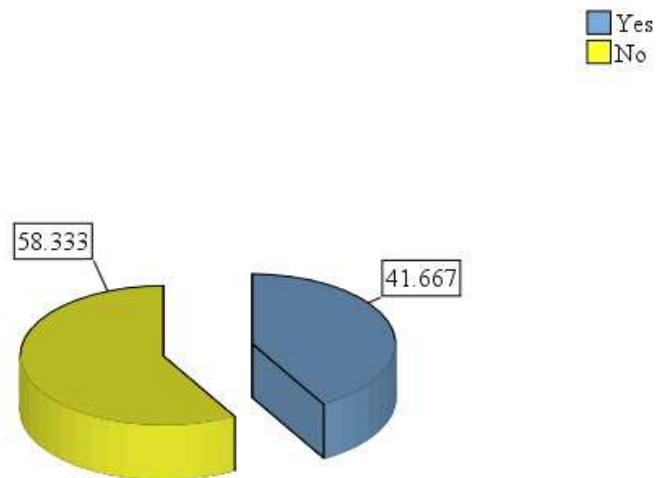
statement that the trainers who attend capacity building programs are the best implementers. The findings additionally show that majority, 73.8% of the trainers agree with the statement that the ministry should always ensure the most qualified personnel are the implementers. The finding implies that trainers' qualification have influence on the curriculum implementation. This finding agrees with Starc and Strel (2012)'s assertion that teachers' qualification is a predictor of the level of implementation of any curriculum.

#### **4.5. Teaching- learning resources and curriculum implementation**

Objective two of the study was to establish availability of teaching-learning resources and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question asked under this objective was answered using 10 items across the 3 sets of questionnaires. The items were summarized using frequencies and discussed under the following sub-headings.

##### **4.5.1 Adequacy of instructional resources**

The upper class trainers were required to indicate the adequacy of the instructional resources. They were required to indicate by a simple yes or no response in regard to whether the resources were adequate in their schools. The findings on this item are presented in Figure 4.5.



**Figure 4.5: Responses on the adequacy of resources**

According to Figure 4.5 majority (58%) of the trainers indicated that most of the schools were deficient of adequate instructional resources while 42% had adequate instructional resources in their schools. This finding is in agreement with that by Anandu (2009) who found that majority of the teachers indicated that their schools had adequate resources.

#### **4.5.2. Text book to pupil ratio**

The class prefects were required to show the text-book to pupil ratio in their respective schools. This information would assist in giving insights on the adequacy of books which are teaching- learning resources crucial for curriculum implementation. The findings are presented in Table 4.8.

**Table 4.8: Responses on the text book to pupil ratio**

<b>Pupils per text book</b>	<b>F</b>	<b>%</b>
Less than 3	6	10.0
3-5	48	77.0
Over 5	8	13.0
<b>Total</b>	<b>62</b>	<b>100.0</b>

The findings indicate that majority (77%) of the learners pointed that there was a 3-5 textbook to pupil ratio in their schools. The subsequent open ended question on the missing resources indicated that they included but not limited to; text books, charts, exercise books, library and computers among others.

#### 4.5.3. Teaching-learning resources and curriculum implementation

The respondents were further required to indicate the extent to which they agreed with certain statements regarding the influence of teaching learning resources on curriculum implementation. The findings are presented in Table 4.9.

**Table 4.9: Teaching-learning resources and curriculum implementation**

Statement	SA		A		NO		D		SD	
	F	%	F	%	F	%	F	%	F	%
Teaching-learning resources improve learners' interest in learning	48	76.0	11	17.0	4	6.0	0	0.0	0	0.0
Teaching learning resources provide information and opportunity to practice what students have learnt	23	37.0	20	32.0	10	16.0	6	10.0	4	6.0
Lack of relevant teaching – learning resources can cause poor implementation of primary curriculum	16	25.0	20	32.0	22	35.0	2	3.0	3	5.0
Teaching learning materials stimulate the total growth and development of children	18	29.0	27	43.0	10	16.0	3	5.0	5	8.0
<b>Mean responses</b>	<b>26</b>	<b>41.0</b>	<b>20</b>	<b>31.0</b>	<b>12</b>	<b>19.0</b>	<b>3</b>	<b>5.0</b>	<b>3</b>	<b>5.0</b>

Table 4.9 revealed that majority (50%) of the respondents on average strongly agreed that; teaching resources assist trainers in teaching and also increase learners' interest in learning, instructional materials make available information and chances for learners to apply whatever they have read in school, absence of appropriate instruction resources cause little implementation of primary school curriculum and learning materials which are designed to inspire the complete progression of kids. This was followed by 31% of the respondents who only agreed with the statements. There were 3% of them who disagreed and strongly disagreed with the statements respectively. This is an indication that provision of instructional resources greatly influences implementation of primary school curriculum. The interviews reported that from their frequent visits in schools many lacked adequate instructional resources that lead to meagre curriculum implementation results. However the teachers should be encouraged to improvise where possible. This is because instructional resources help the pupils to visualize abstract concepts. This finding is in agreement with findings by Muthoka (2017) who found that teaching learning resources provision and adequacy influences curriculum implementation.

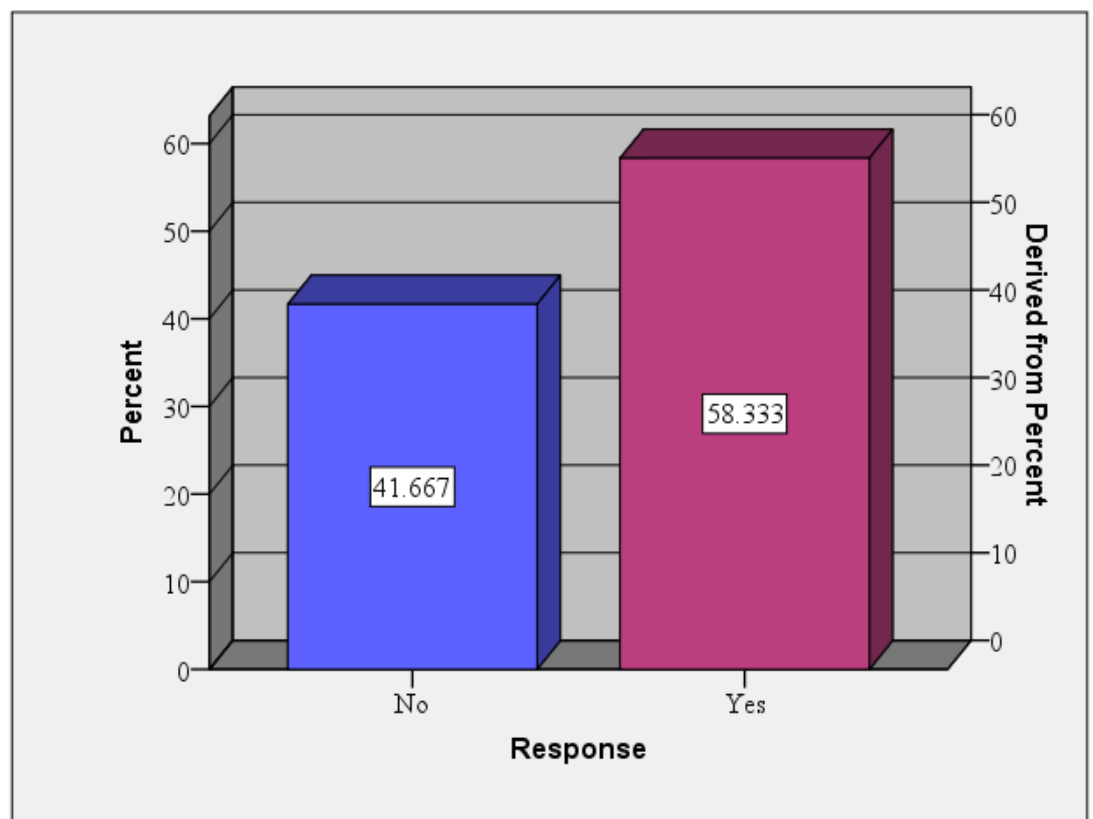
#### **4.6. Instructional methods applied by trainers and curriculum implementation**

The third objective of the study was to examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question under this

objective was answered using 10 items in the three sets of questionnaires. The items are discussed under the following sub-topics:

#### 4.6.1. Innovative classroom practices and implementation of curriculum

Innovation is defined by Encarta Dictionary as a creation (a new device or process) resulting from study and experimentation or the act of starting something for the first time; introducing something new. The study sought to find out whether the trainers adopt innovative classroom practices in the implementation of the curriculum. The findings are presented in Figure 4.6.



**Figure 4.6: Responses on the application of innovative classroom practices**

The findings in Figure 4.6 show that majority (58.3%) of the trainers utilized innovative classroom instruction practices. The implication is that trainers are

at liberty to extemporize and experiment new methods of instruction that they consider effective for teaching and learning.

#### **4.6.2: Application of various methods of teaching**

According to Muthoka (2017), at the school level, teachers are in charge of organization and management with a certain degree of flexibility. This is more revealed by the instructional approaches teachers employ in disseminating conceptions as drawn in the curriculum. An item was placed in the trainers questionnaires which sought to find out the teaching methods used in teaching lessons as shown in Table 4.10.

**Table 4.10: Responses on the application of various teaching methods**

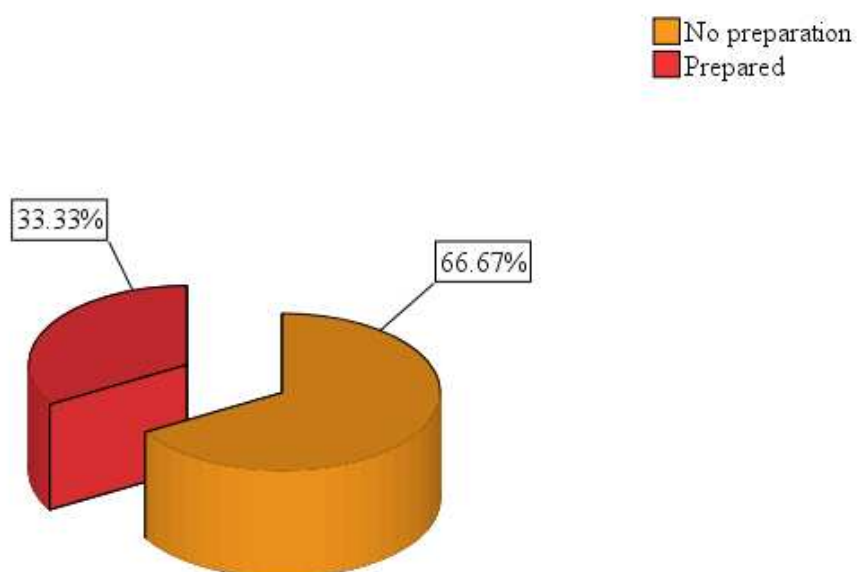
Statement	Response				Total	
	Did not use	%	Used	%	F	%
Group discussion	25	30.0	38	60.0	63	100.0
Drama and poetry	32	50.0	31	40.0	63	100.0
Use of ICT	13	10.0	50	80.0	63	100.0
Lecture	38	60.0	25	30.0	63	100.0

Table 4.10 shows that 30 percent of the upper class trainers used group discussion methods to teach lessons while 60 percent did not. Fifty percent used drama and poetry while 40 % did not. Ten percent used ICT technique while 80 % did not, 60 percent used lecturing method while 30 did not. Lecture, drama and poetry are therefore the methods that are favoured when passing messages to the pupils. This comes as a result of most schools taking part in drama and music festivals hence actively participating in recitation and

dramatization of themes. Teachers tend to prefer lecturing because it needs less logistic preparation. The least used method is ICT. This could be as a result of cost and maintenance as most of these schools acutely lack electricity. This finding agrees with that by Motswiri (2010) who established that chemistry teachers were free to use innovative methods in teaching to enhance implementation of some of the aspects of the subject.

#### 4.6.3. Lesson preparation

The administrators were required to indicate if their teachers adequately prepare for their lessons before teaching. The data is presented in Figure 4.7.



**Figure 4.7: Lesson preparedness**

The findings in Figure 4.7 show that 33 percent of the teachers prepare for their lessons while 67 percent do not prepare for their lesson. This shows that majority of teachers do not prepare for their lessons as hence this impacts



negatively on curriculum implementation. Prefects were asked methods that teachers use when teaching lesson as shown in the Table 4.11.

**Table 4.11: Innovative instruction practices**

Method	Yes		No		Total	
	F	%	F	%	F	%
Video and films	18	30.0	44	70.0	62	100.0
Demonstrations	12	20.0	50	80.0	62	100.0
Role plays	6	10.0	56	90.0	62	100.0
Discussion groups	32	52.0	30	48.0	62	100.0

Table 4.11 indicates that 80% of the prefects specified that teachers do not use demonstrations and illustrations as a method of teaching while 20 percent said teachers do use. Thirty percent confirmed that teachers used films and video while 70 percent indicated that they do not. Ten percent stated that teachers used role plays in their lessons while 90 percent indicated that they do not.

This finding on whether the teachers used innovative teaching methods when disseminating communications is confirmed in literature by Kruijer (2010) who argues that child-centered participatory teaching methods are the best for disseminating knowledge to students. The finding is also in agreement with that of Muthoka (2017) who found that teachers were not adopting innovative teaching methods.

#### 4.7. Learner characteristics and the implementation of primary education curriculum

The fourth objective of the study was to determine learner characteristics and the implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question under this objective was answered using 12 items spread across the 3 sets of questionnaires. The items were analyzed through frequencies and discussed under the following sub-headings:

##### 4.7.1. Number of learners in a school

The class trainers were required to indicate the average number of learners in their classes. This information would assist the researcher ascertain the actual behavior of the learners as numbers can be a pointer to that. The findings on this item are presented in Figure 4.8.

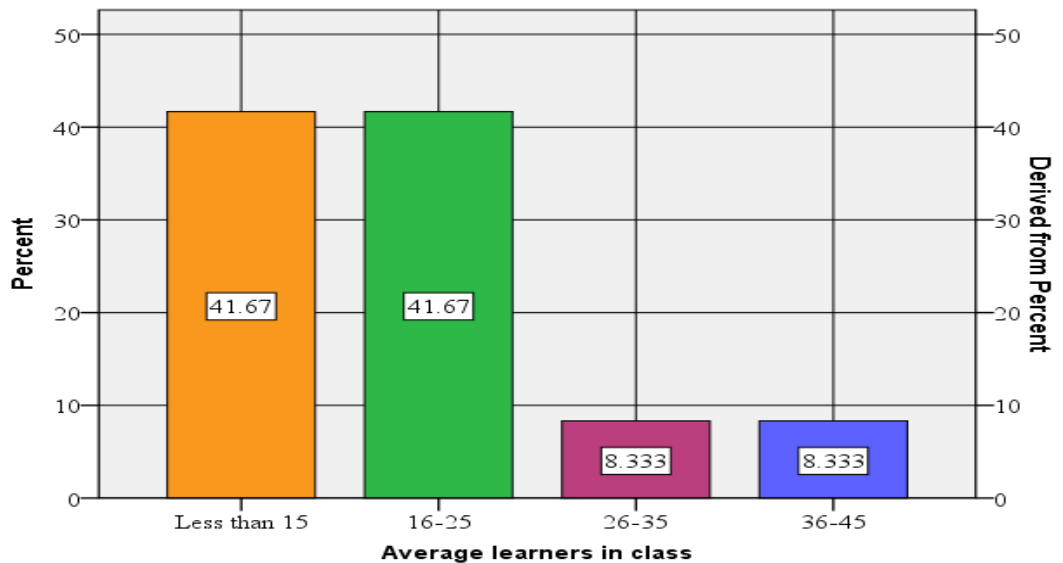
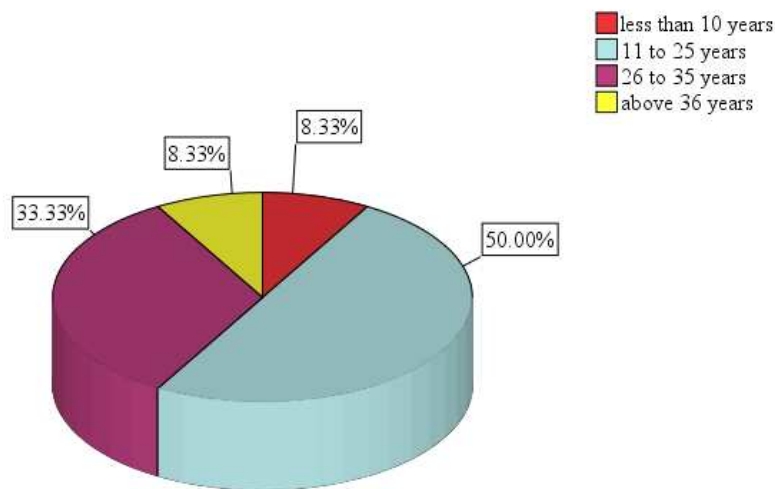


Figure 4.8: Average number of learners in class

The findings in Figure 4.8 show that majority (83%) of the students are averagely in the age groups of less 15 years and 16-25 years. The implication is that the respondents were mature enough to understand the issues under study. The findings concur with those by Muthoka (2017) who found that learners in the APBET schools are at the average ages of 6-15 years.

#### 4.7.2. Average age of learners in the school

The upper class prefects were required to indicate the average ages of learners in their classes. This information was important in assessing the age of the learners as one characteristic under study. The findings are presented in Figure 4.9.



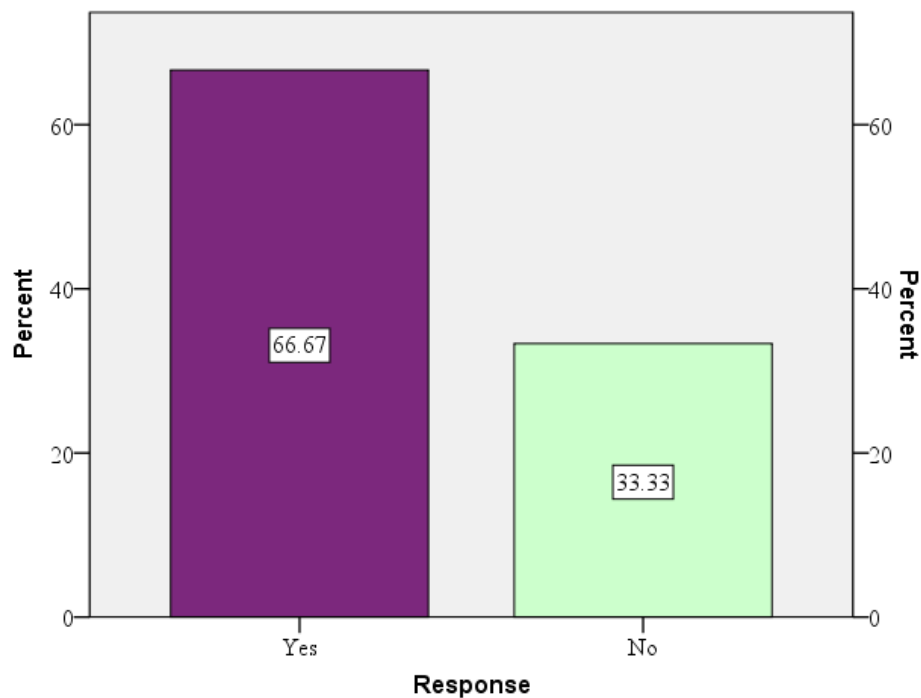
**Figure 4.9: Learners' average age**

The findings in Figure 4.9 show that fifty percent of the upper class prefects indicated that most learners were in the age group 6-15 years. The findings agree with those by Yara and Otieno (2010) who found that most students were aged between 6 and 15 years. This finding implies that many APBET centres are training the students who are of school going age but for some

reason they do not fit or are unable to school in the formal schools. This finding disagrees with that by Mwanja (2013) whose study on the determinants of curriculum implementation in primary schools in Mbooni District, Makueni County, established that most learners in APBET centres were of school going age.

#### 4.7.3. Learners attitude and curriculum implementation

The class prefects were required to indicate whether they thought learners' attitudes influences curriculum implementation in schools. They were required to simply show by a yes or no answer. This information was crucial in assessing the learners' perceptions about the curriculum that they are taught at school. The findings are presented in Figure 4.10.

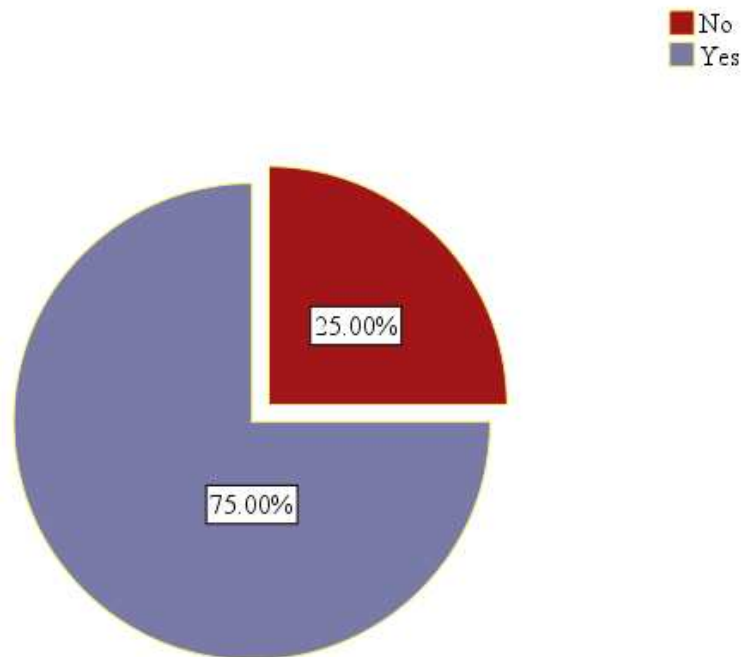


**Figure 4.10: Responses on influence of attitude on implementation of curriculum**

The findings in Figure 4.10 indicate that majority (66.7%) of the prefects who are learners indicated that learners' attitude influences the implementation of the curriculum while 28.431% respondents indicated that it does not affect curriculum implementation. This implies that when students are not very cooperative during the lessons thus giving trainers challenges, then curriculum implementation becomes a very difficult task. The findings are in line with Kinnaird (2010) who established that attitude has an impact on academic performance of high school students receiving instructions. The finding also concurs to that by Engelbrecht, Oswald, Swart, Kitching and Eloft (2005), who established that learners' attitude influences curriculum implementation in special settings.

#### **4.7.4. Presence of special learners in the school**

The prefects were also required to indicate if there were any special needs students in their school. The presence or absence of special learners in a centre can go a long way in determining the attitudes of the learners and tutors in the implementation activities geared towards inclusion of all (Okorodudu, 2009). The findings are presented in Figure 4.11.



#### **4.11: Presence of special needs students**

The findings in Figure 4.11 show that majority (75%) of the learners indicated that there were indeed students with special needs in their schools. The special needs of these students may influence the level of implementation of the primary education curriculum in the schools. This implies that all curriculum implementation activities should be geared towards ensuring there is inclusivity of all kinds of learners. The findings agree to those by Omas (2007) who found that the presence of learners with special needs in schools influence the implementation of curriculum in schools.

#### **4.7.5 Learner characteristics and curriculum implementation**

The aim of the study was to determine learner characteristics and implementation of primary education curriculum. The researcher used four items in the questionnaire to test the influence of learner characteristics on

curriculum implementation. The learners were given statement regarding their characteristics versus implementation which they were to score on a scale ranging from strongly agree to strongly disagree. The findings are presented in Table 4.12.

**Table 4.12: Learner characteristics and curriculum implementation**

Statement	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Learner's age influences their acceptance on what is taught	38	61.0	21	33.0	0	0.0	3	6.0	0	0.0	62	100.0
Mature learners know what they want in life and thus cooperate more and are more receptive to education	0	0.0	6	1.0	0	0.0	21	33.0	41	66.0	62	100.0
Learners attitude influences what they score in their studies	36	58.0	24	38.0	2	3.0	6	1.0	6	1.0	62	100.0
Learners who interact well with their peers and teachers like their studies more	41	66.0	13	21.0	3	5.0	3	4.0	3	5.0	62	100.0

The findings in Table 4.12 show that majority (61.0%) of the students indicated strong agreement with the statement that learner's age influences their acceptance on what is taught. Many (33.0%) of the students also indicated agreement with the same statement. Only 6.0% of the students disagreed with the statement that learners' age affects their acceptance with

content being taught. This finding agrees with that of Marriot and Marriot (2003) who found that many students indicated that their ages determined their acceptance levels of content.

The findings also indicate that majority (66.0%) indicated strong disagreement with the statement that “mature learners know what they want in life and thus cooperate more and are more receptive to education”. Only 1.0% of the students agree with the same statement while none strongly agreed. The finding implies that one’s age relates directly to one’s choices in life like appreciation of education. The finding concurs with that of Omao (2007) who found that the more mature learners appreciated education more than those with lower ages.

Further findings indicate that most (58.0%) respondents indicate strong agreement with the statement that learners attitude influences what they score in their studies. The implication from this finding is that the learner characteristics such as age have some effects on their acceptance of the curriculum and ultimately its implementation. This finding agrees with those of Mock and Kauffman (2002), who found a strong positive relationship between learners’ characteristics and curriculum implementation.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter presents the summary of the study, conclusions and recommendations. The chapter additionally presents suggestions for further research.

#### **5.2. Summary of the Study**

The purpose of the study was to investigate on the School based factors and implementation of primary education curriculum in APBET schools in Embakasi sub-county, Kenya. The researcher aimed at providing possible solutions to enhance the implementation of the primary education curriculum in the APBET schools in the sub county. The research was based upon four research objectives and four research questions from which the independent variables were specified. The variables included the trainers' qualifications, teaching and learning resources, instructional methods and learner characteristics and implementation of primary education curriculum. Concerning the School based factors and implementation of primary education curriculum in APBET schools, the study revealed that trainers' qualification is not an intensive enough predictor for implementation of primary curriculum. On the teaching learning resources, it was found that they do not affect implementation of the curriculum in APBET schools.

The first objective was to determine trainers' qualification and implementation of primary education curriculum in Approved Basic Education and Training

schools in Embakasi Sub-County. It was found that only 37 percent of the trainers had training on curriculum of which 24 percent by in-service training and 13 percent by pre-service training. Sixty three percent did not have any training on curriculum. Majority (50%) of the respondents agreed with the statement that teaching resources assisted teachers in teaching and also increased learners' interest in learning, instructional materials accord chances for learners to apply content learned in school, absence of appropriate training materials cause little implementation of primary school curriculum and learning materials usually motivate the total growth and development of kids. Thirty one percent of the respondents only agreed with the statements. There were 3% of them who disagreed and strongly disagreed with the statement that instructional materials motivate the whole growth and development of children.

The second objective was to determine accessibility of instructional resources on primary education curriculum implementation in Approved Basic Education and Training schools in Embakasi Sub-County. The study discovered that many of the institutions had insufficient resources and that there was text books scarcity with a ratio of 1:5. The study also discovered school facilities had a great impact on implementation of primary school curriculum, availability of school facilities influences pupils' performance, schools with stocked libraries record impressive educational results and the degree of usage of school facilities enhances implementation of primary education curriculum. It is the responsibility of the head teacher to ensure that

there is adequate classroom space to enable the teaching-learning process take place without any hitches. He should ensure that the facilities are used efficiently and effectively.

The third objective of the study was to examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The study established from 49% of the respondents that instructional methodologies had great effects on implementation of the primary education curriculum in the sub county. This also reflected on teachers' commitment to teaching activities which finally affected implementation of primary education curriculum. Fifty eight percent of the respondents indicated that their schools had inadequate resources. This affected the implementation of primary education curriculum in the sub county. Learning resources enhance learner's involvement in the classroom for actual real learning to take place. The quality and appropriateness of resources for example instructional materials affects the efficiency of curriculum implementation. The study found out from 58.1% of the respondents that primary education instructional materials were selected by subject panels. This means that the right materials may not be selected because the head teacher may not know the new primary curriculum materials that are introduced in the subjects they don't teach. This consequently affected the implementation of primary education curriculum.

The fourth objective was to determine learner characteristics and implementation of primary education curriculum in Approved Basic Education

and Training schools in Embakasi Sub-County. However, (60%) of the respondents quoted that learner characteristics influence the implementation of the primary school curriculum. This was also hammered by the researchers' observations in the age and entry behaviour that learners were predictors of the extent of curriculum implementation. The bulk (70%) of respondents pointed out that the characteristics of learners influenced the level and learning taking place in schools.

### **5.3. Conclusions**

The purpose of the study was to explore the school-based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County, Kenya. The study factors included the qualification of trainers, teaching/learning materials, instructional methods and learner characteristics. The following conclusions were therefore drawn: The findings led to the conclusion that the trainers in the APBET schools needs to be stimulated and encouraged to train in procedures of handling APBET learners. Secondly, the teaching-learning materials were inadequate and in some schools unavailable. This was a challenge to the implementation of primary curriculum in the school. Thirdly, the government should give more money to schools in order to expedite the creation and facelifts in APBET schools. The study also revealed that learner characteristics determine the level and extent of implementation of primary education in APBET schools.

#### **5.4. Recommendations of the study**

The subsequent recommendations were made in line with the study findings: Trainers' qualifications ought to be heightened. Education is the key to achievement which only comes once one is educated by an individual with knowledge and one who is vastly qualified. The Government through the ministry of education should get involved in the process of employing trainers and also confirm that only qualified trainers are assigned in the APBET schools so as to guarantee competency which leads to curriculum implementation.

The trainers should be encouraged to be innovative as well as creative in the instructional methods they adopt and ensure they rely more on the child-centered methods. Refresher courses on some of the innovative instructional methods should be adopted on both national and county levels so as to impart up to date knowledge and relevant skills.

The trainers should extemporize the teaching and learning resources such as the charts so that the schools will only buy the ones that are hard to improvise.

The school administration should come up with new and better strategies for their teachers so as to improve their curriculum implementation levels and practices.

### **5.5. Suggestions for further research**

Considering the limitations and delimitations of this study, the researcher makes the subsequent suggestions for more research:

- (i) There is necessity to carry out a study aimed at establishing the effect of socio-economic factors on implementation of primary school education curriculum in Embakasi Sub County.
- (ii) A comparable study ought to be conducted in the APBET schools which are run differently from the public schools for comparison purposes.
- (iii) The influence of head teachers' individual characteristics on the implementation of primary school education curriculum.

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## APPENDICES

### APPENDIX 1: LETTER FOR INTRODUCTION

University of Nairobi,  
College of Education and External Studies  
Department of Educational Administration and Planning  
P.O. Box, 92 - 00902  
Kikuyu  
8<sup>th</sup> March, 2018

The Directors/Administrators  
\_\_\_\_\_ Primary School,  
P. O Box \_\_\_\_\_, Nairobi

Dear Sir/Madam,

#### **REF: REQUEST FOR RESEARCH DATA IN YOUR INSTITUTION**

I am a student at the University of Nairobi wishing to carry out a research on: *school based factors and implementation of education curriculum in approved basic education and training schools in Embakasi sub-county, Kenya* in the month of January 2018. The research will focus on qualifications of trainers, teaching and learning resources, instructional methods and learners 'characteristics. The target population of the study is the administrator, trainers and upper class pupils. If offered the opportunity, I will highly appreciate to research in your institution. I assure you that the information will be used for academic purposes only.

Thank you.

Yours faithfully,

Nyaga Catherine.

## APPENDIX II: QUESTIONNAIRE FOR ADMINISTRATORS

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub County, Kenya. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of Primary education in primary schools in Kenya. I assure you confidentiality. Where there are choices, tick the appropriate.

### Section A: General information

1. What is your gender? Male (  ) Female (  )
2. Which is your highest level of qualification? PhD (  ) Med (  ) Dip (  )  
S1 (  ) P1 (  ) ECD (  ) Untrained (  )
3. What is your working experience as an administrator in the primary sector  
(a) 0-3 years (  ) (b) 4-6 years (  ) (c) 7-10 years (  ) (d) above 10 years (  )

### Section B: Level of qualifications of trainers and implementation of primary education curriculum

4. Does your professional qualification help you improve on Implementation of Primary education curriculum? Yes (  ), No (  ).

If No, give reasons

---

5. Have you attended any training and development course in primary curriculum implementation in the recent past?

Yes, ( ), No ( ). If yes, how was it significant in primary education curriculum implementation\_\_\_\_\_?

6. Are new trainers inducted in primary education curriculum implementation before service in your school?

Yes, ( ), No ( ). If No, give reasons \_\_\_\_\_

7. How often do your trainers attend in-service training courses on curriculum implementation? \_\_\_\_\_

8. How many trainers do you have in your school? Trained ( ), Untrained ( ).

**Section C: Availability of teaching and learning resources and implementation of primary education curriculum**

9. What is the textbook/pupil ratio in all subjects in the classroom?

Mathematics ( )

English ( )

Kiswahili ( )

Social Sciences ( )

Science ( )

10. What is the teacher: pupil ratio in your school? ( ).

11. Does the learning institution provide learners with: textbooks ( ), exercise books ( ), Pens/Pencils ( ), Erasers ( ).

12. What is the total number of classrooms in your school? ( )

**Section D: Instructional methods and implementation of primary education curriculum**

13. Do trainers in your school adopt the following methods of instruction:

- (a) Lecture ( )
- (b) Team teaching ( )
- (c) Peer teaching ( )

14. How effective would you rate each of the following methods of instruction in implementing the primary education curriculum in APBET schools.

<b>Method</b>	<b>Very effective</b>	<b>Effective</b>	<b>Ineffective</b>	<b>Very ineffective</b>
Lecture				
Team teaching				
Peer teaching				

15. Which other methods do trainers in your school adopt in instruction to learners?

---

**Section E: Learner characteristics and implementation of primary education curriculum**

16. What is the approximate percentage of learners transiting to secondary schools per year for the last three years? ( ).

17. How many pupils do you have in your school? ( ).



18. Are there special needs children in your school? Yes ( ), No ( ). If No, how many? ( )

19. Do you have anything else to contribute in relation to school based factors and implementation of primary education curriculum?

---

**Thank you for your cooperation.**

### **APPENDIX III: QUESTIONNAIRE FOR CLASS TRAINERS**

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub County. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of Primary education in primary schools in Kenya. I assure you confidentiality. Where there are choices, tick the appropriate.

#### **Section A: General information**

1. What is your gender? Male(  ), Female (  ).
2. Which is your highest level of qualification? Ph.D. (  ) Med (  ) Dip (  ) S1 (  ) P1 (  ) ECD(  ) Untrained (  ).
3. What is your working experience as a teacher in primary sector  
(a) 0-3 years (  ) (b) 4-6 (  ) (c) 7-10 (  ) (d) above 10 years

#### **Section B: Level of qualifications of trainers and implementation of primary education curriculum**

4. Do you have a primary education syllabus? Yes (  ) No (  ). If no which syllabus do you use?  
\_\_\_\_\_

5. Do you have schemes of work Yes (  ) No (  ). If yes, how are they significant in implementation of primary education curriculum?  
\_\_\_\_\_

6. Have you attended any in-service course on primary curriculum implementation in the recent past? Yes ( ), No ( ).

If yes, how was it significant in the implementation of primary education curriculum?

---

**Section C: Availability of teaching and learning resources and implementation of primary education curriculum**

7. Do you have adequate teaching and learning materials in your school? Yes ( ) No ( ) If no, how does teaching and learning take place?

---

8. What types of teaching/learning aids are available for learners in your teaching subjects?

---

9. What makes you feel that the teaching/learning materials are necessary?

---

10. What is the average pupil/ textbook ratio in your subject area? ( )

**Section D: Instructional methods and implementation of primary education curriculum**

11. Which of these teaching methods do you mostly apply in the teaching and learning process? Lecture ( ), Discussion ( ), Role play ( ), Demonstration ( ), Question and answer ( ), others (specify).\_\_\_\_\_.

12. Rate the following teaching methods with No.1 as the most frequently used and No. 5 as the least used.

Teaching Method	Frequency	Reason for using the method
Lecture		
Discussion		
Role play		
Demonstration		
Others(Specify		

**Section E: Learner characteristics and implementation of primary education curriculum**

13. What is the average number of pupils in your class? Boys ( ) Girls ( )

14. What is the average age of pupils in your class? ( )

15. Do you have any special children in your class? Yes ( ) , No ( )If yes, how many ( )

16. What would you recommend to enhance implementation of primary education curriculum?

---

**Thank you for your co-operation.**

## APPENDIX IV: QUESTIONNAIRE FOR PREFECTS

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of primary education in primary schools in Kenya. I assure you of confidentiality. Where there are choices, tick the appropriate.

### Section A: General Information

1. What is your gender? Boy ( ) Girl ( ).
2. What is your age bracket (a) 10-14 years [ ] (b) 15- 19 [ ] (c) 20- 24 (d) 25-29 (e) 30- 34 [ ] (f) 35 years and above [ ]
3. Which class are you in? ( ).

### Section B: Trainers' qualification levels

4. Do you consider the trainers in your school qualified? Yes [ ] No [ ]. If no why\_\_\_\_\_

### Section C: Availability of teaching and learning resources and implementation of primary education curriculum

5. How many are you in your class? ( )
6. Do you have enough trainers for:

English	Yes ( )	Yes ( )
Kiswahili	Yes ( )	No ( )
Mathematics	Yes ( )	No ( )
Science	Yes ( )	No ( )
Social studies	Yes ( )	No ( )
CRE	Yes ( )	No ( )
7. Do you have enough books for

English	Yes ( )	No ( )
Kiswahili	Yes ( )	No ( )
Mathematics	Yes ( )	No ( )
Science	Yes ( )	No ( )

Social Studies Yes ( ) No ( )

CRE Yes ( ) No ( )

8. Does the school provide textbooks Yes ( ) No ( ) pens Yes ( ) No ( ) exercise books Yes ( ), No ( ).

9. Do you have a school Library? Yes ( ) No ( ).

10. Do you have a playing field? Yes ( ) No ( ).

11. Do you sit on chairs ( ) mats ( ). If you sit on chairs, how many pupils sit on one chair ( ).

**Section D: Instructional methods and implementation of primary education curriculum**

12. Which teaching method do your trainers often use? Lecture ( ), Discussion ( ) Role play ( ), Demonstration ( ). Tick as appropriate.

13. Do you think what you learn will be helpful in future? Yes ( ), No ( ).

14. Indicate the effectiveness of the following teaching methods if used by your trainers.

<b>Teaching Method</b>	<b>Very effective</b>	<b>Effective</b>	<b>Ineffective</b>	<b>Very ineffective</b>
Lecture				
Discussion				
Role play				
Demonstration				

**Thank you for participating in this study.**

## Appendix V: Regional Coordinator of Education Authorization Letter

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
STATE DEPARTMENT OF EDUCATION

Email: deoembakasi@gmail.com



REPUBLIC OF KENYA

SUB COUNTY EDUCATION OFFICE  
EMBAKASI SUB COUNTY  
P.O.BOX 1288-00518  
KAYOLE.

Ref.Emba/Edu/Authority/019/Vol1/74

16<sup>th</sup> August, 2018

To All APBET Schools  
Headteachers  
Embakasi Subcounty

**RE: RESEARCH AUTHORIZATION.**

This is to confirm that Catherine Wawira Nyaga a student of University of Nairobi has the authority to carry out a research on **“Influence of school based factors on implementation of education curriculum in approved basic education and training schools”** in Embakasi Sub-County Nairobi.

Please accord her the necessary assistance.

However, ensure the research activities do not interfere with the normal school routine.

A blue ink handwritten signature and date '16/8/2018' are written over a faint blue stamp. The stamp contains the text: 'FOR DISTRICT OFFICE', 'EMBAKASI', and 'P.O. Box 1288'.  
**LUCIE OJOO**  
**SUB-COUNTY DIRECTOR OF EDUCATION.**  
**EMBAKASI.**

## Appendix VI: Regional Coordinator of Education Authorization Letter



Republic of Kenya  
MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi  
Telephone: Nairobi 020 2453699  
Email: [rcenairobi@gmail.com](mailto:rcenairobi@gmail.com)  
[cdenairobi@gmail.com](mailto:cdenairobi@gmail.com)

REGIONAL COORDINATOR OF EDUCATION  
NAIROBI REGION  
NYAYO HOUSE  
P.O. Box 74629 - 00200  
NAIROBI

When replying please quote

Ref: RCE/NRB/GEN/1/VOL. 1

Date: 8<sup>th</sup> August, 2018

Catherine Wawira Nyaga  
University of Nairobi  
P O Box 30197-00100  
KISII

**RE: RESEARCH AUTHORIZATION**

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "**Influence of school based factors on implementation of education curriculum in approved basic education and training schools in Embakasi Sub-County, Kenya**".

This office has no objection and authority is hereby granted for a period ending **30<sup>th</sup> July, 2019** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

**JAMES KIMOTHO**  
**FOR: REGIONAL COORDINATOR OF EDUCATION**  
**NAIROBI**

C.C.

Director General/CEO  
Nation Commission for Science, Technology and Innovation  
**NAIROBI**



## Appendix VII: NACOSTI Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/60755/23934**

Date: **1<sup>st</sup> August, 2018**

Catherine Wawira Nyaga  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of school based factors on implementation of education curriculum in approved basic education and training schools in Embakasi Sub-County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **30<sup>th</sup> July, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.

## Appendix VIII: Research Permit

**THIS IS TO CERTIFY THAT:**  
**MS. CATHERINE WAWIRA NYAGA**  
**of UNIVERSITY OF NAIROBI, 30197-100**  
**NAIROBI, has been permitted to conduct**  
**research in Nairobi County**

**Permit No : NACOSTI/P/18/60755/23934**  
**Date Of Issue : 1st August,2018**  
**Fee Received :Ksh 1000**

**on the topic: INFLUENCE OF SCHOOL**  
**BASED FACTORS ON IMPLEMENTATION**  
**OF EDUCATION CURRICULUM IN**  
**APPROVED BASIC EDUCATION AND**  
**TRAINING SCHOOLS IN EMBAKASI**  
**SUB-COUNTY, KENYA**



**for the period ending:**  
**30th July,2019**

  
 .....  
**Applicant's**  
**Signature**

  
 .....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No.A 19807**

**CONDITIONS: see back page**

**SCHOOL BASED FACTORS AND IMPLEMENTATION OF PRIMARY  
EDUCATION CURRICULUM IN APPROVED BASIC EDUCATION AND  
TRAINING SCHOOLS IN EMBAKASI SUB-COUNTY, KENYA**

**Nyaga Catherine Wawira**

**A Research Project Submitted in Partial Fulfillment of the Requirements  
for the Degree in Master of Education in Curriculum Studies**

**University of Nairobi**

**2018**

## **DECLARATION**

This project is my original work and has not been submitted for any award in another university.

.....  
Nyaga Catherine  
E55/78869/2015

This project has been submitted for examination with our approval as university supervisors.

.....  
Dr. Rosemary Imonje  
Lecturer  
Department of Educational Administration and Planning  
University of Nairobi

.....  
Dr. Lucy W. Njagi  
Lecturer  
Department of Educational Administration and Planning  
University of Nairobi

## **DEDICATION**

This work is dedicated to; my husband Gabriel Muriira and our children Immaculate Kiendi and Alex Rugendo.

## **ACKNOWLEDGMENTS**

Before acknowledging anyone on this earth, I must first thank God for instilling in me the urge for further studies, his protection and providence during this time of my academic life. I also acknowledge my supervisors Dr. Rosemary Imonje and Dr. Lucy W. Njagi for their guidance, constructive suggestions and dedication without which this study would not have reached its completion.

I acknowledge all the lecturers and academic peers in the Department of Educational Administration and Planning under the able leadership of Dr. Jeremiah M. Kalai for their continued encouragement and support during the entire course.

I must acknowledge the Ministry of Education office (Education officers) for providing a record of all Approved Basic Education and Training schools in Embakasi Sub- County. I highly acknowledge school administrators, trainers and pupils from all the sample schools in Embakasi Sub-county for their co-operation in responding to research instruments within short notices.

Special thanks go to my beloved husband, Gabriel, for financial and moral support and acceptance to forego my company and care while I was studying. To my dear children, Immaculate and Alex for their patience and co-operation. To my intimate friend Makori Lydia Kemuma and Adero Seraphine Apiyo who held me up when I appeared to drawn in academic challenges and finally to my friend Rachael who tirelessly and timelessly formatted and edited my work.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>APBET</b>	Approved Basic Education and Training
<b>EFA</b>	Education for All
<b>GoK</b>	Government of Kenya
<b>MoE</b>	Ministry of Education
<b>MoEST</b>	Ministry of Education, Science and Technology
<b>RBV</b>	Resource Based View
<b>SDGs</b>	Sustainable Development Goals
<b>UIS</b>	Unesco Institute of Statistics
<b>UNAID</b>	United Nations Agency for International Development
<b>UNESCO</b>	United Nations Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children Education Fund

## **ABSTRACT**

This research project sought to investigate on School based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County, Kenya. The specific objectives of the study were to examine on trainers' qualifications, availability of teaching and learning resources, instructional methods, learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Four research questions were formulated in line with the objectives. The study was a descriptive survey type adopting a descriptive approach on School based factors and implementation of education curriculum in APBET schools in Embakasi Sub County, Kenya. Questionnaires targeting 146 respondents (upper class trainers, class prefects and administrators) who are in one way or the other involved in curriculum implementation were used to collect the data. Simple random sampling to select the sample size for the trainers and prefects' respondents was used while census sampling was used for the administrators. The 16 head teachers of the 16 selected schools participated in the study. Piloting was done to establish reliability and validity of research instruments. Data was analyzed using descriptive statistics. The findings of the study revealed that trainer's qualifications, insufficient teaching and learning materials, instructional methods and learner characteristics impacted negatively on the implementation of curriculum. This study recommends that trainers' qualifications should be heightened and the trainers should be encouraged to be innovative as well as creative in the instructional methods they adopt and ensure they rely more on the child-centered methods.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Regimes' throughout the world recognize the critical role played by Approved Basic Education and training schools in increasing access to education especially in informal settlements and other marginalized areas. Generally, children in these areas are unable to access government schools due to insecurity, long distances and diverse economic and social challenges. It is in these informal settlements that Approved Basic Education and Training (APBET) schools have been established to meet the learning needs of primary school children (Republic of Kenya, 2012). The Ministry of Education, Science and Technology (MoEST), in the past had not legally recognized APBET institutions since they do not meet school registration requirements inter alia acreage, staffing, facilities among others (MoEST, 2015).

The Kenyan policy framework for Approved Basic Education and Training was formulated in 2009, with the goal of facilitating the registration of APBET institutions by the Ministry of Education (Republic of Kenya, 2012). The framework would also enable funding of these institutions by prospective partners; provide guidance on regulations and quality education through implementation of primary education curriculum (MoEST, 2015). Article 43 of the Constitution of Kenya recognizes education as a human right. Section 39 (c) of the Basic Education Act of 2013 ensures that children from marginalized regions, vulnerable or disadvantaged are not discriminated



against and have the right to pursue and complete their basic education (MoEST, 2015).

For Primary education curriculum to be well implemented and to achieve some perceptible achievements, institutional aspects including human, physical facilities and other resources should be properly distributed and used (Njoroge, 2013). Altogether, learner characteristics should be examined and considered, as well as proper instruction methodologies geared towards the implementation of primary education curriculum utilized in an effort to fulfill pupils' education needs (Mungai, 2013).

The United Nations Agency for International Development (UNAID)'s Sustainable Development office has established a policy for dealing with curriculum implementation grounded upon more than a ten year span of organized learning modification efforts. Aspects of the study are: communication of messages to learners and teachers; provision by the Ministries of Education (MOEs) to the education sector as well as sustenance ground-breaking supply of schooling to orphaned children in addition to other susceptible kids (Barnett, 2008).

Governments world over, recognize the role played by APBET institutions in providing basic education (UNICEF/UIS, 2014). In Pakistan, the Government in conjunction with USAID is increasing access to primary education for out of school children by offering education programs that provide emergency education to the displaced children by military conflicts, enrolling new learners, offering non formal education programs, repair and construction of

schools in underserved communities to address barriers that keep students from enrolling and staying in school (USAID, 2018).

In Ethiopia, of which 80 million people are pastoralists, primary education curriculum is highly embraced by donors, civil society, communities and other actors as a means of increasing enrolment and ensuring equity for the disadvantaged including girls, special needs children, children from pastoralists communities, semi-agriculturalists and the marginalized groups (World Bank, 2015). To enhance quality education, the General Program for Education (GPE) that consists of development partners works to facilitate curriculum implementation through provision of teaching and learning materials, teacher development programs, pre-service and in-service courses, school improvement programs, capacity building programs and ICT education programs from kindergarten to grade 12 (Global Partnership for Education, 2017).

According to Okorodudu (2009), the level of education of adult education trainers remains a key determinant of the value of education offered. Barnett (2008) recommended that more learned adult tutors possess more knowledge and expertise in addition to being very likely to produce better-off learning related activities which are applicable to the children's learning needs. The trainers are likewise well prepared to resolve complications at times when they face difficulties during learning in the classrooms.

Effective implementation of an education curriculum is influenced by the nature of a particular institution's physical resources (Rogan & Grayson,

2013). Anandu (2009) emphasizes that physical facilities remain crucial for trainers as well as pupils for effective curriculum implementation. Availability and quality of instructional resources such as schoolbooks, writing materials and teaching aids determines the level of implementation of a curriculum (Yara & Otieno, 2010).

According to Ajibola (2008), as soon as teaching is directed in the direction of the needs of the learner, there comes a supplementary predisposition to ensure that the learner completely comprehends the content being taught. Teacher-centered methods of teaching ought to be used often in the classroom since some trainers are short of confidence, the mastery of content and the basic teaching skills (Motswiri, 2014). Since the learner is the vital element in the course of curriculum implementation, curriculum implementation occurs when a student attains the intended or envisioned skills, knowledge, ideas and attitudes (Wambui, 2014).

Kenya has over 2,000 APBET schools of which 430 are registered by the Ministry of Education to ensure access to quality education for all, especially disadvantaged groups (MoE, 2017). Majority of APBET schools are found in informal settlements in urban areas of which Embakasi Sub-County records the highest number. These include; Mukuru kwa Njenga, Kwa Reuben, Kware, Kayiaba, Matopeni and Soweto (MoE, 2017). Therefore, this study is triggered by the need to investigate on school-based factors and implementation of primary education curriculum in registered APBET schools in Embakasi Sub-County, Nairobi.

## **1.2 Statement of the problem**

Primary education curriculum is meant to help learners acquire employable skills, life skills and provide opportunities for further education and training (UNESCO/UIS, 2014). Although the initial call for primary education everywhere to be compulsory and free was made in 1948 during the adoption of universal declaration of human rights, reports from UNESCO indicate that only one third of primary school pupils in developing countries acquire right knowledge and skills specified in the primary education curriculum due to poor primary curriculum implementation (UNESCO, 2016). Given that the primary education curriculum delivery mechanisms are not capable of reaching all school age learners including adults; primary education curriculum has to be fully implemented in APBET schools. This calls for the realization that all fundamental issues have to be instituted. Research conducted by Mungai, (2013); Wambui, (2014); Mwanja, (2013); Ileri, (2014) and Kiarie, (2013) concentrated on other factors rather than institution based factors and implementation of primary education curriculum in APBET schools. This therefore presents a conceptual gap which the current study sought to fill by investigating on influence of institution based factors on education curriculum implementation in APBET schools in Embakasi Sub County.

### **1.3 Purpose of the study**

The purpose of the study was to explore the school based factors and primary education curriculum implementation in APBET institutes in Embakasi Sub-County, Kenya.

### **1.4 Research objectives**

The research objectives below were formulated for the study.

- i) To examine on trainers' qualifications and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- ii) To establish the availability of teaching-learning resources and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- iii) To examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- iv) To determine the learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.

### **1.5 Research questions**

The following research questions were to be answered in this study:

- i) In what ways does the trainers' level of qualification affect the implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?

- ii) How does the availability of teaching and learning materials affect implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?
- iii) What is the effect of instructional methods applied by trainers on implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?
- iv) In which ways do learner characteristics affect primary education curriculum implementation in Approved Basic Education and Training schools in Embakasi Sub-County?

### **1.6 Significance of the study**

The study outcomes provided a research data that may be of benefit to the Kenya Institute of Curriculum Development in advocating the appropriate institutional environment that enhances proper implementation of primary education curriculum. Policy makers may also benefit in policy formulation towards an effective curriculum and may also equip primary education curriculum implementers including trainers with the best practices towards implementation of primary education curriculum. Future researchers may also find this work a useful addition to existing literature.

### **1.7 Limitations of the study**

Limitations are tribulations projected or encountered by an investigator during a research (Kombo & Tromp, 2006). This study was limited in scope due to costs and time requirements for reaching all APBET schools. This challenge was mitigated by sampling schools for the study. Another limitation was social

bias due to respondents' attitude which would lead to shallow and inadequate information in view of avoiding criticism. This limitation was mitigated by inclusion of both closed as well as open-ended items in the questionnaires to allow respondents to express themselves fully as well as assuring them of their privacy during the research.

### **1.8 Delimitations of the study**

This study was delimited to only the Approved Basic Education and Training schools in Embakasi Sub-County. This was for the reason that these institutes belong to primary sector and that they follow the primary education curriculum leading to primary education examinations (RoK, 2012). The study respondents were administrators, upper class trainers and class representatives from APBET institutions registered by the Ministry of Education with the fact that these schools receive FPE funds that facilitates access to quality education as well as acquisition of the necessary resources (MoE, 2017), therefore enhancing curriculum implementation.

### **1.9 Basic assumptions**

In this study, the following assumptions were made:

- i) That Approved Basic Education and Training school administrators and trainers had clear insights on how to implement primary education curriculum.
- ii) That the information gathered from the participating groups was correct and a reflection of their knowledge.

iii) That most Approved Basic Education and Training schools had not achieved quality standards for registration by the ministry of education, science and technology.

### **1.10 Definition of terms**

This part includes definitions of terminologies that have been used:

**Implementation** refers to the activity of putting into practice activities that ensure that primary education curriculum is undertaken in a school.

**Instructional methods** refers to the approaches and methods used by trainers in APBET schools.

**Learner characteristics** refers to primary education learners' aspects that may influence curriculum implementation for example age, gender, marital status and physical fitness.

**Level of qualification of trainers** refers to the highest educational qualification of a trainer in APBET schools.

**Primary education curriculum** refers to formulated knowledge, abilities and attitudes premeditated and applied in APBET schools.

**Primary education** refers to education offered in Approved Basic Education and Training schools.

**Primary school** refers to an institute of education that takes care of school children of ages 6-14 years in accordance to Basic Education Act (2013)

**Teaching and learning materials** refers to a range of educational materials that primary education trainer's use in the classroom to support specific



learning objectives, as set out in lesson plans, such as teaching aids, stationery and textbooks.

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one is an introductory chapter comprising of background to study, the statement of the problem, the purpose of the study, research objectives, research questions, significance of the study, basic assumptions, limitations of the study, delimitations of the study as well as definition of operational terms. Chapter two comprises of literature review on the following subheadings: introduction, concept of primary education, implementation of primary education curriculum, level of qualifications of trainers, teaching and learning resources, instructional methodologies, learner characteristics, summary of reviewed literature, theoretical framework in addition to conceptual framework. Chapter three presents the research methodology, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis techniques.

Chapter four consisted of data interpretation and presentation. Chapter five presented a summary of the findings, conclusions and recommendations and also areas for further research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter contains literature reviewed for the study. It is divided into the following subheadings: Concept of education curriculum implementation, level of qualification of trainers, teaching and learning resources instructional methods and learner characteristics. The chapter also has the summary of literature review, the theoretical and conceptual frameworks.

#### **2.2 Concept of education curriculum implementation**

Primary education has been described by Kleis (1973) as a deliberate and organized learning initiative, typically out of the customary education, whereby the instructional content is modified to suit the exceptional requirements of the learners so as to make the most of learning. Ahmed (1975) defines primary education curriculum as a tool of societal policy for the reason that it is cheaper and its programs relate openly to the day-to-day lives of the individuals. Studies carried out in Cuba, Russia, China and Nicaragua, indicate that primary education is cost effective and academically hopeful (Ekundayo, 2000).

Coombs (1973) supported the implementation of primary education programs and practices as an auxiliary or complementary system of education to allow emerging nations “catch up, keep up and get ahead” by dint of first, attaining the peak of individuals who possess appropriate knowledge and abilities; second, improving the know-how of moderately competent personalities, and

third, re-claiming the investment in formal school unqualified and unskilled leavers. Schooling, by itself, does not institute learning; neither does inactive listening (Coombs, 1973).

The Kenyan primary policy (2009) identifies primary education as a basis to realize SDG objectives. The Basic education Act of (2013) specifies Kenya's policy on primary education and outlines APBET schools as alternative education institutions for primary education provision. APBET schools have undoubtedly addressed the needs and desires of the sidelined, the putouts and the unschooled (Republic of Kenya, 2012).

According to Green and Kreuter (1999), the secrets to the success of curriculum implementation include learner's know-how, trainers' sympathy to learner's needs, suppleness when faced with varying situations, aiming on the long-term goals plus a sense of humour. Buchert (1998) defines implementation as the activity of conducting the change as scheduled. Likewise, implementation is defined by Pal (2006) as the recognition of an envisioned reform. According to Loucks and Lieberman (1983), curriculum implementation is the activity of testing out of a different practice and finding out how it is like when used in a school structure. In the process of implementing an educational innovation, there are three close aspects, that is: individuals who are the change forces, the curriculum itself, which is the programme, and the organization or institution (Marew, 2000).

In Kenya, curriculum implementation in schools is currently a certified programme. In spite of this, only 6000 out of a possible 240,000

instructors are actually trained on curriculum. Supplementary attentions in new methods of curriculum implementation in schools by guaranteeing responsible management, actualizable code of behavior, proper punitive methods as well as additional actions which will guarantee accountable conduct scrutiny to closely follow and also record growth of curriculum with reference to important instruction matters; working relationship and also corporation with the other sectors and NGOs tangled with; conception and also extension of source areas to benefit scholastic materials, expedite supply of resources, library right to use in addition learning /sustenance; availing manageable learning centers. This may possibly allow better implementation in the workforce as well as in the classrooms; provision for children in an inspired way; preparation additional instructors to substitute those that have deceased; improvement and amendments of curricular to endorse choice and justifiable conduct modification; advancement of progressive attitude to the learners and involvement of skills and evidence in the vicinity, locally and globally to enable actual communal tactical strategies, expansions of primary cautionary emblems in addition to action plans. (Anandu, 2009).

### **2.3 Qualifications of trainers and implementation of curriculum**

According to Maicibi (2003), every centre of learning is comprised of people and other types of resources and also that as soon as the correct extent and value of human capitals is amassed, it can influence the rest of the resources in the direction of appreciating established aims and objectives. According to a study by Okorodudu (2006) in Nigeria, and another by Tooley, Dixon and

Stanfield (2008) in Kenya found that the trainers' qualifications are a significant determinant of the levels and method of implementation of any education curriculum in schools. There is need for the improvement of quality in terms of teacher management, training and administration for affective implementation of primary education curriculum. These two studies however just identify qualifications of trainers as a contributing factor to the effective implementation but don't investigate further thus presenting a conceptual gap that this study seeks to fill.

Teacher's level of qualification, attitude and subject mastery are key to effective classroom interaction (Osakwe, 2009). Teacher training must be complemented by teacher motivation such as training and development, in-service and induction to increase teacher effectiveness. Darling-Hammond and Bran (2005) argue that curriculum content and instructions in teacher education is a framework useful in equipping trainers with knowledge, skills and commitments that enables them to help learners to succeed. A study conducted by Kimbui (2011) on the implementation of life skills education in public primary schools in Ruiru District revealed that the knowledge that trainers acquired during all stages of teacher training can be compared to the understanding of a given education program by learner and to an extent is determined by the academic qualification of a teacher. Thus the study concluded that highly qualified trainers deliver excellent instructions and other inputs unlike unqualified teachers (Kimbui, 2011).

In a study by Olabode and Olugbenga (2012) on the influence of teacher's qualification on student achievement, subject mastery depends on the learners' performance in that matter at a recommended assessment and every collaborative matter concerning a tutor and a student is projected to yield knowledge results in the learner, an indication of a well implemented curriculum. Ajibola (2008) in his studies on curriculum development for basic education in Nigeria, found contradictory findings with all the other studies by Kimbui (2011); Okorodudu (2006); Tooley, Dixon and Stanfield (2008); and Olabode and Olugbenga (2012). The study found that level of qualifications does not affect curriculum implementation.

#### **2.4 Teaching and learning resources and implementation of curriculum**

Quality education requires supportive resources that provide conducive learning opportunities for the learners to develop their full potential which include human and material, professional development, mentoring and support for trainers as well as strong educational leadership (MoE, 2012).

A study done by Bandele and Faremi, (2012) in South Africa found out that instructional materials such as teaching and learning resources are key to curriculum implementation and recommended government to provide the necessary human and material resources for effective curriculum implementation. Another study by Mefun (2015), the success of a new curriculum depends on the availability of functional textbooks, availability and effective use of facilities and instructional materials, therefore agreeing with the findings of Bandele & Faremi (2012).

Another study carried out by Adegoke and Mefun (2016) in Nigeria on the adequacy and availability of material resources for the implementation of Nigeria's new senior secondary school mathematics curriculum, concluded that adequacy and availability of material resources are key to implementation of a curriculum. Consequently we should note that for effective provision of primary education and curriculum implementation, a variety of teaching and learning materials is recommended for quality learning. Contradicting findings were found by Atieno (2014), studying the effect of instructional resources on learner achievement, whereby it established that instructional related resources did not significantly determine effectiveness of curriculum implementation in schools.

## **2.5 Instructional methods and implementation of curriculum**

Chhem (2001) denotes that the eventual objective is not just to scheme the perfect and the best program but rather, putting into practice the officially prescribed courses of study, syllabuses and subjects. A study carried out by Wasiche (2006) revealed that teaching and learning is perfected by use of varying instructional methodologies which involve observation, imitation and interaction with the immediate environment.

Another study carried out by Mungai (2013) on the aspects influencing implementation of primary basic education curriculum at the primary education centres in Nairobi, Mombasa and Kisumu, revealed that learning institutions should provide the necessary materials to promote learning. The study concludes that instructional methods adopted by trainers influence the

implementation of the curriculum and that trainers should also be innovative through use of locally available materials that enhance implementation of any curriculum (Mungai, 2013).

Morrison, Bachman and Cannon (2005) indicate that learning is dependent on the teacher's ability to create and sustain optimal learning environments. Another agreeing study is that by Anugwo (2011) on the revising the curriculum for the New Secondary Mathematics teacher which concluded that there exists a relationship between availability of skilled trainers and curriculum implementation.

## **2.6 Learner characteristics and implementation of curriculum**

Learners' characteristics on the basis of age as well as special needs may be among the foremost contributing factors of curriculum implementation as described by Yara & Otieno, (2010). It is consequently important that learners' requirements are put into consideration by the implementers and executors of the curriculum. Findings from another research conducted by Sharp, George, Sargent, O'Donnell and Heron (2009), discovered that learners who belong to the lower age groups score better in achievement assessment tests. The study results also showed that younger learners more regularly are retained in school, meaning they stay longer in school.

Due to the dynamic characteristic of learners in any classroom situation, the ministry of education recommended all-encompassing learning in which special needs learners are incorporated in the regular schooling system (MoE,



2009). A study carried out by Mwanja (2013) on the Determinants of programme implementation in primary schools in Mbooni District, Makueni County, revealed that learner characteristics influence selection and preparation of teaching and learning experiences and that trainers ought to consider the different learner characteristics in selection of learning experiences for effective curriculum implementation.

## **2.7 Summary of literature review**

From the reviewed literature related to implementation of education curriculum in APBET schools, teacher qualifications, teaching and learning resources, pedagogy and learner characteristics have a bearing in that they influence effectiveness of implementation of primary education curriculum (Wasiche, 2008). Empirical studies relative to the study variables have pointed out that in view of the fact that several researches have been conducted on implementation of curriculum, current research studies have more or less ignored primary education sector (Mwanja, 2013), therefore a need to expand knowledge relative to primary education. Other studies reviewed covered factors influencing implementation of primary education curriculum in primary education centers in some parts of the country but no specific study reviewed on school based factors and implementation of primary education curriculum in APBET schools particularly in Embakasi Sub County.

According to a study conducted by Mungai (2013), the researcher was interested on aspects influencing implementation of curriculum in non-formal learning centers generally in Nairobi, Mombasa and Kisumu. Wambui, (2014)

focused on aspects influencing implementation of the curriculum in APBET institutions in Westlands, Nairobi. Mwanja (2013), investigated on curriculum implementation in APBET schools in Mbooni west district, Makueni while Ireri (2010) conducted a study on the functioning of APBET schools in Kibera informal settlements. None of the above studies sought to investigate on school-based factors on implementation of primary education curriculum in APBET schools in Embakasi Sub County. Related literature did not come across a study seeking to establish school-based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County.

## **2.8 Theoretical framework**

This study was founded on the Resource Based View (RBV) or Resource Based Theory (RBT) that in reference to the commercial encyclopedia is based upon the notion that operational and well-organized usage of beneficial capitals by a firm determines its economic benefit. Main proponents of RBV theory are Barney and Porter (1984, 1986 and 1991) who holds the view that organizations poses concrete and intangible resources and if effectively utilized, leads to development of a competitive hedge. The Resource Based View theory centers on the firm's interior capitals with an aim to explain why same industrial firms vary in terms of performance (Kraaijenbrink, 2009).

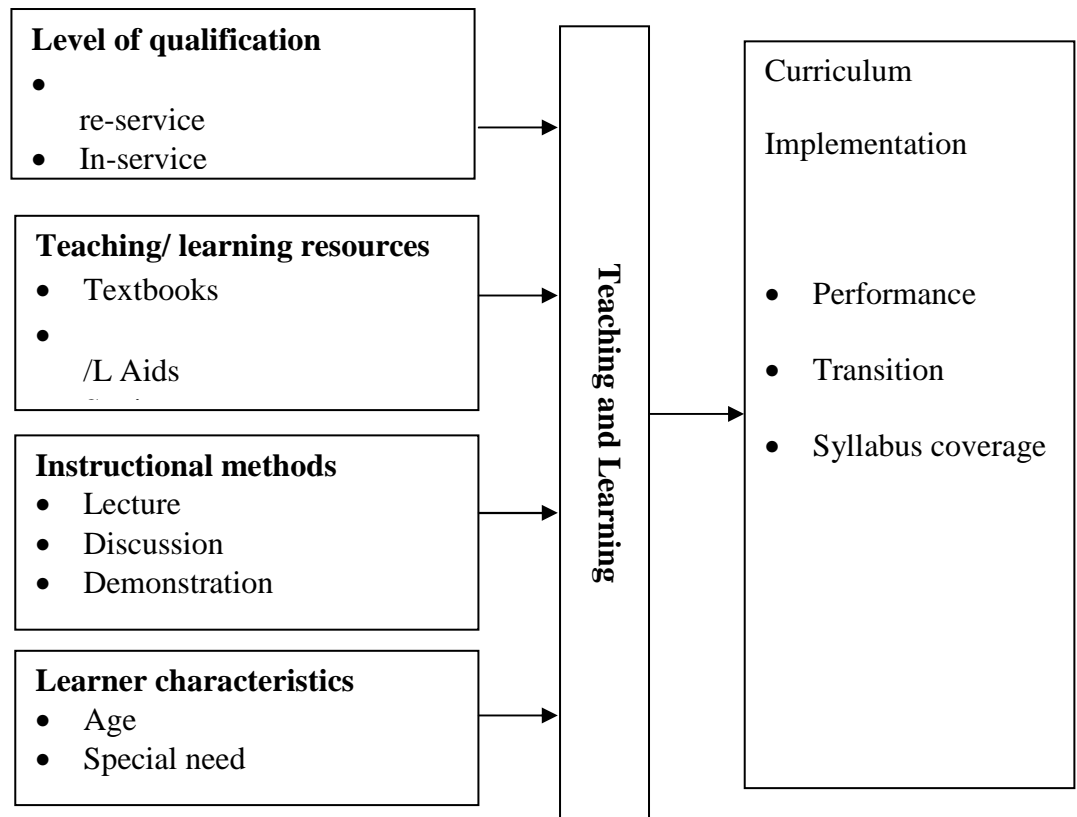
The RBV/RBT model was appropriate to the study since APBET schools are institutions that utilize a variety of factors within its internal environment to impart right knowledge, skills, attitudes and values that enhance performance and transition. In reference to RBV, for APBET schools to demonstrate

products of value, the syllabus ought to be well instigated. Interior resources that are school-based factors, both concrete as well as the intangible are the indicators of an implementation process of which in this study, tangible resources are the physical resources that include classrooms, desks, textbooks, chalkboards, library and play fields while intangible resources include teacher qualifications, instructional methodologies and learner characteristics.

## **2.9 Conceptual framework**

A Conceptual Framework has potential usefulness as a tool to assist a researcher to make meaning of subsequent findings, see Figure 2.1

**Conceptual framework on school based factors and implementation of education curriculum**



**Figure 2.1 Conceptual framework**

Curriculum implementation in primary education is dependent on level of qualifications of trainers, adequacy of teaching and learning resources, appropriate instructional methods and pupil characteristics. The study was based on input process output model whose focus was on primary education curriculum implementation. When school based factors are adequate, curriculum is fully implemented a reflection of improved performance and high transition rate. If the institution based factors are inadequate or not accessible, the programme is inappropriately implemented a reflection of less achievement and little translation rate.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This presents the methodologies adopted in carrying out the study. It outlines the techniques employed in carrying out the research. The content of this chapter was presented under the following topics: research design, target population, sampling procedure, data collection instruments, validity of instruments, reliability of instruments, data collection procedure and data analysis techniques.

#### **3.2 Research design**

Kothari (2004) argue that a research design is a framework that shows the ways by which problems under study will be resolved. This study was carried out using a descriptive survey research design. This design was chosen for the reason that it guides the investigator to gather data on the actual facts without manipulation and also assists in collecting data from a large sample in a relatively less costly and shorter time. Descriptive survey research design entails systematic collection and analysis of data by selecting a sample from the population and making inferences around the populace from which the sample is selected (Best & Kahn, 2006). This type of research is used commonly in social researches to provide descriptions of social conditions, possible behavior, attitude, values and characteristics (Kothari, 2004). This study wanted to establish the effect of selected factors on the implementation of primary education curriculum.

### **3.3 Target population**

The study targeted all the 54 registered APBET schools in Embakasi sub County of Nairobi County (Ministry of Education report, 2017). The target population comprised of all the 54 administrators, all the 216 upper class trainers (class 4-7), and all the 216 class prefects (class4-7) from all the 54 APBET schools, making a total target population of 486 parties of interest.

### **3.4 Sample size and sampling procedure**

Mugenda and Mugenda (2007) argue that a 10-30 percent of the total population is an appropriate representative sample and so the study involved 30 percent of the target population thus making 146 respondents sampled as follows:

#### **Sampling the schools**

Thirty percent of the schools was selected for study in line with Mugenda and Mugenda (2007)'s argument, making 16 schools. The 16 schools were selected through simple random sampling, whereby the names of the schools were assigned codes 1-54 and written on pieces of paper, then folded and placed in a container. The names were thoroughly mixed and selected one by one without replacement until the 16 names of schools were picked.

#### **Sampling the upper class trainers**

The study used 30% of the upper class trainers in line with Mugenda and Mugenda (2007)'s argument. This gave a sample of 65 (30%\*216) trainers. The trainers were selected through simple random sampling.

### **Sampling the class prefects**

According to Mugenda and Mugenda (2007), 10-30% of the population can be picked from a large population. The study used 30% of the class prefects that was sampled through simple random sampling to get 65 (30%\*216).

### **Sampling the administrators**

A census of school administrators from the 16 selected schools was used. The sample size of the study was therefore made up of 146 respondents.

This is as indicated in the Table 3.1.

**Table 3.1: Sample matrix**

<b>Category</b>	<b>Population</b>	<b>Sample</b>	<b>Ratio</b>
Administrators	54	16	30 %
Trainers (class 4- 7)	216	65	30 %
Prefects (class 4 - 7)	216	65	30 %
<b>Total</b>	<b>486</b>	<b>146</b>	<b>30%</b>

Table 3.1 shows the sampling matrix. Thirty percent of the target population was sampled to study the characteristics of the population.

### **3.5 Research instruments**

Data was collected by use of questionnaires that were developed by the researcher. One questionnaire was for administrators in APBET schools which had two sections. Section one sought for general information about the general characteristics of the managers while the second segment had items answering the study questions. The second survey was designed for trainers in APBET schools with two parts. The first part has items on the general facts of the trainers while the second part dealt with data on the study objectives.

The third instrument was for the class prefects in APBET schools and had two parts. The first part dealt with class prefects' general information while the second part had questions on the study objectives. Open ended and fixed choice items were developed in all the questionnaires. Open ended questionnaires allowed opportunity for self-expression and spontaneity of response (Mutai, 2002).

### **3.6 Validity of the instruments**

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2007). To test content validity, the researcher deliberated all the questions in the research questionnaire with the supervisors who checked whether the instruments measured what was expected to be measured. The responses from supervisors were compared to the study objectives to determine the content validity. The researcher modified items that did not elicit relevant information. Face validity was enhanced through a pilot study in three non-sampled schools.

### **3.7 Reliability of the instruments**

Reliability is the level of steadiness or constancy over a period of time (Gay & Airasian, 2003). A consistent instrument is an instrument that consistently yields the projected outcomes if administered more than once to gather data from randomly selected samples. To establish reliability of the instrument, test-re-test method was used whereby the instruments were administered and re-administered after two weeks to establish the consistency of the results.



This piloting was done in three non-sampled APBET schools. A comparison of the two results was made and correlation co-efficiency was calculated by means of the Pearson Product Moment Correlation Coefficient. The higher the coefficient, the higher the reliability of the instruments and vice versa. The formula for determining correlation was given as follows:

$$r = \frac{\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}} \quad \text{Where:}$$

r = Pearson coefficient of correlation

$\sum x$  = summation of scores of x distribution

$\sum y$  = summation of scores of y distribution

$\sum x^2$  = summation of squared scores of x distribution

$\sum xy$  = summation of product of point x and y scores,  $n$  = number of point x and y scores

According to Kothari (2007), a correlation coefficient of 0.7 is considered appropriate to judge an instrument as reliable for use in a social research.

### 3.8 Data collection procedure

A study authorization and permit was acquired by the researcher from the National Commission for Science, Technology and Innovation (NACOSTI). Before commencement of the study, the researcher notified the County Education Officer and the administrators from the APBET schools sampled for study and booked an appointment to visit their schools. Questionnaires were given directly by the researcher to school administrators as well as to the trainers. Trainers helped the investigator to pass the questionnaires to the

learners. In instances where head teachers were absent, the researcher left the questionnaires and hand-picked them again after two days.

### **3.9 Data analysis techniques**

Data analysis involved preparing data by editing, cleaning, coding, categorizing and keying in the data into the Statistical Package for Social Sciences (SPSS) computer program version 20 for data analysis. Data collected was analyzed by means of descriptive statistics that included frequencies, percentages, mean scores and standard deviations. Qualitative data was analyzed using thematic analysis where themes were discussed based on objectives. Qualification of teachers and implementation of primary education curriculum was done by cross tabulating the education level of trainers with the curriculum implementation. The influence of accessibility of instructions materials, instructional methods applied and learner characteristics was analyzed using descriptive statistics. Data was systematically arranged and compacted into a spectacle which enabled conclusions to be drawn and was then presented using figures in addition to frequency tables.

### **3.10 Ethical considerations**

Permission was sought from the NACOSTI, Ministry of Education, the Sub County Education and the school administrators to get permit for the study. The researcher was keen on time management, making appointments and use of polite language in data collection. The respondents were briefed on the purpose of the study beforehand. The researcher carried out all the initial assessments and obtained all the background information in order to

circumvent any damage to the matters. Issues such as having embarrassing queries, articulating astonishment or revulsion while gathering data, use of intimidating statements or convincing individuals to say a thing that they didn't trust in or triggering fear and worry for the respondents was totally avoided. The researcher assured respondents of confidentiality about the data they would provide, that it would only be for research purposes.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1. Introduction

The purpose of the study was to explore on school-based aspects and implementation of primary education curriculum in APBET schools in Embakasi Sub-County. The factors considered included trainers' qualifications, teaching and learning resources, instructional methods and learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools.

#### 4.2. Response rate

The study included APBET institutions in Nairobi County selected from a target population in fifty four APBET institutions. The findings on the study response are shown in Table 4.1.

**Table 4.1: Response rate**

<b>Respondents</b>	<b>Sampled</b>	<b>Returned</b>	<b>Percentage</b>
Class trainers	65	63	97.0
Class prefects	65	62	95.0
Administrators	16	16	100.0
<b>Total</b>	<b>146</b>	<b>141</b>	<b>97.0</b>

The findings in Table 4.1 show that the study recorded a 97% response rate. This response rate was considered appropriate for use as it is in accord with Mugenda and Mugenda (2003)'s assertion that a seventy percent response rate

or above is considered excellent. The trainers who never returned their questionnaires were absent from school the researcher could not trace them.

### 4.3 Demographic characteristics

The first item to be analyzed for this research was the general characteristics of the respondents in an attempt to appreciate them. The demographic characteristics of the respondents who participated in the study were presented under the following sub topics:

#### 4.3.1. Gender of the respondents

The researcher established the gender of the respondents in order to accommodate for gender equity relative to age of respondents. This was meant to establish that the views of all genders were accommodated in the study. This was in recognition of the fact that one's age can be an indicator of their maturity and aptitude to reply to the framed items in the questionnaires as argued by Capelli (2008). The findings are presented in Table 4.2.

**Table 4.2: Gender of respondents**

	Class trainers		Prefects		Administrators	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	30	48.0	42	62.0	7	44.0
Female	33	53.0	20	32.0	9	56.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

The findings in Table 4.2 show that (53%) of the trainers were female. Majority (56%) of the school administrators were also females. For the upper

class prefects, majority, (62.0%) of them were males. The percentage of female respondents was higher than that of male respondents. This finding concurs with that of Muthoka (2017) whose study also established more female school administrators, prefects and trainers.

#### 4.3.2. Age of respondents

The respondents were requested to point out their age bracket. The age grouping of a person can be a pointer to their know-how level, skills and physical maturity rate (Chan, 2008). The findings of the distribution of respondents by age are presented in Table 4.3.

**Table 4.3: Distribution of students by age**

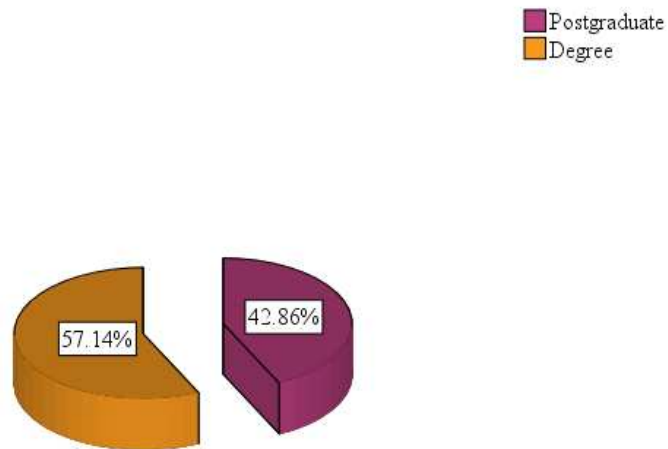
Age bracket	Class trainers		Prefects	
	Frequency	Percent	Frequency	Percent
10-14	0	0.0	18	29.0
15-19	0	0.0	14	23.0
20-24	0	0.0	16	26.0
25-29	7	11.0	9	15.0
30-34	20	32.0	2	3.0
35 and above	36	57.0	3	5.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>

The findings in Table 4.3 show that majority, (57.0%) of the class trainers were aged 35 years and above while only 11% are aged between 25-29 years. This implies that the upper class trainers are employed at such an age where

they are deemed mature enough to handle the pressures that come along with handling this kind of students. This finding agrees with that by a study conducted by Oguta (2014). The upper class prefects were fairly distributed across the age groups with 29% being aged between 15-19 years and 5% being aged between 35 years and above. This finding also agrees with Motswiri (2014) who found that most trainers were aged 35 years and above.

#### 4.3.3. Trainers highest level of qualification

The upper class trainers were required to show their peak levels of academic qualification and the findings are shown in Figure 4.1.



**Figure 4.1: Upper class trainers' highest academic qualification**

The findings in Figure 4.1 indicate that majority (57.14%) upper class trainers pointed out that their highest academic qualification was a university degree an indication that they were adequately schooled and had the necessary knowledge to understand the implementation of the curriculum in the schools.

This finding contradicts the finding by Mwanja (2013) who found that their highest academic qualification of trainers was a certificate.

#### 4.3.4. Working experience of the respondents

The school administrators and the upper-class trainers were required to indicate the number of years of work experience they had had in their respective docket. This information would be useful to the researcher in giving insights on the experience they had as well as their understanding of the issues under study. The data is presented in Table 4.4.

**Table 4.4: Distribution of the respondents by experience**

Age bracket	Class trainers		Administrators	
	Frequency	Percent	Frequency	Percent
0-3	19	30.0	4	25.0
4-6	21	33.0	6	38.0
7-10	18	29.0	6	38.0
Above 10 years	5	8.0	2	13.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

The findings in Table 4.4 point out that the respondents experience was fairly distributed on the scale used with many (33%) upper class trainers having an experience of between 4 and 6 years. Only 8% of the trainers indicated that they had an experience of above 10 years. The implication of this is that the



respondents had enough working experience to understand the issues being raised about the study. These findings concur with those by Ajibola (2008).

Two sets of six (38%) each, of the administrators indicated to have an experience of 4-6 and 7-10 years respectively. This implies that the school administrators had the requisite experience to understand the issues pertaining to curriculum implementation. The finding agrees with that of Okuta (2016) who also found in a similar study that adult education center administrators had the requisite experiences to understand effective curriculum implementation.

#### **4.4 Trainers' qualifications and implementation of primary curriculum in APBET schools**

The first objective of this study was to examine the influence of trainers' qualifications and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Effective implementation of inclusive education entails competent administrators and teachers; this may perhaps assist them to effectively implement inclusive education policy permitting all learners to learn best in typical settings (Nzomo, 2016).

Normally, teacher training is ostensibly designed, developed and administered to produce school teachers for the established system of education (Kafu, 2003). Its importance in human life has been recognized for a long time. The question under this objective was covered using 8 items in the 3 sets of

questionnaires which were subsequently analysed through frequencies under the following sub-topics:

#### 4.4.1. Highest level of qualification of trainers

Trainers were required to indicate their highest levels of education as p1 certificate, diploma, degree or postgraduate degree. This is clearly shown in the Table 4.5.

**Table 4.5: Upper class trainers' highest level of qualification**

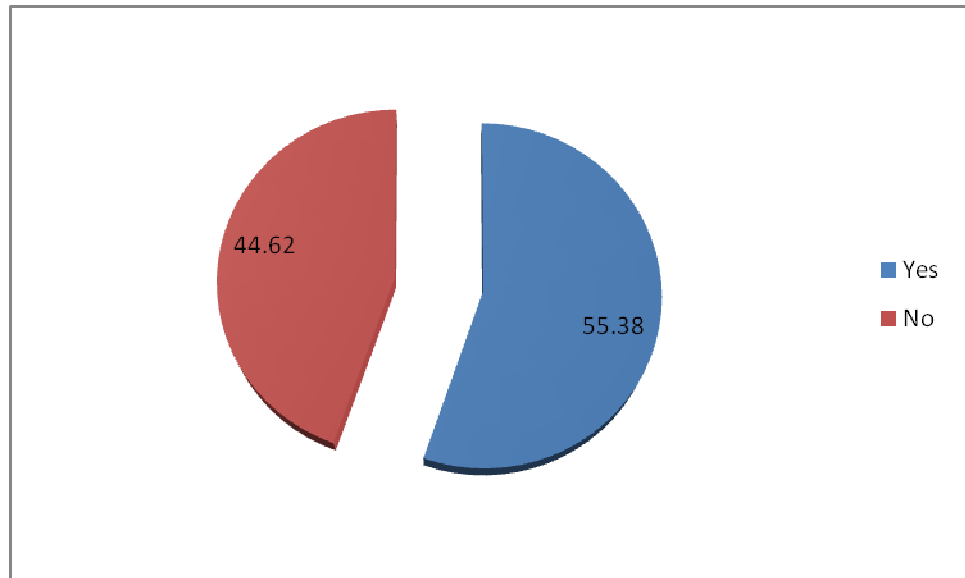
Qualification	Class trainers	
	Frequency	Percent
Master's degree	6	10.0
Degree	24	38.0
Diploma	23	37.0
P1 Certificate	10	16.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

Table 4.5 shows that a fair distribution of the upper class trainers' levels of qualification with 38 % having a degree as their highest level and 10% having a master's degree. This data helped to identify the challenges encountered in the implementation of primary curriculum in the APBET schools. The finding agrees with that of Muthoka (2017) on qualification of teachers.

#### 4.4.2. Attendance of in service courses on curriculum implementation

The study also sought to find out if the trainers had attended any in-service training courses in the past. This would enable the researcher assess the level

of readiness of the respondents in the implementation of the curriculum. The trainers were required to indicate their attendance to courses through either a yes or no response. The findings are presented in Figure 4.2.

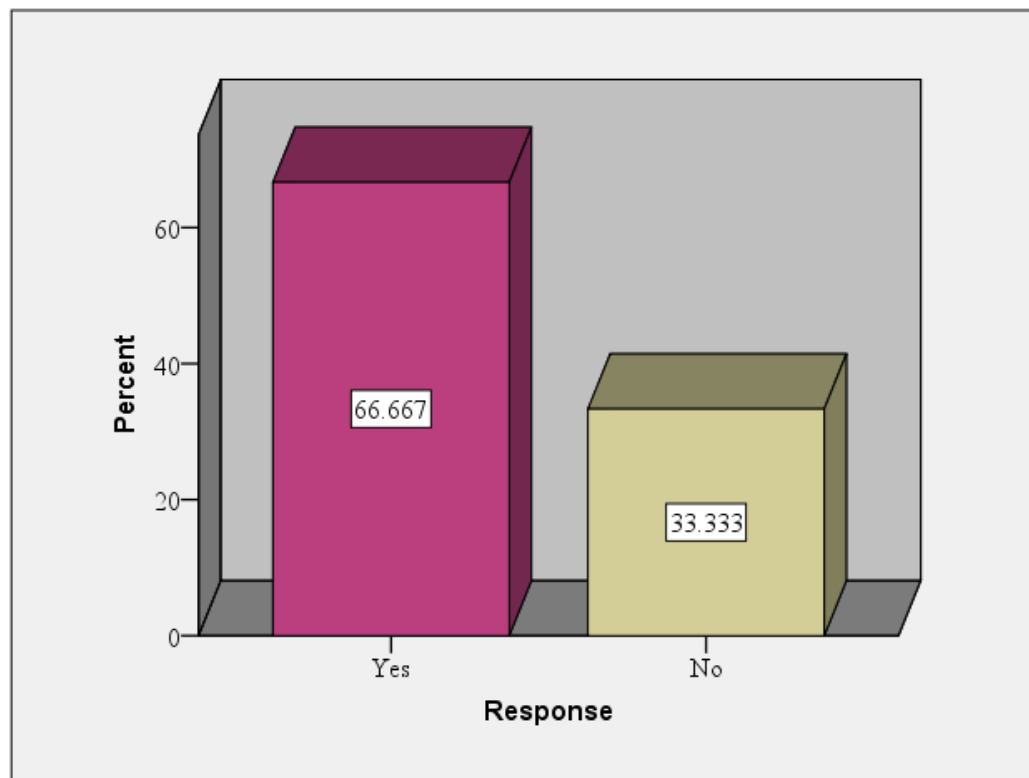


**Figure 4.2: Responses on attendance to in-service courses**

The findings in Figure 4.2 show that majority (55.38%) of the trainers had attended courses. The findings also show that 44.62% had never attended any in service training courses on curriculum implementation. The finding implies that training programmes are common in schools. The finding concurs with that by Motswiri (2014) who found that most trainers had attended courses on curriculum implementation.

#### **4.4.3. Topics on implementation of the curriculum**

The study also sought to find out whether the topics taught in the seminars assisted them to implement the primary education curriculum. This information would enable the researcher to assess the relevance of the courses to curriculum implementation. The findings are presented in Figure 4.3.



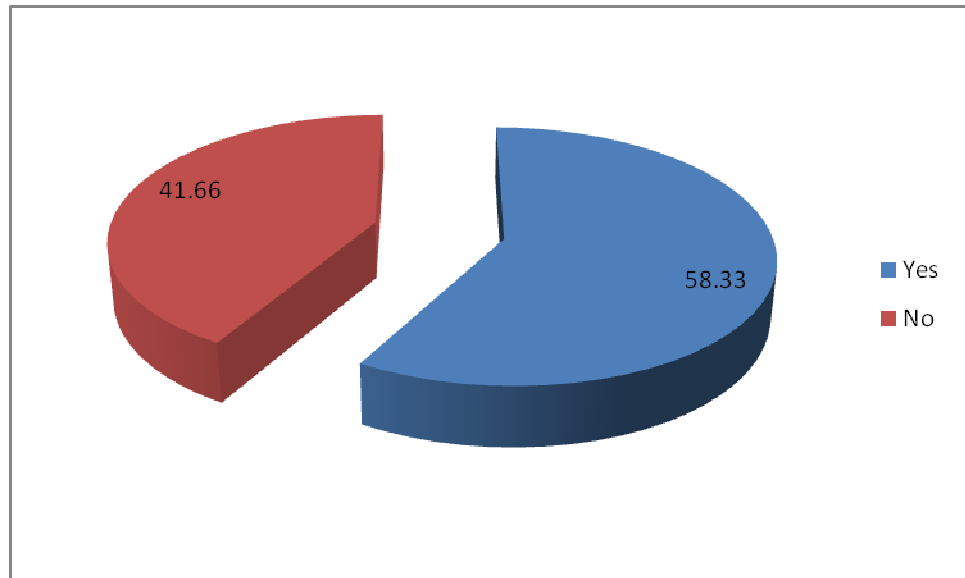
**Figure 4.3: Response on relevance of the topics**

Figure 4.3 shows that majority (66.67%) of the trainers indicated that the training programs they had attended were relevant to curriculum implementation. The implication is that the ministry through the relevant bodies organizes the programs that have the relevant topics on curriculum implementation. The finding concurs with that of Dagkas and Stathi (2007) who also found that courses and topics taught at the seminars and workshops are usually relevant to curriculum implementation.

#### **4.4.4. Professionalism versus curriculum implementation**

The administrators were required to indicate if professionalism influenced the curriculum implementation practices. The question asked was, does your

professional qualification help you improve on Implementation of Primary education curriculum? The response anticipated would be a yes or no. the findings are presented in Figure 4.4.



**Figure 4.4: Professionalism and curriculum implementation**

The findings in Table 4.4 show that majority (58.3%) of the trainers indicated that professionalism is one of the factors that influence curriculum implementation levels. This was further supported by the finding that majority, 38% had a degree as their highest level of qualification. The finding concurs with that by Mania (2017) who found that professionalism has some influence on curriculum implementation.

#### **4.4.5. Teacher training on curriculum implementation**

The aim of this study was therefore to ascertain whether teachers received pre-service training on curriculum. An item was included on the trainers' questionnaires which sought information on teachers training on curriculum. The information on this item would help to assess the influence of teacher

training on curriculum implementation. The findings are presented in Table 4.6.

**Table 4.6: Responses on trainers’ on curriculum training**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Pre-service training	8	13.0
In-service training	15	24.0
Not trained	40	63.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

The findings in Table 4.6 indicate that only 13 percent of teachers in APBET setting had training on curriculum at pre- service and 24 percent by in-service training while 63 percent had not received any training on curriculum. The findings agree with the findings of the study by United Nations Agency for International Development (UNAID) of 2008 which stated that APBET teachers in most Sub Sahara African countries don’t have the professional skills and training to promote and ensure proper curriculum implementation.

Another study by United Nations Educational Scientific and Cultural Organisation (UNESCO) in 2006 had found out that curriculum is under-implemented due to teachers’ incompetence in curriculum and discomfort in using some sensitive materials, in the classroom. Inadequate number of trained teachers on curriculum impacts negatively on the implementation of curriculum as noted by the findings of this study and other previous studies.

#### 4.4.6. Trainers qualification and implementation of curriculum

The influence of the trainers on the implementation of the curriculum was tested using some statements related to qualification of trainers. The trainers were required to indicate their level of agreement or disagreement with the statements. The findings on this item were summarized in Table 4.7.

**Table 4.7: Trainers’ qualifications and curriculum implementation**

Statement	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Highly qualified trainers are the best curriculum implementers	128	65.6	60	30.8	6	3.1	1	0.5
Curriculum implementation is dependent on the implementer	43	22.1	137	70.3	15	7.7	0	0
The trainers who attend capacity building programs are the best implementers	87	44.6	87	44.6	15	7.7	6	3.1
The ministry should always ensure the most qualified personnel are the implementers	144	73.8	46	23.6	5	2.6	0	

The findings show that majority of trainers 65.6% of trainers showed strong agreement with the statement that highly qualified trainers are the best curriculum implementers. Further findings show that 70.3% of the trainers indicated that curriculum implementation is dependent on the implementer. The study further reveals that over 89% of the teachers agree with the

statement that the trainers who attend capacity building programs are the best implementers. The findings additionally show that majority, 73.8% of the trainers agree with the statement that the ministry should always ensure the most qualified personnel are the implementers. The finding implies that trainers' qualification have influence on the curriculum implementation. This finding agrees with Starc and Strel (2012)'s assertion that teachers' qualification is a predictor of the level of implementation of any curriculum.

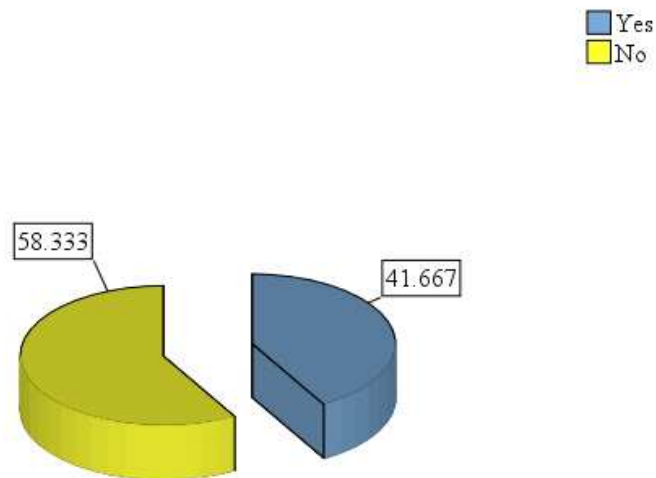
#### **4.5. Teaching- learning resources and curriculum implementation**

Objective two of the study was to establish availability of teaching-learning resources and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question asked under this objective was answered using 10 items across the 3 sets of questionnaires. The items were summarized using frequencies and discussed under the following sub-headings.

##### **4.5.1 Adequacy of instructional resources**

The upper class trainers were required to indicate the adequacy of the instructional resources. They were required to indicate by a simple yes or no response in regard to whether the resources were adequate in their schools. The findings on this item are presented in Figure 4.5.





**Figure 4.5: Responses on the adequacy of resources**

According to Figure 4.5 majority (58%) of the trainers indicated that most of the schools were deficient of adequate instructional resources while 42% had adequate instructional resources in their schools. This finding is in agreement with that by Anandu (2009) who found that majority of the teachers indicated that their schools had adequate resources.

#### **4.5.2. Text book to pupil ratio**

The class prefects were required to show the text-book to pupil ratio in their respective schools. This information would assist in giving insights on the adequacy of books which are teaching- learning resources crucial for curriculum implementation. The findings are presented in Table 4.8.

**Table 4.8: Responses on the text book to pupil ratio**

<b>Pupils per text book</b>	<b>F</b>	<b>%</b>
Less than 3	6	10.0
3-5	48	77.0
Over 5	8	13.0
<b>Total</b>	<b>62</b>	<b>100.0</b>

The findings indicate that majority (77%) of the learners pointed that there was a 3-5 textbook to pupil ratio in their schools. The subsequent open ended question on the missing resources indicated that they included but not limited to; text books, charts, exercise books, library and computers among others.

#### 4.5.3. Teaching-learning resources and curriculum implementation

The respondents were further required to indicate the extent to which they agreed with certain statements regarding the influence of teaching learning resources on curriculum implementation. The findings are presented in Table 4.9.

**Table 4.9: Teaching-learning resources and curriculum implementation**

Statement	SA		A		NO		D		SD	
	F	%	F	%	F	%	F	%	F	%
Teaching-learning resources improve learners' interest in learning	48	76.0	11	17.0	4	6.0	0	0.0	0	0.0
Teaching learning resources provide information and opportunity to practice what students have learnt	23	37.0	20	32.0	10	16.0	6	10.0	4	6.0
Lack of relevant teaching – learning resources can cause poor implementation of primary curriculum	16	25.0	20	32.0	22	35.0	2	3.0	3	5.0
Teaching learning materials stimulate the total growth and development of children	18	29.0	27	43.0	10	16.0	3	5.0	5	8.0
<b>Mean responses</b>	<b>26</b>	<b>41.0</b>	<b>20</b>	<b>31.0</b>	<b>12</b>	<b>19.0</b>	<b>3</b>	<b>5.0</b>	<b>3</b>	<b>5.0</b>

Table 4.9 revealed that majority (50%) of the respondents on average strongly agreed that; teaching resources assist trainers in teaching and also increase learners' interest in learning, instructional materials make available information and chances for learners to apply whatever they have read in school, absence of appropriate instruction resources cause little implementation of primary school curriculum and learning materials which are designed to inspire the complete progression of kids. This was followed by 31% of the respondents who only agreed with the statements. There were 3% of them who disagreed and strongly disagreed with the statements respectively. This is an indication that provision of instructional resources greatly influences implementation of primary school curriculum. The interviews reported that from their frequent visits in schools many lacked adequate instructional resources that lead to meagre curriculum implementation results. However the teachers should be encouraged to improvise where possible. This is because instructional resources help the pupils to visualize abstract concepts. This finding is in agreement with findings by Muthoka (2017) who found that teaching learning resources provision and adequacy influences curriculum implementation.

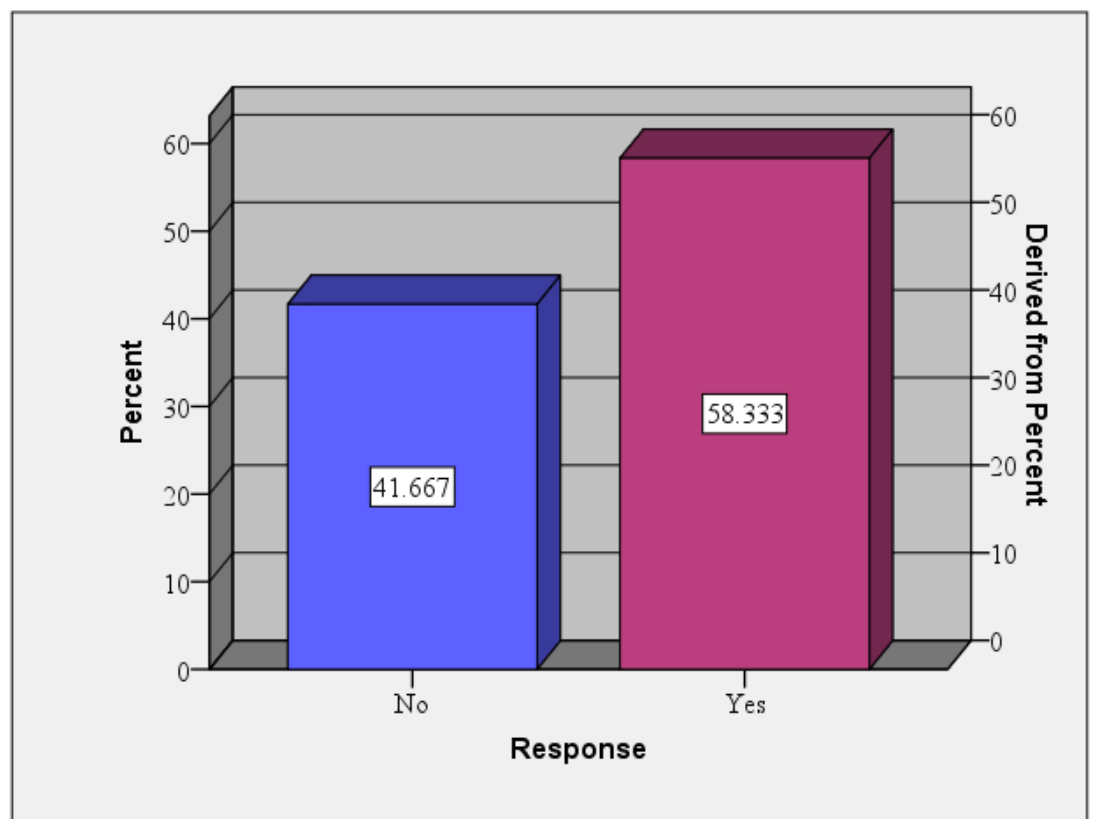
#### **4.6. Instructional methods applied by trainers and curriculum implementation**

The third objective of the study was to examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question under this

objective was answered using 10 items in the three sets of questionnaires. The items are discussed under the following sub-topics:

#### 4.6.1. Innovative classroom practices and implementation of curriculum

Innovation is defined by Encarta Dictionary as a creation (a new device or process) resulting from study and experimentation or the act of starting something for the first time; introducing something new. The study sought to find out whether the trainers adopt innovative classroom practices in the implementation of the curriculum. The findings are presented in Figure 4.6.



**Figure 4.6: Responses on the application of innovative classroom practices**

The findings in Figure 4.6 show that majority (58.3%) of the trainers utilized innovative classroom instruction practices. The implication is that trainers are

at liberty to extemporize and experiment new methods of instruction that they consider effective for teaching and learning.

#### **4.6.2: Application of various methods of teaching**

According to Muthoka (2017), at the school level, teachers are in charge of organization and management with a certain degree of flexibility. This is more revealed by the instructional approaches teachers employ in disseminating conceptions as drawn in the curriculum. An item was placed in the trainers questionnaires which sought to find out the teaching methods used in teaching lessons as shown in Table 4.10.

**Table 4.10: Responses on the application of various teaching methods**

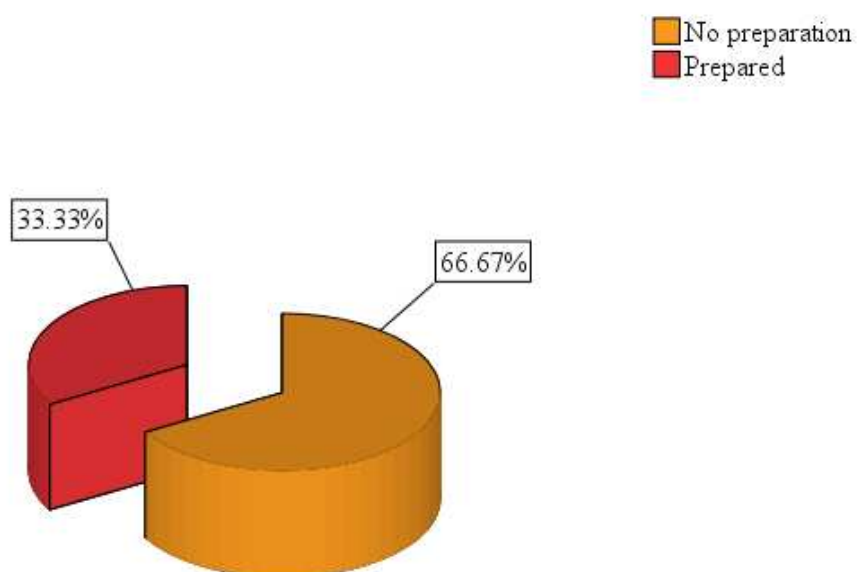
Statement	Response				Total	
	Did not use	%	Used	%	F	%
Group discussion	25	30.0	38	60.0	63	100.0
Drama and poetry	32	50.0	31	40.0	63	100.0
Use of ICT	13	10.0	50	80.0	63	100.0
Lecture	38	60.0	25	30.0	63	100.0

Table 4.10 shows that 30 percent of the upper class trainers used group discussion methods to teach lessons while 60 percent did not. Fifty percent used drama and poetry while 40 % did not. Ten percent used ICT technique while 80 % did not, 60 percent used lecturing method while 30 did not. Lecture, drama and poetry are therefore the methods that are favoured when passing messages to the pupils. This comes as a result of most schools taking part in drama and music festivals hence actively participating in recitation and

dramatization of themes. Teachers tend to prefer lecturing because it needs less logistic preparation. The least used method is ICT. This could be as a result of cost and maintenance as most of these schools acutely lack electricity. This finding agrees with that by Motswiri (2010) who established that chemistry teachers were free to use innovative methods in teaching to enhance implementation of some of the aspects of the subject.

#### 4.6.3. Lesson preparation

The administrators were required to indicate if their teachers adequately prepare for their lessons before teaching. The data is presented in Figure 4.7.



**Figure 4.7: Lesson preparedness**

The findings in Figure 4.7 show that 33 percent of the teachers prepare for their lessons while 67 percent do not prepare for their lesson. This shows that majority of teachers do not prepare for their lessons as hence this impacts

negatively on curriculum implementation. Prefects were asked methods that teachers use when teaching lesson as shown in the Table 4.11.

**Table 4.11: Innovative instruction practices**

Method	Yes		No		Total	
	F	%	F	%	F	%
Video and films	18	30.0	44	70.0	62	100.0
Demonstrations	12	20.0	50	80.0	62	100.0
Role plays	6	10.0	56	90.0	62	100.0
Discussion groups	32	52.0	30	48.0	62	100.0

Table 4.11 indicates that 80% of the prefects specified that teachers do not use demonstrations and illustrations as a method of teaching while 20 percent said teachers do use. Thirty percent confirmed that teachers used films and video while 70 percent indicated that they do not. Ten percent stated that teachers used role plays in their lessons while 90 percent indicated that they do not.

This finding on whether the teachers used innovative teaching methods when disseminating communications is confirmed in literature by Kruijer (2010) who argues that child-centered participatory teaching methods are the best for disseminating knowledge to students. The finding is also in agreement with that of Muthoka (2017) who found that teachers were not adopting innovative teaching methods.

#### 4.7. Learner characteristics and the implementation of primary education curriculum

The fourth objective of the study was to determine learner characteristics and the implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question under this objective was answered using 12 items spread across the 3 sets of questionnaires. The items were analyzed through frequencies and discussed under the following sub-headings:

##### 4.7.1. Number of learners in a school

The class trainers were required to indicate the average number of learners in their classes. This information would assist the researcher ascertain the actual behavior of the learners as numbers can be a pointer to that. The findings on this item are presented in Figure 4.8.

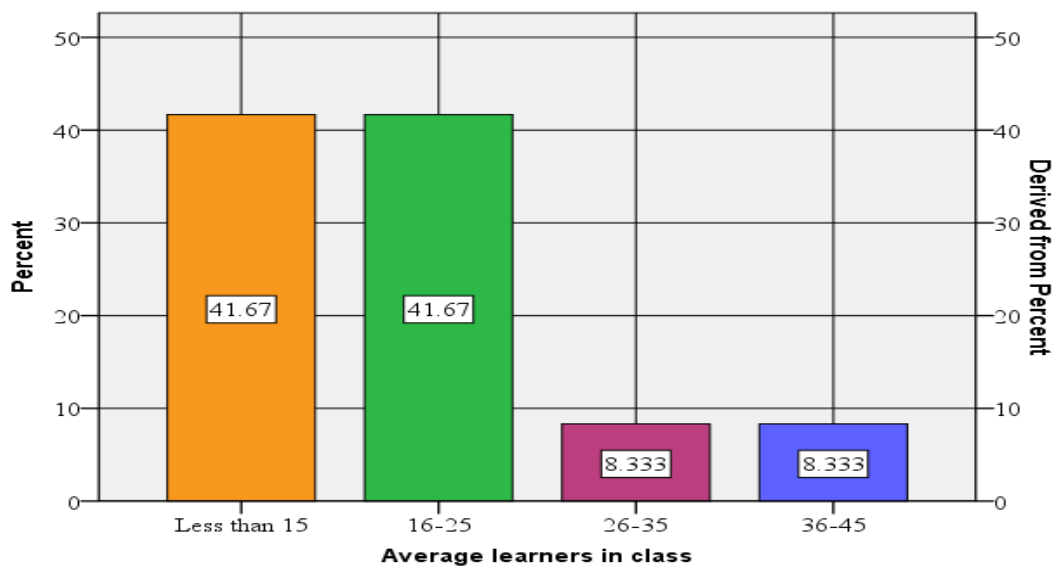


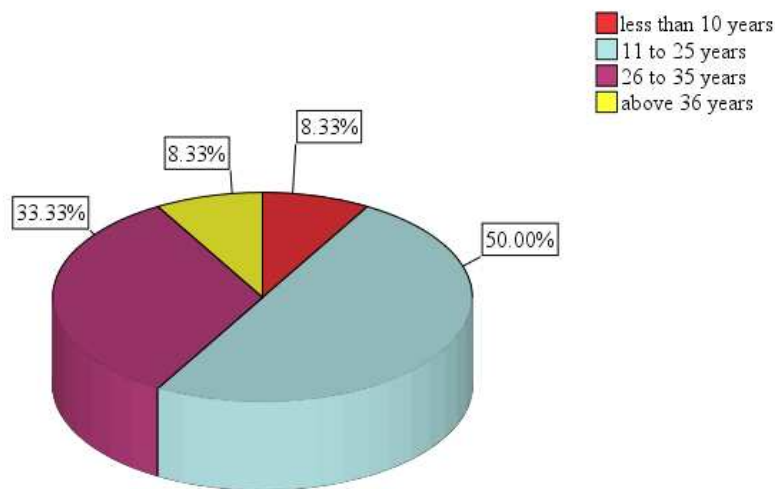
Figure 4.8: Average number of learners in class



The findings in Figure 4.8 show that majority (83%) of the students are averagely in the age groups of less 15 years and 16-25 years. The implication is that the respondents were mature enough to understand the issues under study. The findings concur with those by Muthoka (2017) who found that learners in the APBET schools are at the average ages of 6-15 years.

#### 4.7.2. Average age of learners in the school

The upper class prefects were required to indicate the average ages of learners in their classes. This information was important in assessing the age of the learners as one characteristic under study. The findings are presented in Figure 4.9.



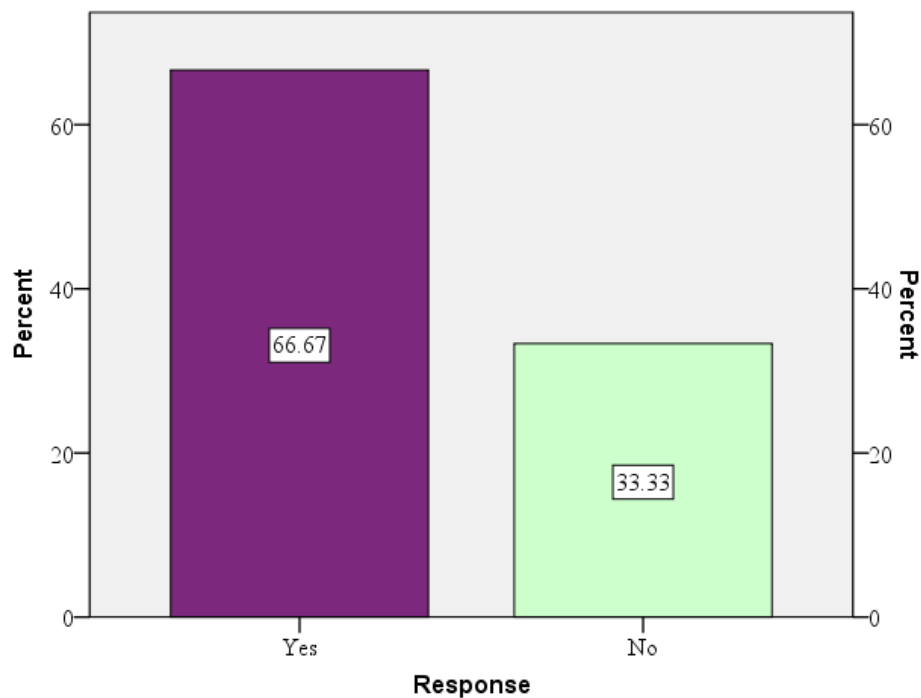
**Figure 4.9: Learners' average age**

The findings in Figure 4.9 show that fifty percent of the upper class prefects indicated that most learners were in the age group 6-15 years. The findings agree with those by Yara and Otieno (2010) who found that most students were aged between 6 and 15 years. This finding implies that many APBET centres are training the students who are of school going age but for some

reason they do not fit or are unable to school in the formal schools. This finding disagrees with that by Mwanja (2013) whose study on the determinants of curriculum implementation in primary schools in Mbooni District, Makueni County, established that most learners in APBET centres were of school going age.

#### 4.7.3. Learners attitude and curriculum implementation

The class prefects were required to indicate whether they thought learners' attitudes influences curriculum implementation in schools. They were required to simply show by a yes or no answer. This information was crucial in assessing the learners' perceptions about the curriculum that they are taught at school. The findings are presented in Figure 4.10.

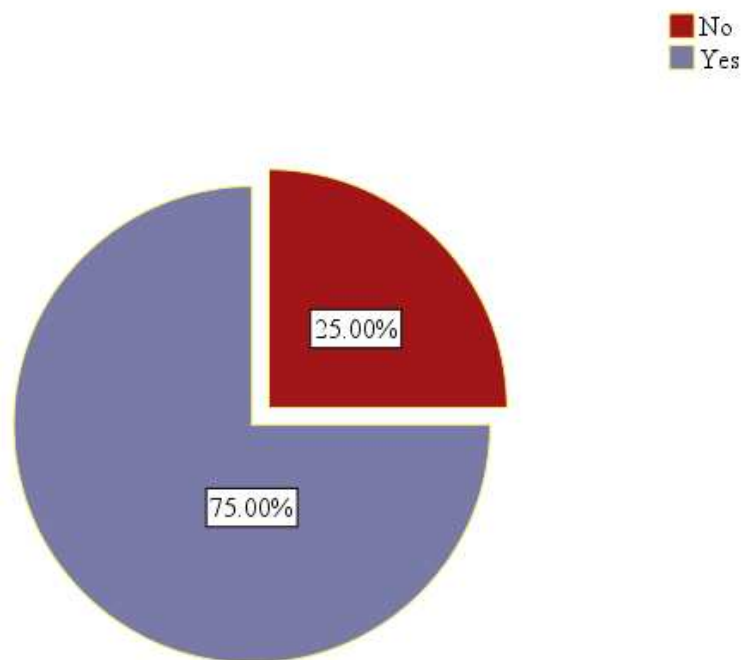


**Figure 4.10: Responses on influence of attitude on implementation of curriculum**

The findings in Figure 4.10 indicate that majority (66.7%) of the prefects who are learners indicated that learners' attitude influences the implementation of the curriculum while 28.431% respondents indicated that it does not affect curriculum implementation. This implies that when students are not very cooperative during the lessons thus giving trainers challenges, then curriculum implementation becomes a very difficult task. The findings are in line with Kinnaird (2010) who established that attitude has an impact on academic performance of high school students receiving instructions. The finding also concurs to that by Engelbrecht, Oswald, Swart, Kitching and Eloft (2005), who established that learners' attitude influences curriculum implementation in special settings.

#### **4.7.4. Presence of special learners in the school**

The prefects were also required to indicate if there were any special needs students in their school. The presence or absence of special learners in a centre can go a long way in determining the attitudes of the learners and tutors in the implementation activities geared towards inclusion of all (Okorodudu, 2009). The findings are presented in Figure 4.11.



#### **4.11: Presence of special needs students**

The findings in Figure 4.11 show that majority (75%) of the learners indicated that there were indeed students with special needs in their schools. The special needs of these students may influence the level of implementation of the primary education curriculum in the schools. This implies that all curriculum implementation activities should be geared towards ensuring there is inclusivity of all kinds of learners. The findings agree to those by Omas (2007) who found that the presence of learners with special needs in schools influence the implementation of curriculum in schools.

#### **4.7.5 Learner characteristics and curriculum implementation**

The aim of the study was to determine learner characteristics and implementation of primary education curriculum. The researcher used four items in the questionnaire to test the influence of learner characteristics on

curriculum implementation. The learners were given statement regarding their characteristics versus implementation which they were to score on a scale ranging from strongly agree to strongly disagree. The findings are presented in Table 4.12.

**Table 4.12: Learner characteristics and curriculum implementation**

Statement	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Learner's age influences their acceptance on what is taught	38	61.0	21	33.0	0	0.0	3	6.0	0	0.0	62	100.0
Mature learners know what they want in life and thus cooperate more and are more receptive to education	0	0.0	6	1.0	0	0.0	21	33.0	41	66.0	62	100.0
Learners attitude influences what they score in their studies	36	58.0	24	38.0	2	3.0	6	1.0	6	1.0	62	100.0
Learners who interact well with their peers and teachers like their studies more	41	66.0	13	21.0	3	5.0	3	4.0	3	5.0	62	100.0

The findings in Table 4.12 show that majority (61.0%) of the students indicated strong agreement with the statement that learner's age influences their acceptance on what is taught. Many (33.0%) of the students also indicated agreement with the same statement. Only 6.0% of the students disagreed with the statement that learners' age affects their acceptance with

content being taught. This finding agrees with that of Marriot and Marriot (2003) who found that many students indicated that their ages determined their acceptance levels of content.

The findings also indicate that majority (66.0%) indicated strong disagreement with the statement that “mature learners know what they want in life and thus cooperate more and are more receptive to education”. Only 1.0% of the students agree with the same statement while none strongly agreed. The finding implies that one’s age relates directly to one’s choices in life like appreciation of education. The finding concurs with that of Omao (2007) who found that the more mature learners appreciated education more than those with lower ages.

Further findings indicate that most (58.0%) respondents indicate strong agreement with the statement that learners attitude influences what they score in their studies. The implication from this finding is that the learner characteristics such as age have some effects on their acceptance of the curriculum and ultimately its implementation. This finding agrees with those of Mock and Kauffman (2002), who found a strong positive relationship between learners’ characteristics and curriculum implementation.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter presents the summary of the study, conclusions and recommendations. The chapter additionally presents suggestions for further research.

#### **5.2. Summary of the Study**

The purpose of the study was to investigate on the School based factors and implementation of primary education curriculum in APBET schools in Embakasi sub-county, Kenya. The researcher aimed at providing possible solutions to enhance the implementation of the primary education curriculum in the APBET schools in the sub county. The research was based upon four research objectives and four research questions from which the independent variables were specified. The variables included the trainers' qualifications, teaching and learning resources, instructional methods and learner characteristics and implementation of primary education curriculum. Concerning the School based factors and implementation of primary education curriculum in APBET schools, the study revealed that trainers' qualification is not an intensive enough predictor for implementation of primary curriculum. On the teaching learning resources, it was found that they do not affect implementation of the curriculum in APBET schools.

The first objective was to determine trainers' qualification and implementation of primary education curriculum in Approved Basic Education and Training

schools in Embakasi Sub-County. It was found that only 37 percent of the trainers had training on curriculum of which 24 percent by in-service training and 13 percent by pre-service training. Sixty three percent did not have any training on curriculum. Majority (50%) of the respondents agreed with the statement that teaching resources assisted teachers in teaching and also increased learners' interest in learning, instructional materials accord chances for learners to apply content learned in school, absence of appropriate training materials cause little implementation of primary school curriculum and learning materials usually motivate the total growth and development of kids. Thirty one percent of the respondents only agreed with the statements. There were 3% of them who disagreed and strongly disagreed with the statement that instructional materials motivate the whole growth and development of children.

The second objective was to determine accessibility of instructional resources on primary education curriculum implementation in Approved Basic Education and Training schools in Embakasi Sub-County. The study discovered that many of the institutions had insufficient resources and that there was text books scarcity with a ratio of 1:5. The study also discovered school facilities had a great impact on implementation of primary school curriculum, availability of school facilities influences pupils' performance, schools with stocked libraries record impressive educational results and the degree of usage of school facilities enhances implementation of primary education curriculum. It is the responsibility of the head teacher to ensure that



there is adequate classroom space to enable the teaching-learning process take place without any hitches. He should ensure that the facilities are used efficiently and effectively.

The third objective of the study was to examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The study established from 49% of the respondents that instructional methodologies had great effects on implementation of the primary education curriculum in the sub county. This also reflected on teachers' commitment to teaching activities which finally affected implementation of primary education curriculum. Fifty eight percent of the respondents indicated that their schools had inadequate resources. This affected the implementation of primary education curriculum in the sub county. Learning resources enhance learner's involvement in the classroom for actual real learning to take place. The quality and appropriateness of resources for example instructional materials affects the efficiency of curriculum implementation. The study found out from 58.1% of the respondents that primary education instructional materials were selected by subject panels. This means that the right materials may not be selected because the head teacher may not know the new primary curriculum materials that are introduced in the subjects they don't teach. This consequently affected the implementation of primary education curriculum.

The fourth objective was to determine learner characteristics and implementation of primary education curriculum in Approved Basic Education

and Training schools in Embakasi Sub-County. However, (60%) of the respondents quoted that learner characteristics influence the implementation of the primary school curriculum. This was also hammered by the researchers' observations in the age and entry behaviour that learners were predictors of the extent of curriculum implementation. The bulk (70%) of respondents pointed out that the characteristics of learners influenced the level and learning taking place in schools.

### **5.3. Conclusions**

The purpose of the study was to explore the school-based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County, Kenya. The study factors included the qualification of trainers, teaching/learning materials, instructional methods and learner characteristics. The following conclusions were therefore drawn: The findings led to the conclusion that the trainers in the APBET schools needs to be stimulated and encouraged to train in procedures of handling APBET learners. Secondly, the teaching-learning materials were inadequate and in some schools unavailable. This was a challenge to the implementation of primary curriculum in the school. Thirdly, the government should give more money to schools in order to expedite the creation and facelifts in APBET schools. The study also revealed that learner characteristics determine the level and extent of implementation of primary education in APBET schools.

#### **5.4. Recommendations of the study**

The subsequent recommendations were made in line with the study findings: Trainers' qualifications ought to be heightened. Education is the key to achievement which only comes once one is educated by an individual with knowledge and one who is vastly qualified. The Government through the ministry of education should get involved in the process of employing trainers and also confirm that only qualified trainers are assigned in the APBET schools so as to guarantee competency which leads to curriculum implementation.

The trainers should be encouraged to be innovative as well as creative in the instructional methods they adopt and ensure they rely more on the child-centered methods. Refresher courses on some of the innovative instructional methods should be adopted on both national and county levels so as to impart up to date knowledge and relevant skills.

The trainers should extemporize the teaching and learning resources such as the charts so that the schools will only buy the ones that are hard to improvise.

The school administration should come up with new and better strategies for their teachers so as to improve their curriculum implementation levels and practices.

### **5.5. Suggestions for further research**

Considering the limitations and delimitations of this study, the researcher makes the subsequent suggestions for more research:

- (i) There is necessity to carry out a study aimed at establishing the effect of socio-economic factors on implementation of primary school education curriculum in Embakasi Sub County.
- (ii) A comparable study ought to be conducted in the APBET schools which are run differently from the public schools for comparison purposes.
- (iii) The influence of head teachers' individual characteristics on the implementation of primary school education curriculum.

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## APPENDICES

### APPENDIX 1: LETTER FOR INTRODUCTION

University of Nairobi,  
College of Education and External Studies  
Department of Educational Administration and Planning  
P.O. Box, 92 - 00902  
Kikuyu  
8<sup>th</sup> March, 2018

The Directors/Administrators  
\_\_\_\_\_ Primary School,  
P. O Box \_\_\_\_\_, Nairobi

Dear Sir/Madam,

#### **REF: REQUEST FOR RESEARCH DATA IN YOUR INSTITUTION**

I am a student at the University of Nairobi wishing to carry out a research on: *school based factors and implementation of education curriculum in approved basic education and training schools in Embakasi sub-county, Kenya* in the month of January 2018. The research will focus on qualifications of trainers, teaching and learning resources, instructional methods and learners 'characteristics. The target population of the study is the administrator, trainers and upper class pupils. If offered the opportunity, I will highly appreciate to research in your institution. I assure you that the information will be used for academic purposes only.

Thank you.

Yours faithfully,

Nyaga Catherine.

## APPENDIX II: QUESTIONNAIRE FOR ADMINISTRATORS

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub County, Kenya. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of Primary education in primary schools in Kenya. I assure you confidentiality. Where there are choices, tick the appropriate.

### Section A: General information

1. What is your gender? Male (  ) Female (  )
2. Which is your highest level of qualification? PhD (  ) Med (  ) Dip (  )  
S1 (  ) P1 (  ) ECD (  ) Untrained (  )
3. What is your working experience as an administrator in the primary sector  
(a) 0-3 years (  ) (b) 4-6 years (  ) (c) 7-10 years (  ) (d) above 10 years (  )

### Section B: Level of qualifications of trainers and implementation of primary education curriculum

4. Does your professional qualification help you improve on Implementation of Primary education curriculum? Yes (  ), No (  ).

If No, give reasons

---

5. Have you attended any training and development course in primary curriculum implementation in the recent past?

Yes, ( ), No ( ). If yes, how was it significant in primary education curriculum implementation\_\_\_\_\_?

6. Are new trainers inducted in primary education curriculum implementation before service in your school?

Yes, ( ), No ( ). If No, give reasons \_\_\_\_\_

7. How often do your trainers attend in-service training courses on curriculum implementation? \_\_\_\_\_

8. How many trainers do you have in your school? Trained ( ), Untrained ( ).

**Section C: Availability of teaching and learning resources and implementation of primary education curriculum**

9. What is the textbook/pupil ratio in all subjects in the classroom?

Mathematics ( )

English ( )

Kiswahili ( )

Social Sciences ( )

Science ( )

10. What is the teacher: pupil ratio in your school? ( ) .

11. Does the learning institution provide learners with: textbooks ( ), exercise books ( ), Pens/Pencils ( ), Erasers ( ) .

12. What is the total number of classrooms in your school? ( )

**Section D: Instructional methods and implementation of primary education curriculum**

13. Do trainers in your school adopt the following methods of instruction:

- (a) Lecture ( )
- (b) Team teaching ( )
- (c) Peer teaching ( )

14. How effective would you rate each of the following methods of instruction in implementing the primary education curriculum in APBET schools.

<b>Method</b>	<b>Very effective</b>	<b>Effective</b>	<b>Ineffective</b>	<b>Very ineffective</b>
Lecture				
Team teaching				
Peer teaching				

15. Which other methods do trainers in your school adopt in instruction to learners?

---

**Section E: Learner characteristics and implementation of primary education curriculum**

16. What is the approximate percentage of learners transiting to secondary schools per year for the last three years? ( ).

17. How many pupils do you have in your school? ( ).

18. Are there special needs children in your school? Yes ( ), No ( ). If No, how many? ( )

19. Do you have anything else to contribute in relation to school based factors and implementation of primary education curriculum?

---

**Thank you for your cooperation.**

### **APPENDIX III: QUESTIONNAIRE FOR CLASS TRAINERS**

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub County. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of Primary education in primary schools in Kenya. I assure you confidentiality. Where there are choices, tick the appropriate.

#### **Section A: General information**

1. What is your gender? Male(  ), Female (  ).
2. Which is your highest level of qualification? Ph.D. (  ) Med (  ) Dip (  ) S1 (  ) P1 (  ) ECD(  ) Untrained (  ).
3. What is your working experience as a teacher in primary sector  
(a) 0-3 years (  ) (b) 4-6 (  ) (c) 7-10 (  ) (d) above 10 years

#### **Section B: Level of qualifications of trainers and implementation of primary education curriculum**

4. Do you have a primary education syllabus? Yes (  ) No (  ). If no which syllabus do you use?  

---

5. Do you have schemes of work Yes (  ) No (  ). If yes, how are they significant in implementation of primary education curriculum?  

---



6. Have you attended any in-service course on primary curriculum implementation in the recent past? Yes (  ), No (  ).

If yes, how was it significant in the implementation of primary education curriculum?

---

**Section C: Availability of teaching and learning resources and implementation of primary education curriculum**

7. Do you have adequate teaching and learning materials in your school? Yes (  ) No (  ) If no, how does teaching and learning take place?

---

8. What types of teaching/learning aids are available for learners in your teaching subjects?

---

9. What makes you feel that the teaching/learning materials are necessary?

---

10. What is the average pupil/ textbook ratio in your subject area? (  )

**Section D: Instructional methods and implementation of primary education curriculum**

11. Which of these teaching methods do you mostly apply in the teaching and learning process? Lecture (  ), Discussion (  ), Role play (  ), Demonstration (  ), Question and answer (  ), others (specify).\_\_\_\_\_.

12. Rate the following teaching methods with No.1 as the most frequently used and No. 5 as the least used.

Teaching Method	Frequency	Reason for using the method
Lecture		
Discussion		
Role play		
Demonstration		
Others(Specify		

**Section E: Learner characteristics and implementation of primary education curriculum**

13. What is the average number of pupils in your class? Boys ( ) Girls ( )

14. What is the average age of pupils in your class? ( )

15. Do you have any special children in your class? Yes ( ) , No ( )If yes, how many ( )

16. What would you recommend to enhance implementation of primary education curriculum?

---

**Thank you for your co-operation.**

## APPENDIX IV: QUESTIONNAIRE FOR PREFECTS

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of primary education in primary schools in Kenya. I assure you of confidentiality. Where there are choices, tick the appropriate.

### Section A: General Information

1. What is your gender? Boy ( ) Girl ( ).
2. What is your age bracket (a) 10-14 years [ ] (b) 15- 19 [ ] (c) 20- 24 (d) 25-29 (e) 30- 34 [ ] (f) 35 years and above [ ]
3. Which class are you in? ( ).

### Section B: Trainers' qualification levels

4. Do you consider the trainers in your school qualified? Yes [ ] No [ ]. If no why\_\_\_\_\_

### Section C: Availability of teaching and learning resources and implementation of primary education curriculum

5. How many are you in your class? ( )
6. Do you have enough trainers for:

English	Yes ( )	Yes ( )
Kiswahili	Yes ( )	No ( )
Mathematics	Yes ( )	No ( )
Science	Yes ( )	No ( )
Social studies	Yes ( )	No ( )
CRE	Yes ( )	No ( )
7. Do you have enough books for

English	Yes ( )	No ( )
Kiswahili	Yes ( )	No ( )
Mathematics	Yes ( )	No ( )
Science	Yes ( )	No ( )

Social Studies Yes ( ) No ( )

CRE Yes ( ) No ( )

8. Does the school provide textbooks Yes ( ) No ( ) pens Yes ( ) No ( ) exercise books Yes ( ), No ( ).

9. Do you have a school Library? Yes ( ) No ( ).

10. Do you have a playing field? Yes ( ) No ( ).

11. Do you sit on chairs ( ) mats ( ). If you sit on chairs, how many pupils sit on one chair ( ).

**Section D: Instructional methods and implementation of primary education curriculum**

12. Which teaching method do your trainers often use? Lecture ( ), Discussion ( ) Role play ( ), Demonstration ( ). Tick as appropriate.

13. Do you think what you learn will be helpful in future? Yes ( ), No ( ).

14. Indicate the effectiveness of the following teaching methods if used by your trainers.

<b>Teaching Method</b>	<b>Very effective</b>	<b>Effective</b>	<b>Ineffective</b>	<b>Very ineffective</b>
Lecture				
Discussion				
Role play				
Demonstration				

**Thank you for participating in this study.**

## Appendix V: Regional Coordinator of Education Authorization Letter

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
STATE DEPARTMENT OF EDUCATION

Email: deoembakasi@gmail.com



REPUBLIC OF KENYA

SUB COUNTY EDUCATION OFFICE  
EMBAKASI SUB COUNTY  
P.O. BOX 1288-00518  
KAYOLE.

Ref.Emba/Edu/Authority/019/Vol1/74

16<sup>th</sup> August, 2018

To All APBET Schools  
Headteachers  
Embakasi Subcounty

**RE: RESEARCH AUTHORIZATION.**

This is to confirm that Catherine Wawira Nyaga a student of University of Nairobi has the authority to carry out a research on **“Influence of school based factors on implementation of education curriculum in approved basic education and training schools”** in Embakasi Sub-County Nairobi.

Please accord her the necessary assistance.

However, ensure the research activities do not interfere with the normal school routine.

A blue ink handwritten signature and date '16/8/2018' are written over a faint blue stamp. The stamp contains the text: 'FOR DISTRICT OFFICE', 'EMBAKASI', 'P.O. Box 1288', and 'KAYOLE'.  
**LUCIE OJOO**  
SUB-COUNTY DIRECTOR OF EDUCATION.  
EMBAKASI.

## Appendix VI: Regional Coordinator of Education Authorization Letter



Republic of Kenya  
MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi  
Telephone: Nairobi 020 2453699  
Email: [rcenairobi@gmail.com](mailto:rcenairobi@gmail.com)  
[cdenairobi@gmail.com](mailto:cdenairobi@gmail.com)

REGIONAL COORDINATOR OF EDUCATION  
NAIROBI REGION  
NYAYO HOUSE  
P.O. Box 74629 - 00200  
NAIROBI

When replying please quote

Ref: RCE/NRB/GEN/1/VOL. 1

Date: 8<sup>th</sup> August, 2018

Catherine Wawira Nyaga  
University of Nairobi  
P O Box 30197-00100  
KISII

**RE: RESEARCH AUTHORIZATION**

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "**Influence of school based factors on implementation of education curriculum in approved basic education and training schools in Embakasi Sub-County, Kenya**".

This office has no objection and authority is hereby granted for a period ending **30<sup>th</sup> July, 2019** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

**JAMES KIMOTHO**  
**FOR: REGIONAL COORDINATOR OF EDUCATION**  
**NAIROBI**

C.C.

Director General/CEO  
Nation Commission for Science, Technology and Innovation  
**NAIROBI**

## Appendix VII: NACOSTI Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/60755/23934**

Date: **1<sup>st</sup> August, 2018**

Catherine Wawira Nyaga  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of school based factors on implementation of education curriculum in approved basic education and training schools in Embakasi Sub-County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **30<sup>th</sup> July, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.

## Appendix VIII: Research Permit

**THIS IS TO CERTIFY THAT:**  
**MS. CATHERINE WAWIRA NYAGA**  
**of UNIVERSITY OF NAIROBI, 30197-100**  
**NAIROBI, has been permitted to conduct**  
**research in Nairobi County**

**Permit No : NACOSTI/P/18/60755/23934**  
**Date Of Issue : 1st August,2018**  
**Fee Received :Ksh 1000**

**on the topic: INFLUENCE OF SCHOOL**  
**BASED FACTORS ON IMPLEMENTATION**  
**OF EDUCATION CURRICULUM IN**  
**APPROVED BASIC EDUCATION AND**  
**TRAINING SCHOOLS IN EMBAKASI**  
**SUB-COUNTY, KENYA**

**for the period ending:**  
**30th July,2019**



  
.....  
**Applicant's**  
**Signature**

  
.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No.A 19807**

**CONDITIONS: see back page**



**SCHOOL BASED FACTORS AND IMPLEMENTATION OF PRIMARY  
EDUCATION CURRICULUM IN APPROVED BASIC EDUCATION AND  
TRAINING SCHOOLS IN EMBAKASI SUB-COUNTY, KENYA**

**Nyaga Catherine Wawira**

**A Research Project Submitted in Partial Fulfillment of the Requirements  
for the Degree in Master of Education in Curriculum Studies**

**University of Nairobi**

**2018**

## **DECLARATION**

This project is my original work and has not been submitted for any award in another university.

.....  
Nyaga Catherine  
E55/78869/2015

This project has been submitted for examination with our approval as university supervisors.

.....  
Dr. Rosemary Imonje  
Lecturer  
Department of Educational Administration and Planning  
University of Nairobi

.....  
Dr. Lucy W. Njagi  
Lecturer  
Department of Educational Administration and Planning  
University of Nairobi

## **DEDICATION**

This work is dedicated to; my husband Gabriel Muriira and our children  
Immaculate Kiendi and Alex Rugendo.

## **ACKNOWLEDGMENTS**

Before acknowledging anyone on this earth, I must first thank God for instilling in me the urge for further studies, his protection and providence during this time of my academic life. I also acknowledge my supervisors Dr. Rosemary Imonje and Dr. Lucy W. Njagi for their guidance, constructive suggestions and dedication without which this study would not have reached its completion.

I acknowledge all the lecturers and academic peers in the Department of Educational Administration and Planning under the able leadership of Dr. Jeremiah M. Kalai for their continued encouragement and support during the entire course.

I must acknowledge the Ministry of Education office (Education officers) for providing a record of all Approved Basic Education and Training schools in Embakasi Sub- County. I highly acknowledge school administrators, trainers and pupils from all the sample schools in Embakasi Sub-county for their co-operation in responding to research instruments within short notices.

Special thanks go to my beloved husband, Gabriel, for financial and moral support and acceptance to forego my company and care while I was studying. To my dear children, Immaculate and Alex for their patience and co-operation. To my intimate friend Makori Lydia Kemuma and Adero Seraphine Apiyo who held me up when I appeared to drawn in academic challenges and finally to my friend Rachael who tirelessly and timelessly formatted and edited my work.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>APBET</b>	Approved Basic Education and Training
<b>EFA</b>	Education for All
<b>GoK</b>	Government of Kenya
<b>MoE</b>	Ministry of Education
<b>MoEST</b>	Ministry of Education, Science and Technology
<b>RBV</b>	Resource Based View
<b>SDGs</b>	Sustainable Development Goals
<b>UIS</b>	Unesco Institute of Statistics
<b>UNAID</b>	United Nations Agency for International Development
<b>UNESCO</b>	United Nations Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children Education Fund

## **ABSTRACT**

This research project sought to investigate on School based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County, Kenya. The specific objectives of the study were to examine on trainers' qualifications, availability of teaching and learning resources, instructional methods, learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Four research questions were formulated in line with the objectives. The study was a descriptive survey type adopting a descriptive approach on School based factors and implementation of education curriculum in APBET schools in Embakasi Sub County, Kenya. Questionnaires targeting 146 respondents (upper class trainers, class prefects and administrators) who are in one way or the other involved in curriculum implementation were used to collect the data. Simple random sampling to select the sample size for the trainers and prefects' respondents was used while census sampling was used for the administrators. The 16 head teachers of the 16 selected schools participated in the study. Piloting was done to establish reliability and validity of research instruments. Data was analyzed using descriptive statistics. The findings of the study revealed that trainer's qualifications, insufficient teaching and learning materials, instructional methods and learner characteristics impacted negatively on the implementation of curriculum. This study recommends that trainers' qualifications should be heightened and the trainers should be encouraged to be innovative as well as creative in the instructional methods they adopt and ensure they rely more on the child-centered methods.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Regimes' throughout the world recognize the critical role played by Approved Basic Education and training schools in increasing access to education especially in informal settlements and other marginalized areas. Generally, children in these areas are unable to access government schools due to insecurity, long distances and diverse economic and social challenges. It is in these informal settlements that Approved Basic Education and Training (APBET) schools have been established to meet the learning needs of primary school children (Republic of Kenya, 2012). The Ministry of Education, Science and Technology (MoEST), in the past had not legally recognized APBET institutions since they do not meet school registration requirements inter alia acreage, staffing, facilities among others (MoEST, 2015).

The Kenyan policy framework for Approved Basic Education and Training was formulated in 2009, with the goal of facilitating the registration of APBET institutions by the Ministry of Education (Republic of Kenya, 2012). The framework would also enable funding of these institutions by prospective partners; provide guidance on regulations and quality education through implementation of primary education curriculum (MoEST, 2015). Article 43 of the Constitution of Kenya recognizes education as a human right. Section 39 (c) of the Basic Education Act of 2013 ensures that children from marginalized regions, vulnerable or disadvantaged are not discriminated

against and have the right to pursue and complete their basic education (MoEST, 2015).

For Primary education curriculum to be well implemented and to achieve some perceptible achievements, institutional aspects including human, physical facilities and other resources should be properly distributed and used (Njoroge, 2013). Altogether, learner characteristics should be examined and considered, as well as proper instruction methodologies geared towards the implementation of primary education curriculum utilized in an effort to fulfill pupils' education needs (Mungai, 2013).

The United Nations Agency for International Development (UNAID)'s Sustainable Development office has established a policy for dealing with curriculum implementation grounded upon more than a ten year span of organized learning modification efforts. Aspects of the study are: communication of messages to learners and teachers; provision by the Ministries of Education (MOEs) to the education sector as well as sustenance ground-breaking supply of schooling to orphaned children in addition to other susceptible kids (Barnett, 2008).

Governments world over, recognize the role played by APBET institutions in providing basic education (UNICEF/UIS, 2014). In Pakistan, the Government in conjunction with USAID is increasing access to primary education for out of school children by offering education programs that provide emergency education to the displaced children by military conflicts, enrolling new learners, offering non formal education programs, repair and construction of

schools in underserved communities to address barriers that keep students from enrolling and staying in school (USAID, 2018).

In Ethiopia, of which 80 million people are pastoralists, primary education curriculum is highly embraced by donors, civil society, communities and other actors as a means of increasing enrolment and ensuring equity for the disadvantaged including girls, special needs children, children from pastoralists communities, semi-agriculturalists and the marginalized groups (World Bank, 2015). To enhance quality education, the General Program for Education (GPE) that consists of development partners works to facilitate curriculum implementation through provision of teaching and learning materials, teacher development programs, pre-service and in-service courses, school improvement programs, capacity building programs and ICT education programs from kindergarten to grade 12 (Global Partnership for Education, 2017).

According to Okorodudu (2009), the level of education of adult education trainers remains a key determinant of the value of education offered. Barnett (2008) recommended that more learned adult tutors possess more knowledge and expertise in addition to being very likely to produce better-off learning related activities which are applicable to the children's learning needs. The trainers are likewise well prepared to resolve complications at times when they face difficulties during learning in the classrooms.

Effective implementation of an education curriculum is influenced by the nature of a particular institution's physical resources (Rogan & Grayson,



2013). Anandu (2009) emphasizes that physical facilities remain crucial for trainers as well as pupils for effective curriculum implementation. Availability and quality of instructional resources such as schoolbooks, writing materials and teaching aids determines the level of implementation of a curriculum (Yara & Otieno, 2010).

According to Ajibola (2008), as soon as teaching is directed in the direction of the needs of the learner, there comes a supplementary predisposition to ensure that the learner completely comprehends the content being taught. Teacher-centered methods of teaching ought to be used often in the classroom since some trainers are short of confidence, the mastery of content and the basic teaching skills (Motswiri, 2014). Since the learner is the vital element in the course of curriculum implementation, curriculum implementation occurs when a student attains the intended or envisioned skills, knowledge, ideas and attitudes (Wambui, 2014).

Kenya has over 2,000 APBET schools of which 430 are registered by the Ministry of Education to ensure access to quality education for all, especially disadvantaged groups (MoE, 2017). Majority of APBET schools are found in informal settlements in urban areas of which Embakasi Sub-County records the highest number. These include; Mukuru kwa Njenga, Kwa Reuben, Kware, Kayiaba, Matopeni and Soweto (MoE, 2017). Therefore, this study is triggered by the need to investigate on school-based factors and implementation of primary education curriculum in registered APBET schools in Embakasi Sub-County, Nairobi.

## **1.2 Statement of the problem**

Primary education curriculum is meant to help learners acquire employable skills, life skills and provide opportunities for further education and training (UNESCO/UIS, 2014). Although the initial call for primary education everywhere to be compulsory and free was made in 1948 during the adoption of universal declaration of human rights, reports from UNESCO indicate that only one third of primary school pupils in developing countries acquire right knowledge and skills specified in the primary education curriculum due to poor primary curriculum implementation (UNESCO, 2016). Given that the primary education curriculum delivery mechanisms are not capable of reaching all school age learners including adults; primary education curriculum has to be fully implemented in APBET schools. This calls for the realization that all fundamental issues have to be instituted. Research conducted by Mungai, (2013); Wambui, (2014); Mwanja, (2013); Ileri, (2014) and Kiarie, (2013) concentrated on other factors rather than institution based factors and implementation of primary education curriculum in APBET schools. This therefore presents a conceptual gap which the current study sought to fill by investigating on influence of institution based factors on education curriculum implementation in APBET schools in Embakasi Sub County.

### **1.3 Purpose of the study**

The purpose of the study was to explore the school based factors and primary education curriculum implementation in APBET institutes in Embakasi Sub-County, Kenya.

### **1.4 Research objectives**

The research objectives below were formulated for the study.

- i) To examine on trainers' qualifications and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- ii) To establish the availability of teaching-learning resources and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- iii) To examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- iv) To determine the learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.

### **1.5 Research questions**

The following research questions were to be answered in this study:

- i) In what ways does the trainers' level of qualification affect the implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?

- ii) How does the availability of teaching and learning materials affect implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?
- iii) What is the effect of instructional methods applied by trainers on implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?
- iv) In which ways do learner characteristics affect primary education curriculum implementation in Approved Basic Education and Training schools in Embakasi Sub-County?

### **1.6 Significance of the study**

The study outcomes provided a research data that may be of benefit to the Kenya Institute of Curriculum Development in advocating the appropriate institutional environment that enhances proper implementation of primary education curriculum. Policy makers may also benefit in policy formulation towards an effective curriculum and may also equip primary education curriculum implementers including trainers with the best practices towards implementation of primary education curriculum. Future researchers may also find this work a useful addition to existing literature.

### **1.7 Limitations of the study**

Limitations are tribulations projected or encountered by an investigator during a research (Kombo & Tromp, 2006). This study was limited in scope due to costs and time requirements for reaching all APBET schools. This challenge was mitigated by sampling schools for the study. Another limitation was social

bias due to respondents' attitude which would lead to shallow and inadequate information in view of avoiding criticism. This limitation was mitigated by inclusion of both closed as well as open-ended items in the questionnaires to allow respondents to express themselves fully as well as assuring them of their privacy during the research.

### **1.8 Delimitations of the study**

This study was delimited to only the Approved Basic Education and Training schools in Embakasi Sub-County. This was for the reason that these institutes belong to primary sector and that they follow the primary education curriculum leading to primary education examinations (RoK, 2012). The study respondents were administrators, upper class trainers and class representatives from APBET institutions registered by the Ministry of Education with the fact that these schools receive FPE funds that facilitates access to quality education as well as acquisition of the necessary resources (MoE, 2017), therefore enhancing curriculum implementation.

### **1.9 Basic assumptions**

In this study, the following assumptions were made:

- i) That Approved Basic Education and Training school administrators and trainers had clear insights on how to implement primary education curriculum.
- ii) That the information gathered from the participating groups was correct and a reflection of their knowledge.

iii) That most Approved Basic Education and Training schools had not achieved quality standards for registration by the ministry of education, science and technology.

### **1.10 Definition of terms**

This part includes definitions of terminologies that have been used:

**Implementation** refers to the activity of putting into practice activities that ensure that primary education curriculum is undertaken in a school.

**Instructional methods** refers to the approaches and methods used by trainers in APBET schools.

**Learner characteristics** refers to primary education learners' aspects that may influence curriculum implementation for example age, gender, marital status and physical fitness.

**Level of qualification of trainers** refers to the highest educational qualification of a trainer in APBET schools.

**Primary education curriculum** refers to formulated knowledge, abilities and attitudes premeditated and applied in APBET schools.

**Primary education** refers to education offered in Approved Basic Education and Training schools.

**Primary school** refers to an institute of education that takes care of school children of ages 6-14 years in accordance to Basic Education Act (2013)

**Teaching and learning materials** refers to a range of educational materials that primary education trainer's use in the classroom to support specific

learning objectives, as set out in lesson plans, such as teaching aids, stationery and textbooks.

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one is an introductory chapter comprising of background to study, the statement of the problem, the purpose of the study, research objectives, research questions, significance of the study, basic assumptions, limitations of the study, delimitations of the study as well as definition of operational terms. Chapter two comprises of literature review on the following subheadings: introduction, concept of primary education, implementation of primary education curriculum, level of qualifications of trainers, teaching and learning resources, instructional methodologies, learner characteristics, summary of reviewed literature, theoretical framework in addition to conceptual framework. Chapter three presents the research methodology, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis techniques.

Chapter four consisted of data interpretation and presentation. Chapter five presented a summary of the findings, conclusions and recommendations and also areas for further research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter contains literature reviewed for the study. It is divided into the following subheadings: Concept of education curriculum implementation, level of qualification of trainers, teaching and learning resources instructional methods and learner characteristics. The chapter also has the summary of literature review, the theoretical and conceptual frameworks.

#### **2.2 Concept of education curriculum implementation**

Primary education has been described by Kleis (1973) as a deliberate and organized learning initiative, typically out of the customary education, whereby the instructional content is modified to suit the exceptional requirements of the learners so as to make the most of learning. Ahmed (1975) defines primary education curriculum as a tool of societal policy for the reason that it is cheaper and its programs relate openly to the day-to-day lives of the individuals. Studies carried out in Cuba, Russia, China and Nicaragua, indicate that primary education is cost effective and academically hopeful (Ekundayo, 2000).

Coombs (1973) supported the implementation of primary education programs and practices as an auxiliary or complementary system of education to allow emerging nations “catch up, keep up and get ahead” by dint of first, attaining the peak of individuals who possess appropriate knowledge and abilities; second, improving the know-how of moderately competent personalities, and



third, re-claiming the investment in formal school unqualified and unskilled leavers. Schooling, by itself, does not institute learning; neither does inactive listening (Coombs, 1973).

The Kenyan primary policy (2009) identifies primary education as a basis to realize SDG objectives. The Basic education Act of (2013) specifies Kenya's policy on primary education and outlines APBET schools as alternative education institutions for primary education provision. APBET schools have undoubtedly addressed the needs and desires of the sidelined, the putouts and the unschooled (Republic of Kenya, 2012).

According to Green and Kreuter (1999), the secrets to the success of curriculum implementation include learner's know-how, trainers' sympathy to learner's needs, suppleness when faced with varying situations, aiming on the long-term goals plus a sense of humour. Buchert (1998) defines implementation as the activity of conducting the change as scheduled. Likewise, implementation is defined by Pal (2006) as the recognition of an envisioned reform. According to Loucks and Lieberman (1983), curriculum implementation is the activity of testing out of a different practice and finding out how it is like when used in a school structure. In the process of implementing an educational innovation, there are three close aspects, that is: individuals who are the change forces, the curriculum itself, which is the programme, and the organization or institution (Marew, 2000).

In Kenya, curriculum implementation in schools is currently a certified programme. In spite of this, only 6000 out of a possible 240,000

instructors are actually trained on curriculum. Supplementary attentions in new methods of curriculum implementation in schools by guaranteeing responsible management, actualizable code of behavior, proper punitive methods as well as additional actions which will guarantee accountable conduct scrutiny to closely follow and also record growth of curriculum with reference to important instruction matters; working relationship and also corporation with the other sectors and NGOs tangled with; conception and also extension of source areas to benefit scholastic materials, expedite supply of resources, library right to use in addition learning /sustenance; availing manageable learning centers. This may possibly allow better implementation in the workforce as well as in the classrooms; provision for children in an inspired way; preparation additional instructors to substitute those that have deceased; improvement and amendments of curricular to endorse choice and justifiable conduct modification; advancement of progressive attitude to the learners and involvement of skills and evidence in the vicinity, locally and globally to enable actual communal tactical strategies, expansions of primary cautionary emblems in addition to action plans. (Anandu, 2009).

### **2.3 Qualifications of trainers and implementation of curriculum**

According to Maicibi (2003), every centre of learning is comprised of people and other types of resources and also that as soon as the correct extent and value of human capitals is amassed, it can influence the rest of the resources in the direction of appreciating established aims and objectives. According to a study by Okorodudu (2006) in Nigeria, and another by Tooley, Dixon and

Stanfield (2008) in Kenya found that the trainers' qualifications are a significant determinant of the levels and method of implementation of any education curriculum in schools. There is need for the improvement of quality in terms of teacher management, training and administration for affective implementation of primary education curriculum. These two studies however just identify qualifications of trainers as a contributing factor to the effective implementation but don't investigate further thus presenting a conceptual gap that this study seeks to fill.

Teacher's level of qualification, attitude and subject mastery are key to effective classroom interaction (Osakwe, 2009). Teacher training must be complemented by teacher motivation such as training and development, in-service and induction to increase teacher effectiveness. Darling-Hammond and Bran (2005) argue that curriculum content and instructions in teacher education is a framework useful in equipping trainers with knowledge, skills and commitments that enables them to help learners to succeed. A study conducted by Kimbui (2011) on the implementation of life skills education in public primary schools in Ruiru District revealed that the knowledge that trainers acquired during all stages of teacher training can be compared to the understanding of a given education program by learner and to an extent is determined by the academic qualification of a teacher. Thus the study concluded that highly qualified trainers deliver excellent instructions and other inputs unlike unqualified teachers (Kimbui, 2011).

In a study by Olabode and Olugbenga (2012) on the influence of teacher's qualification on student achievement, subject mastery depends on the learners' performance in that matter at a recommended assessment and every collaborative matter concerning a tutor and a student is projected to yield knowledge results in the learner, an indication of a well implemented curriculum. Ajibola (2008) in his studies on curriculum development for basic education in Nigeria, found contradictory findings with all the other studies by Kimbui (2011); Okorodudu (2006); Tooley, Dixon and Stanfield (2008); and Olabode and Olugbenga (2012). The study found that level of qualifications does not affect curriculum implementation.

#### **2.4 Teaching and learning resources and implementation of curriculum**

Quality education requires supportive resources that provide conducive learning opportunities for the learners to develop their full potential which include human and material, professional development, mentoring and support for trainers as well as strong educational leadership (MoE, 2012).

A study done by Bandele and Faremi, (2012) in South Africa found out that instructional materials such as teaching and learning resources are key to curriculum implementation and recommended government to provide the necessary human and material resources for effective curriculum implementation. Another study by Mefun (2015), the success of a new curriculum depends on the availability of functional textbooks, availability and effective use of facilities and instructional materials, therefore agreeing with the findings of Bandele & Faremi (2012).

Another study carried out by Adegoke and Mefun (2016) in Nigeria on the adequacy and availability of material resources for the implementation of Nigeria's new senior secondary school mathematics curriculum, concluded that adequacy and availability of material resources are key to implementation of a curriculum. Consequently we should note that for effective provision of primary education and curriculum implementation, a variety of teaching and learning materials is recommended for quality learning. Contradicting findings were found by Atieno (2014), studying the effect of instructional resources on learner achievement, whereby it established that instructional related resources did not significantly determine effectiveness of curriculum implementation in schools.

## **2.5 Instructional methods and implementation of curriculum**

Chhem (2001) denotes that the eventual objective is not just to scheme the perfect and the best program but rather, putting into practice the officially prescribed courses of study, syllabuses and subjects. A study carried out by Wasiche (2006) revealed that teaching and learning is perfected by use of varying instructional methodologies which involve observation, imitation and interaction with the immediate environment.

Another study carried out by Mungai (2013) on the aspects influencing implementation of primary basic education curriculum at the primary education centres in Nairobi, Mombasa and Kisumu, revealed that learning institutions should provide the necessary materials to promote learning. The study concludes that instructional methods adopted by trainers influence the

implementation of the curriculum and that trainers should also be innovative through use of locally available materials that enhance implementation of any curriculum (Mungai, 2013).

Morrison, Bachman and Cannon (2005) indicate that learning is dependent on the teacher's ability to create and sustain optimal learning environments. Another agreeing study is that by Anugwo (2011) on the revising the curriculum for the New Secondary Mathematics teacher which concluded that there exists a relationship between availability of skilled trainers and curriculum implementation.

## **2.6 Learner characteristics and implementation of curriculum**

Learners' characteristics on the basis of age as well as special needs may be among the foremost contributing factors of curriculum implementation as described by Yara & Otieno, (2010). It is consequently important that learners' requirements are put into consideration by the implementers and executors of the curriculum. Findings from another research conducted by Sharp, George, Sargent, O'Donnell and Heron (2009), discovered that learners who belong to the lower age groups score better in achievement assessment tests. The study results also showed that younger learners more regularly are retained in school, meaning they stay longer in school.

Due to the dynamic characteristic of learners in any classroom situation, the ministry of education recommended all-encompassing learning in which special needs learners are incorporated in the regular schooling system (MoE,

2009). A study carried out by Mwanja (2013) on the Determinants of programme implementation in primary schools in Mbooni District, Makueni County, revealed that learner characteristics influence selection and preparation of teaching and learning experiences and that trainers ought to consider the different learner characteristics in selection of learning experiences for effective curriculum implementation.

## **2.7 Summary of literature review**

From the reviewed literature related to implementation of education curriculum in APBET schools, teacher qualifications, teaching and learning resources, pedagogy and learner characteristics have a bearing in that they influence effectiveness of implementation of primary education curriculum (Wasiche, 2008). Empirical studies relative to the study variables have pointed out that in view of the fact that several researches have been conducted on implementation of curriculum, current research studies have more or less ignored primary education sector (Mwanja, 2013), therefore a need to expand knowledge relative to primary education. Other studies reviewed covered factors influencing implementation of primary education curriculum in primary education centers in some parts of the country but no specific study reviewed on school based factors and implementation of primary education curriculum in APBET schools particularly in Embakasi Sub County.

According to a study conducted by Mungai (2013), the researcher was interested on aspects influencing implementation of curriculum in non-formal learning centers generally in Nairobi, Mombasa and Kisumu. Wambui, (2014)

focused on aspects influencing implementation of the curriculum in APBET institutions in Westlands, Nairobi. Mwanja (2013), investigated on curriculum implementation in APBET schools in Mbooni west district, Makueni while Ireri (2010) conducted a study on the functioning of APBET schools in Kibera informal settlements. None of the above studies sought to investigate on school-based factors on implementation of primary education curriculum in APBET schools in Embakasi Sub County. Related literature did not come across a study seeking to establish school-based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County.

## **2.8 Theoretical framework**

This study was founded on the Resource Based View (RBV) or Resource Based Theory (RBT) that in reference to the commercial encyclopedia is based upon the notion that operational and well-organized usage of beneficial capitals by a firm determines its economic benefit. Main proponents of RBV theory are Barney and Porter (1984, 1986 and 1991) who holds the view that organizations poses concrete and intangible resources and if effectively utilized, leads to development of a competitive hedge. The Resource Based View theory centers on the firm's interior capitals with an aim to explain why same industrial firms vary in terms of performance (Kraaijenbrink, 2009).

The RBV/RBT model was appropriate to the study since APBET schools are institutions that utilize a variety of factors within its internal environment to impart right knowledge, skills, attitudes and values that enhance performance and transition. In reference to RBV, for APBET schools to demonstrate

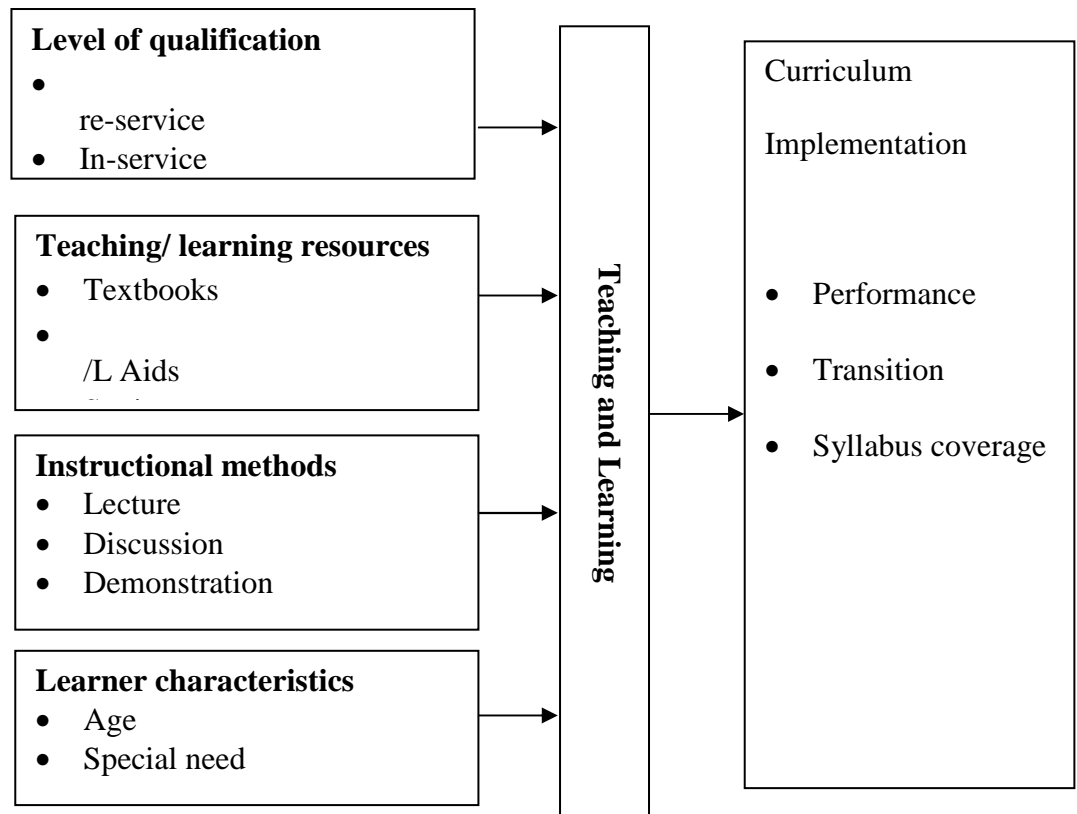


products of value, the syllabus ought to be well instigated. Interior resources that are school-based factors, both concrete as well as the intangible are the indicators of an implementation process of which in this study, tangible resources are the physical resources that include classrooms, desks, textbooks, chalkboards, library and play fields while intangible resources include teacher qualifications, instructional methodologies and learner characteristics.

## **2.9 Conceptual framework**

A Conceptual Framework has potential usefulness as a tool to assist a researcher to make meaning of subsequent findings, see Figure 2.1

**Conceptual framework on school based factors and implementation of education curriculum**



**Figure 2.1 Conceptual framework**

Curriculum implementation in primary education is dependent on level of qualifications of trainers, adequacy of teaching and learning resources, appropriate instructional methods and pupil characteristics. The study was based on input process output model whose focus was on primary education curriculum implementation. When school based factors are adequate, curriculum is fully implemented a reflection of improved performance and high transition rate. If the institution based factors are inadequate or not accessible, the programme is inappropriately implemented a reflection of less achievement and little translation rate.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This presents the methodologies adopted in carrying out the study. It outlines the techniques employed in carrying out the research. The content of this chapter was presented under the following topics: research design, target population, sampling procedure, data collection instruments, validity of instruments, reliability of instruments, data collection procedure and data analysis techniques.

#### **3.2 Research design**

Kothari (2004) argue that a research design is a framework that shows the ways by which problems under study will be resolved. This study was carried out using a descriptive survey research design. This design was chosen for the reason that it guides the investigator to gather data on the actual facts without manipulation and also assists in collecting data from a large sample in a relatively less costly and shorter time. Descriptive survey research design entails systematic collection and analysis of data by selecting a sample from the population and making inferences around the populace from which the sample is selected (Best & Kahn, 2006). This type of research is used commonly in social researches to provide descriptions of social conditions, possible behavior, attitude, values and characteristics (Kothari, 2004). This study wanted to establish the effect of selected factors on the implementation of primary education curriculum.

### **3.3 Target population**

The study targeted all the 54 registered APBET schools in Embakasi sub County of Nairobi County (Ministry of Education report, 2017). The target population comprised of all the 54 administrators, all the 216 upper class trainers (class 4-7), and all the 216 class prefects (class4-7) from all the 54 APBET schools, making a total target population of 486 parties of interest.

### **3.4 Sample size and sampling procedure**

Mugenda and Mugenda (2007) argue that a 10-30 percent of the total population is an appropriate representative sample and so the study involved 30 percent of the target population thus making 146 respondents sampled as follows:

#### **Sampling the schools**

Thirty percent of the schools was selected for study in line with Mugenda and Mugenda (2007)'s argument, making 16 schools. The 16 schools were selected through simple random sampling, whereby the names of the schools were assigned codes 1-54 and written on pieces of paper, then folded and placed in a container. The names were thoroughly mixed and selected one by one without replacement until the 16 names of schools were picked.

#### **Sampling the upper class trainers**

The study used 30% of the upper class trainers in line with Mugenda and Mugenda (2007)'s argument. This gave a sample of 65 (30%\*216) trainers. The trainers were selected through simple random sampling.

### **Sampling the class prefects**

According to Mugenda and Mugenda (2007), 10-30% of the population can be picked from a large population. The study used 30% of the class prefects that was sampled through simple random sampling to get 65 (30%\*216).

### **Sampling the administrators**

A census of school administrators from the 16 selected schools was used. The sample size of the study was therefore made up of 146 respondents.

This is as indicated in the Table 3.1.

**Table 3.1: Sample matrix**

<b>Category</b>	<b>Population</b>	<b>Sample</b>	<b>Ratio</b>
Administrators	54	16	30 %
Trainers (class 4- 7)	216	65	30 %
Prefects (class 4 - 7)	216	65	30 %
<b>Total</b>	<b>486</b>	<b>146</b>	<b>30%</b>

Table 3.1 shows the sampling matrix. Thirty percent of the target population was sampled to study the characteristics of the population.

### **3.5 Research instruments**

Data was collected by use of questionnaires that were developed by the researcher. One questionnaire was for administrators in APBET schools which had two sections. Section one sought for general information about the general characteristics of the managers while the second segment had items answering the study questions. The second survey was designed for trainers in APBET schools with two parts. The first part has items on the general facts of the trainers while the second part dealt with data on the study objectives.

The third instrument was for the class prefects in APBET schools and had two parts. The first part dealt with class prefects' general information while the second part had questions on the study objectives. Open ended and fixed choice items were developed in all the questionnaires. Open ended questionnaires allowed opportunity for self-expression and spontaneity of response (Mutai, 2002).

### **3.6 Validity of the instruments**

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2007). To test content validity, the researcher deliberated all the questions in the research questionnaire with the supervisors who checked whether the instruments measured what was expected to be measured. The responses from supervisors were compared to the study objectives to determine the content validity. The researcher modified items that did not elicit relevant information. Face validity was enhanced through a pilot study in three non-sampled schools.

### **3.7 Reliability of the instruments**

Reliability is the level of steadiness or constancy over a period of time (Gay & Airasian, 2003). A consistent instrument is an instrument that consistently yields the projected outcomes if administered more than once to gather data from randomly selected samples. To establish reliability of the instrument, test-re-test method was used whereby the instruments were administered and re-administered after two weeks to establish the consistency of the results.

This piloting was done in three non-sampled APBET schools. A comparison of the two results was made and correlation co-efficiency was calculated by means of the Pearson Product Moment Correlation Coefficient. The higher the coefficient, the higher the reliability of the instruments and vice versa. The formula for determining correlation was given as follows:

$$r = \frac{\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}} \quad \text{Where:}$$

$r$  = Pearson coefficient of correlation

$\sum x$  = summation of scores of x distribution

$\sum y$  = summation of scores of y distribution

$\sum x^2$  = summation of squared scores of x distribution

$\sum xy$  = summation of product of point x and y scores,  $n$  = number of point x and y scores

According to Kothari (2007), a correlation coefficient of 0.7 is considered appropriate to judge an instrument as reliable for use in a social research.

### 3.8 Data collection procedure

A study authorization and permit was acquired by the researcher from the National Commission for Science, Technology and Innovation (NACOSTI). Before commencement of the study, the researcher notified the County Education Officer and the administrators from the APBET schools sampled for study and booked an appointment to visit their schools. Questionnaires were given directly by the researcher to school administrators as well as to the trainers. Trainers helped the investigator to pass the questionnaires to the

learners. In instances where head teachers were absent, the researcher left the questionnaires and hand-picked them again after two days.

### **3.9 Data analysis techniques**

Data analysis involved preparing data by editing, cleaning, coding, categorizing and keying in the data into the Statistical Package for Social Sciences (SPSS) computer program version 20 for data analysis. Data collected was analyzed by means of descriptive statistics that included frequencies, percentages, mean scores and standard deviations. Qualitative data was analyzed using thematic analysis where themes were discussed based on objectives. Qualification of teachers and implementation of primary education curriculum was done by cross tabulating the education level of trainers with the curriculum implementation. The influence of accessibility of instructions materials, instructional methods applied and learner characteristics was analyzed using descriptive statistics. Data was systematically arranged and compacted into a spectacle which enabled conclusions to be drawn and was then presented using figures in addition to frequency tables.

### **3.10 Ethical considerations**

Permission was sought from the NACOSTI, Ministry of Education, the Sub County Education and the school administrators to get permit for the study. The researcher was keen on time management, making appointments and use of polite language in data collection. The respondents were briefed on the purpose of the study beforehand. The researcher carried out all the initial assessments and obtained all the background information in order to



circumvent any damage to the matters. Issues such as having embarrassing queries, articulating astonishment or revulsion while gathering data, use of intimidating statements or convincing individuals to say a thing that they didn't trust in or triggering fear and worry for the respondents was totally avoided. The researcher assured respondents of confidentiality about the data they would provide, that it would only be for research purposes.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1. Introduction

The purpose of the study was to explore on school-based aspects and implementation of primary education curriculum in APBET schools in Embakasi Sub-County. The factors considered included trainers' qualifications, teaching and learning resources, instructional methods and learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools.

#### 4.2. Response rate

The study included APBET institutions in Nairobi County selected from a target population in fifty four APBET institutions. The findings on the study response are shown in Table 4.1.

**Table 4.1: Response rate**

<b>Respondents</b>	<b>Sampled</b>	<b>Returned</b>	<b>Percentage</b>
Class trainers	65	63	97.0
Class prefects	65	62	95.0
Administrators	16	16	100.0
<b>Total</b>	<b>146</b>	<b>141</b>	<b>97.0</b>

The findings in Table 4.1 show that the study recorded a 97% response rate. This response rate was considered appropriate for use as it is in accord with Mugenda and Mugenda (2003)'s assertion that a seventy percent response rate

or above is considered excellent. The trainers who never returned their questionnaires were absent from school the researcher could not trace them.

### 4.3 Demographic characteristics

The first item to be analyzed for this research was the general characteristics of the respondents in an attempt to appreciate them. The demographic characteristics of the respondents who participated in the study were presented under the following sub topics:

#### 4.3.1. Gender of the respondents

The researcher established the gender of the respondents in order to accommodate for gender equity relative to age of respondents. This was meant to establish that the views of all genders were accommodated in the study. This was in recognition of the fact that one's age can be an indicator of their maturity and aptitude to reply to the framed items in the questionnaires as argued by Capelli (2008). The findings are presented in Table 4.2.

**Table 4.2: Gender of respondents**

	Class trainers		Prefects		Administrators	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	30	48.0	42	62.0	7	44.0
Female	33	53.0	20	32.0	9	56.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

The findings in Table 4.2 show that (53%) of the trainers were female. Majority (56%) of the school administrators were also females. For the upper

class prefects, majority, (62.0%) of them were males. The percentage of female respondents was higher than that of male respondents. This finding concurs with that of Muthoka (2017) whose study also established more female school administrators, prefects and trainers.

#### 4.3.2. Age of respondents

The respondents were requested to point out their age bracket. The age grouping of a person can be a pointer to their know-how level, skills and physical maturity rate (Chan, 2008). The findings of the distribution of respondents by age are presented in Table 4.3.

**Table 4.3: Distribution of students by age**

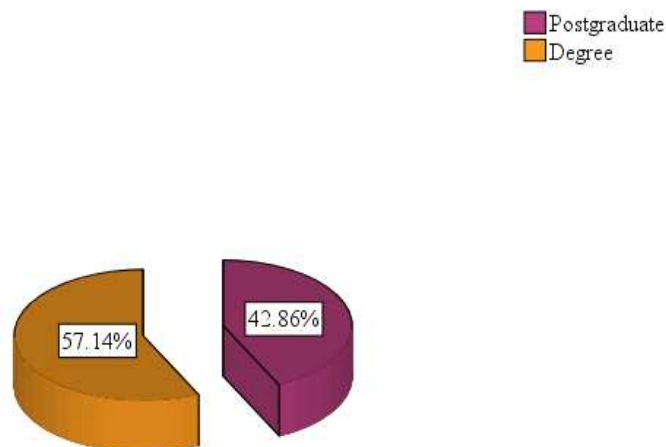
Age bracket	Class trainers		Prefects	
	Frequency	Percent	Frequency	Percent
10-14	0	0.0	18	29.0
15-19	0	0.0	14	23.0
20-24	0	0.0	16	26.0
25-29	7	11.0	9	15.0
30-34	20	32.0	2	3.0
35 and above	36	57.0	3	5.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>

The findings in Table 4.3 show that majority, (57.0%) of the class trainers were aged 35 years and above while only 11% are aged between 25-29 years. This implies that the upper class trainers are employed at such an age where

they are deemed mature enough to handle the pressures that come along with handling this kind of students. This finding agrees with that by a study conducted by Oguta (2014). The upper class prefects were fairly distributed across the age groups with 29% being aged between 15-19 years and 5% being aged between 35 years and above. This finding also agrees with Motswiri (2014) who found that most trainers were aged 35 years and above.

#### 4.3.3. Trainers highest level of qualification

The upper class trainers were required to show their peak levels of academic qualification and the findings are shown in Figure 4.1.



**Figure 4.1: Upper class trainers' highest academic qualification**

The findings in Figure 4.1 indicate that majority (57.14%) upper class trainers pointed out that their highest academic qualification was a university degree an indication that they were adequately schooled and had the necessary knowledge to understand the implementation of the curriculum in the schools.

This finding contradicts the finding by Mwanja (2013) who found that their highest academic qualification of trainers was a certificate.

#### 4.3.4. Working experience of the respondents

The school administrators and the upper-class trainers were required to indicate the number of years of work experience they had had in their respective docket. This information would be useful to the researcher in giving insights on the experience they had as well as their understanding of the issues under study. The data is presented in Table 4.4.

**Table 4.4: Distribution of the respondents by experience**

Age bracket	Class trainers		Administrators	
	Frequency	Percent	Frequency	Percent
0-3	19	30.0	4	25.0
4-6	21	33.0	6	38.0
7-10	18	29.0	6	38.0
Above 10 years	5	8.0	2	13.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

The findings in Table 4.4 point out that the respondents experience was fairly distributed on the scale used with many (33%) upper class trainers having an experience of between 4 and 6 years. Only 8% of the trainers indicated that they had an experience of above 10 years. The implication of this is that the

respondents had enough working experience to understand the issues being raised about the study. These findings concur with those by Ajibola (2008).

Two sets of six (38%) each, of the administrators indicated to have an experience of 4-6 and 7-10 years respectively. This implies that the school administrators had the requisite experience to understand the issues pertaining to curriculum implementation. The finding agrees with that of Okuta (2016) who also found in a similar study that adult education center administrators had the requisite experiences to understand effective curriculum implementation.

#### **4.4 Trainers' qualifications and implementation of primary curriculum in APBET schools**

The first objective of this study was to examine the influence of trainers' qualifications and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Effective implementation of inclusive education entails competent administrators and teachers; this may perhaps assist them to effectively implement inclusive education policy permitting all learners to learn best in typical settings (Nzomo, 2016).

Normally, teacher training is ostensibly designed, developed and administered to produce school teachers for the established system of education (Kafu, 2003). Its importance in human life has been recognized for a long time. The question under this objective was covered using 8 items in the 3 sets of

questionnaires which were subsequently analysed through frequencies under the following sub-topics:

#### 4.4.1. Highest level of qualification of trainers

Trainers were required to indicate their highest levels of education as p1 certificate, diploma, degree or postgraduate degree. This is clearly shown in the Table 4.5.

**Table 4.5: Upper class trainers' highest level of qualification**

Qualification	Class trainers	
	Frequency	Percent
Master's degree	6	10.0
Degree	24	38.0
Diploma	23	37.0
P1 Certificate	10	16.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

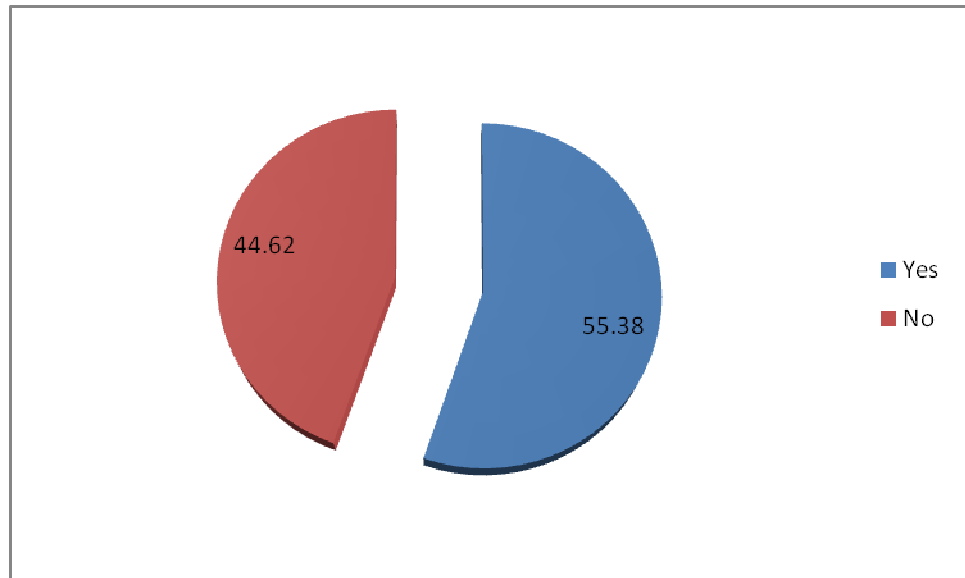
Table 4.5 shows that a fair distribution of the upper class trainers' levels of qualification with 38 % having a degree as their highest level and 10% having a master's degree. This data helped to identify the challenges encountered in the implementation of primary curriculum in the APBET schools. The finding agrees with that of Muthoka (2017) on qualification of teachers.

#### 4.4.2. Attendance of in service courses on curriculum implementation

The study also sought to find out if the trainers had attended any in-service training courses in the past. This would enable the researcher assess the level



of readiness of the respondents in the implementation of the curriculum. The trainers were required to indicate their attendance to courses through either a yes or no response. The findings are presented in Figure 4.2.

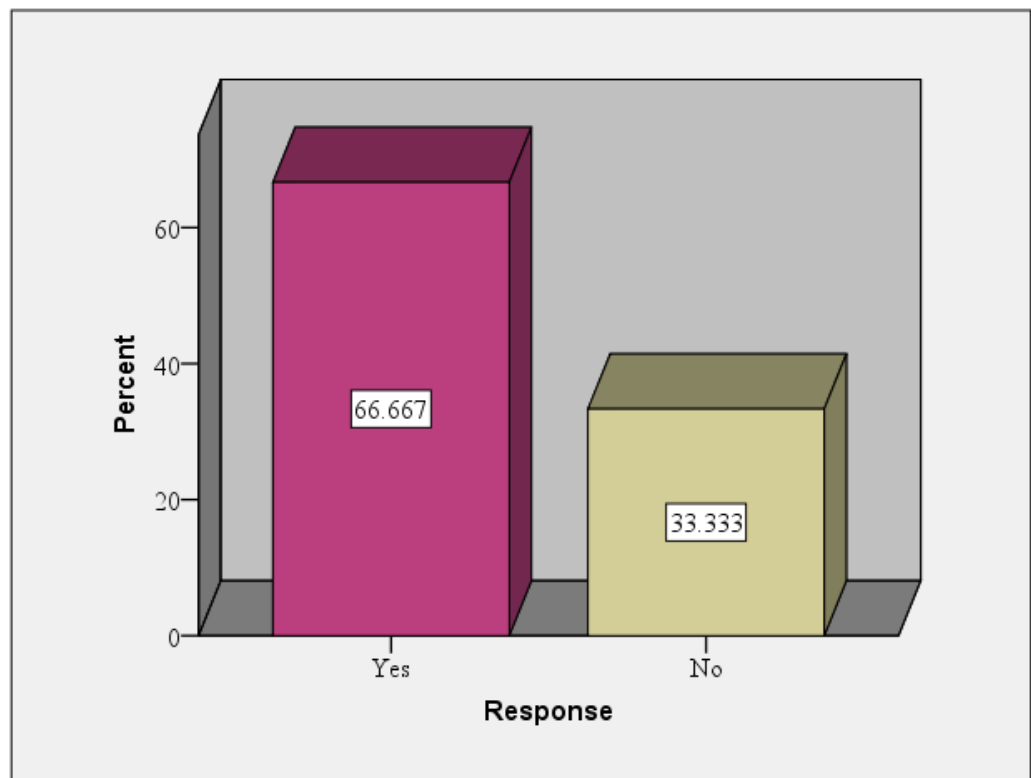


**Figure 4.2: Responses on attendance to in-service courses**

The findings in Figure 4.2 show that majority (55.38%) of the trainers had attended courses. The findings also show that 44.62% had never attended any in service training courses on curriculum implementation. The finding implies that training programmes are common in schools. The finding concurs with that by Motswiri (2014) who found that most trainers had attended courses on curriculum implementation.

#### **4.4.3. Topics on implementation of the curriculum**

The study also sought to find out whether the topics taught in the seminars assisted them to implement the primary education curriculum. This information would enable the researcher to assess the relevance of the courses to curriculum implementation. The findings are presented in Figure 4.3.



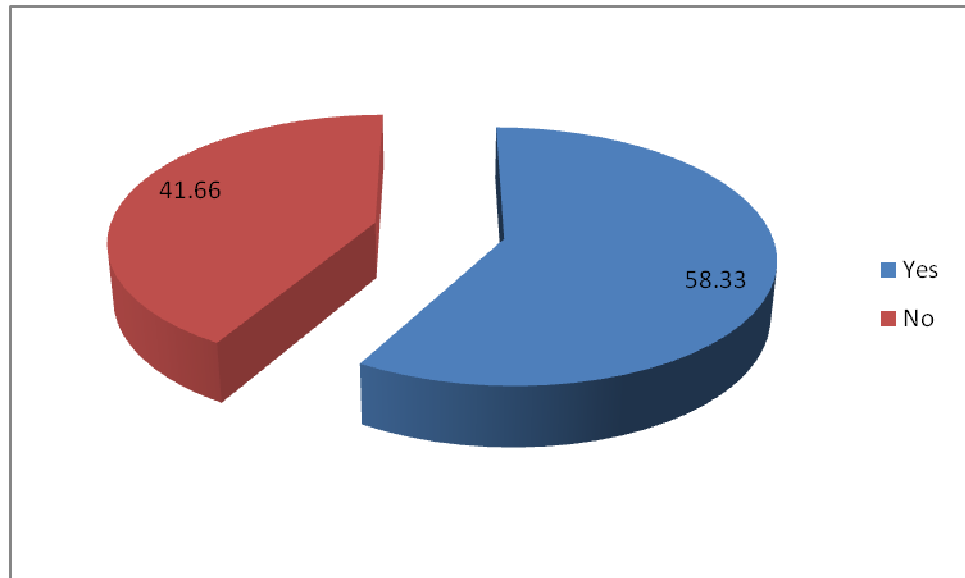
**Figure 4.3: Response on relevance of the topics**

Figure 4.3 shows that majority (66.67%) of the trainers indicated that the training programs they had attended were relevant to curriculum implementation. The implication is that the ministry through the relevant bodies organizes the programs that have the relevant topics on curriculum implementation. The finding concurs with that of Dagkas and Stathi (2007) who also found that courses and topics taught at the seminars and workshops are usually relevant to curriculum implementation.

#### **4.4.4. Professionalism versus curriculum implementation**

The administrators were required to indicate if professionalism influenced the curriculum implementation practices. The question asked was, does your

professional qualification help you improve on Implementation of Primary education curriculum? The response anticipated would be a yes or no. the findings are presented in Figure 4.4.



**Figure 4.4: Professionalism and curriculum implementation**

The findings in Table 4.4 show that majority (58.3%) of the trainers indicated that professionalism is one of the factors that influence curriculum implementation levels. This was further supported by the finding that majority, 38% had a degree as their highest level of qualification. The finding concurs with that by Mania (2017) who found that professionalism has some influence on curriculum implementation.

#### **4.4.5. Teacher training on curriculum implementation**

The aim of this study was therefore to ascertain whether teachers received pre-service training on curriculum. An item was included on the trainers' questionnaires which sought information on teachers training on curriculum. The information on this item would help to assess the influence of teacher

training on curriculum implementation. The findings are presented in Table 4.6.

**Table 4.6: Responses on trainers’ on curriculum training**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Pre-service training	8	13.0
In-service training	15	24.0
Not trained	40	63.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

The findings in Table 4.6 indicate that only 13 percent of teachers in APBET setting had training on curriculum at pre- service and 24 percent by in-service training while 63 percent had not received any training on curriculum. The findings agree with the findings of the study by United Nations Agency for International Development (UNAID) of 2008 which stated that APBET teachers in most Sub Sahara African countries don’t have the professional skills and training to promote and ensure proper curriculum implementation.

Another study by United Nations Educational Scientific and Cultural Organisation (UNESCO) in 2006 had found out that curriculum is under-implemented due to teachers’ incompetence in curriculum and discomfort in using some sensitive materials, in the classroom. Inadequate number of trained teachers on curriculum impacts negatively on the implementation of curriculum as noted by the findings of this study and other previous studies.

#### 4.4.6. Trainers qualification and implementation of curriculum

The influence of the trainers on the implementation of the curriculum was tested using some statements related to qualification of trainers. The trainers were required to indicate their level of agreement or disagreement with the statements. The findings on this item were summarized in Table 4.7.

**Table 4.7: Trainers’ qualifications and curriculum implementation**

Statement	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Highly qualified trainers are the best curriculum implementers	128	65.6	60	30.8	6	3.1	1	0.5
Curriculum implementation is dependent on the implementer	43	22.1	137	70.3	15	7.7	0	0
The trainers who attend capacity building programs are the best implementers	87	44.6	87	44.6	15	7.7	6	3.1
The ministry should always ensure the most qualified personnel are the implementers	144	73.8	46	23.6	5	2.6	0	

The findings show that majority of trainers 65.6% of trainers showed strong agreement with the statement that highly qualified trainers are the best curriculum implementers. Further findings show that 70.3% of the trainers indicated that curriculum implementation is dependent on the implementer. The study further reveals that over 89% of the teachers agree with the

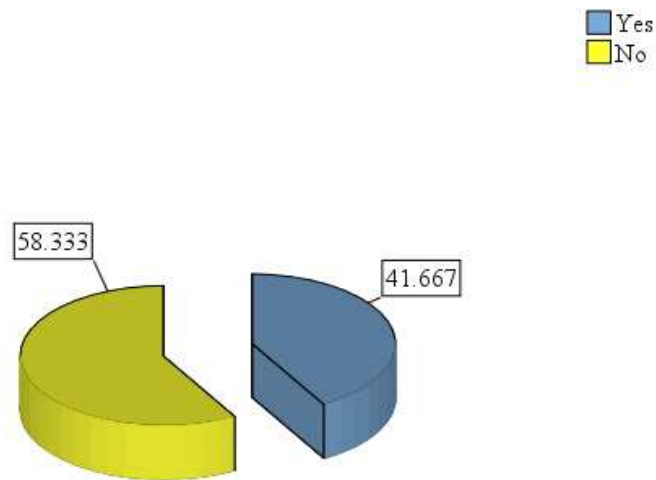
statement that the trainers who attend capacity building programs are the best implementers. The findings additionally show that majority, 73.8% of the trainers agree with the statement that the ministry should always ensure the most qualified personnel are the implementers. The finding implies that trainers' qualification have influence on the curriculum implementation. This finding agrees with Starc and Strel (2012)'s assertion that teachers' qualification is a predictor of the level of implementation of any curriculum.

#### **4.5. Teaching- learning resources and curriculum implementation**

Objective two of the study was to establish availability of teaching-learning resources and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question asked under this objective was answered using 10 items across the 3 sets of questionnaires. The items were summarized using frequencies and discussed under the following sub-headings.

##### **4.5.1 Adequacy of instructional resources**

The upper class trainers were required to indicate the adequacy of the instructional resources. They were required to indicate by a simple yes or no response in regard to whether the resources were adequate in their schools. The findings on this item are presented in Figure 4.5.



**Figure 4.5: Responses on the adequacy of resources**

According to Figure 4.5 majority (58%) of the trainers indicated that most of the schools were deficient of adequate instructional resources while 42% had adequate instructional resources in their schools. This finding is in agreement with that by Anandu (2009) who found that majority of the teachers indicated that their schools had adequate resources.

#### **4.5.2. Text book to pupil ratio**

The class prefects were required to show the text-book to pupil ratio in their respective schools. This information would assist in giving insights on the adequacy of books which are teaching- learning resources crucial for curriculum implementation. The findings are presented in Table 4.8.

**Table 4.8: Responses on the text book to pupil ratio**

<b>Pupils per text book</b>	<b>F</b>	<b>%</b>
Less than 3	6	10.0
3-5	48	77.0
Over 5	8	13.0
<b>Total</b>	<b>62</b>	<b>100.0</b>

The findings indicate that majority (77%) of the learners pointed that there was a 3-5 textbook to pupil ratio in their schools. The subsequent open ended question on the missing resources indicated that they included but not limited to; text books, charts, exercise books, library and computers among others.

#### 4.5.3. Teaching-learning resources and curriculum implementation

The respondents were further required to indicate the extent to which they agreed with certain statements regarding the influence of teaching learning resources on curriculum implementation. The findings are presented in Table 4.9.

**Table 4.9: Teaching-learning resources and curriculum implementation**

Statement	SA		A		NO		D		SD	
	F	%	F	%	F	%	F	%	F	%
Teaching-learning resources improve learners' interest in learning	48	76.0	11	17.0	4	6.0	0	0.0	0	0.0
Teaching learning resources provide information and opportunity to practice what students have learnt	23	37.0	20	32.0	10	16.0	6	10.0	4	6.0
Lack of relevant teaching – learning resources can cause poor implementation of primary curriculum	16	25.0	20	32.0	22	35.0	2	3.0	3	5.0
Teaching learning materials stimulate the total growth and development of children	18	29.0	27	43.0	10	16.0	3	5.0	5	8.0
<b>Mean responses</b>	<b>26</b>	<b>41.0</b>	<b>20</b>	<b>31.0</b>	<b>12</b>	<b>19.0</b>	<b>3</b>	<b>5.0</b>	<b>3</b>	<b>5.0</b>



Table 4.9 revealed that majority (50%) of the respondents on average strongly agreed that; teaching resources assist trainers in teaching and also increase learners' interest in learning, instructional materials make available information and chances for learners to apply whatever they have read in school, absence of appropriate instruction resources cause little implementation of primary school curriculum and learning materials which are designed to inspire the complete progression of kids. This was followed by 31% of the respondents who only agreed with the statements. There were 3% of them who disagreed and strongly disagreed with the statements respectively. This is an indication that provision of instructional resources greatly influences implementation of primary school curriculum. The interviews reported that from their frequent visits in schools many lacked adequate instructional resources that lead to meagre curriculum implementation results. However the teachers should be encouraged to improvise where possible. This is because instructional resources help the pupils to visualize abstract concepts. This finding is in agreement with findings by Muthoka (2017) who found that teaching learning resources provision and adequacy influences curriculum implementation.

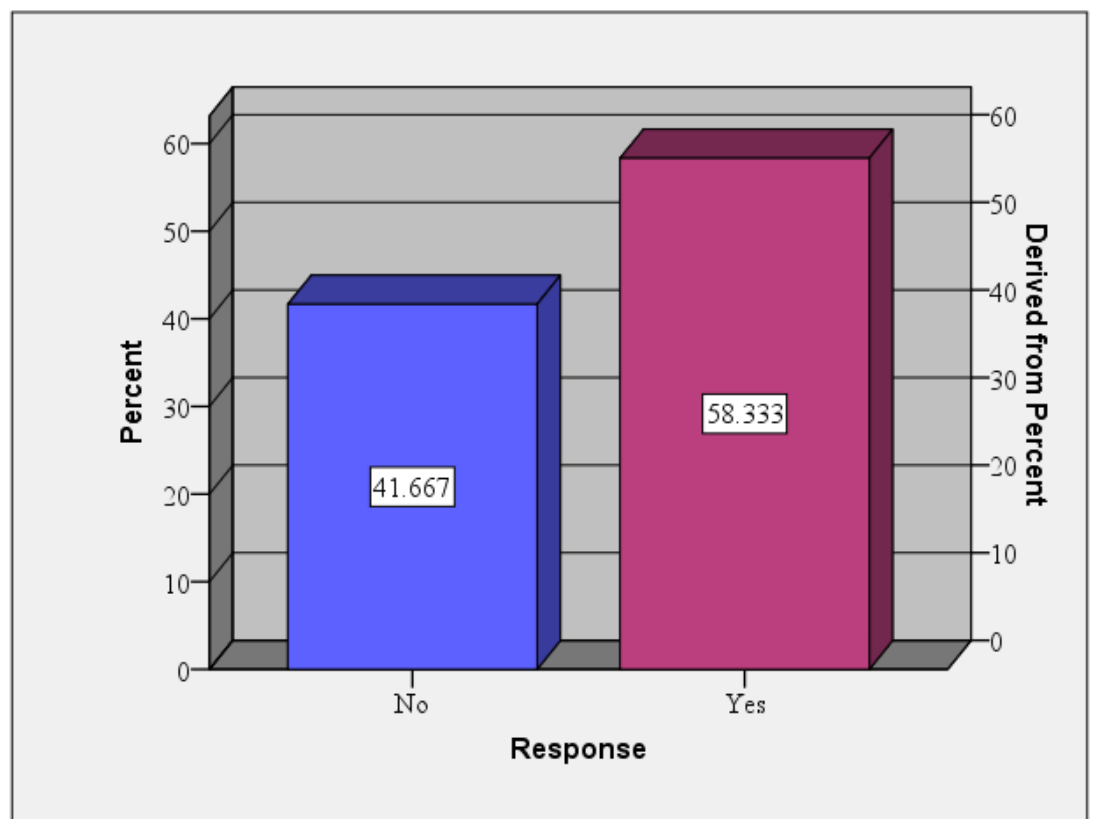
#### **4.6. Instructional methods applied by trainers and curriculum implementation**

The third objective of the study was to examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question under this

objective was answered using 10 items in the three sets of questionnaires. The items are discussed under the following sub-topics:

#### 4.6.1. Innovative classroom practices and implementation of curriculum

Innovation is defined by Encarta Dictionary as a creation (a new device or process) resulting from study and experimentation or the act of starting something for the first time; introducing something new. The study sought to find out whether the trainers adopt innovative classroom practices in the implementation of the curriculum. The findings are presented in Figure 4.6.



**Figure 4.6: Responses on the application of innovative classroom practices**

The findings in Figure 4.6 show that majority (58.3%) of the trainers utilized innovative classroom instruction practices. The implication is that trainers are

at liberty to extemporize and experiment new methods of instruction that they consider effective for teaching and learning.

#### **4.6.2: Application of various methods of teaching**

According to Muthoka (2017), at the school level, teachers are in charge of organization and management with a certain degree of flexibility. This is more revealed by the instructional approaches teachers employ in disseminating conceptions as drawn in the curriculum. An item was placed in the trainers questionnaires which sought to find out the teaching methods used in teaching lessons as shown in Table 4.10.

**Table 4.10: Responses on the application of various teaching methods**

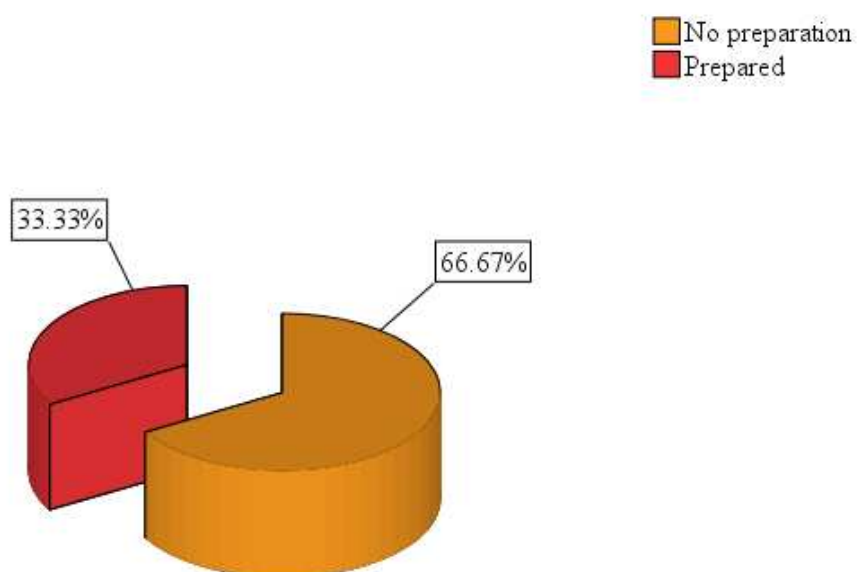
Statement	Response				Total	
	Did not use	%	Used	%	F	%
Group discussion	25	30.0	38	60.0	63	100.0
Drama and poetry	32	50.0	31	40.0	63	100.0
Use of ICT	13	10.0	50	80.0	63	100.0
Lecture	38	60.0	25	30.0	63	100.0

Table 4.10 shows that 30 percent of the upper class trainers used group discussion methods to teach lessons while 60 percent did not. Fifty percent used drama and poetry while 40 % did not. Ten percent used ICT technique while 80 % did not, 60 percent used lecturing method while 30 did not. Lecture, drama and poetry are therefore the methods that are favoured when passing messages to the pupils. This comes as a result of most schools taking part in drama and music festivals hence actively participating in recitation and

dramatization of themes. Teachers tend to prefer lecturing because it needs less logistic preparation. The least used method is ICT. This could be as a result of cost and maintenance as most of these schools acutely lack electricity. This finding agrees with that by Motswiri (2010) who established that chemistry teachers were free to use innovative methods in teaching to enhance implementation of some of the aspects of the subject.

#### 4.6.3. Lesson preparation

The administrators were required to indicate if their teachers adequately prepare for their lessons before teaching. The data is presented in Figure 4.7.



**Figure 4.7: Lesson preparedness**

The findings in Figure 4.7 show that 33 percent of the teachers prepare for their lessons while 67 percent do not prepare for their lesson. This shows that majority of teachers do not prepare for their lessons as hence this impacts

negatively on curriculum implementation. Prefects were asked methods that teachers use when teaching lesson as shown in the Table 4.11.

**Table 4.11: Innovative instruction practices**

Method	Yes		No		Total	
	F	%	F	%	F	%
Video and films	18	30.0	44	70.0	62	100.0
Demonstrations	12	20.0	50	80.0	62	100.0
Role plays	6	10.0	56	90.0	62	100.0
Discussion groups	32	52.0	30	48.0	62	100.0

Table 4.11 indicates that 80% of the prefects specified that teachers do not use demonstrations and illustrations as a method of teaching while 20 percent said teachers do use. Thirty percent confirmed that teachers used films and video while 70 percent indicated that they do not. Ten percent stated that teachers used role plays in their lessons while 90 percent indicated that they do not.

This finding on whether the teachers used innovative teaching methods when disseminating communications is confirmed in literature by Kruijer (2010) who argues that child-centered participatory teaching methods are the best for disseminating knowledge to students. The finding is also in agreement with that of Muthoka (2017) who found that teachers were not adopting innovative teaching methods.

#### 4.7. Learner characteristics and the implementation of primary education curriculum

The fourth objective of the study was to determine learner characteristics and the implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question under this objective was answered using 12 items spread across the 3 sets of questionnaires. The items were analyzed through frequencies and discussed under the following sub-headings:

##### 4.7.1. Number of learners in a school

The class trainers were required to indicate the average number of learners in their classes. This information would assist the researcher ascertain the actual behavior of the learners as numbers can be a pointer to that. The findings on this item are presented in Figure 4.8.

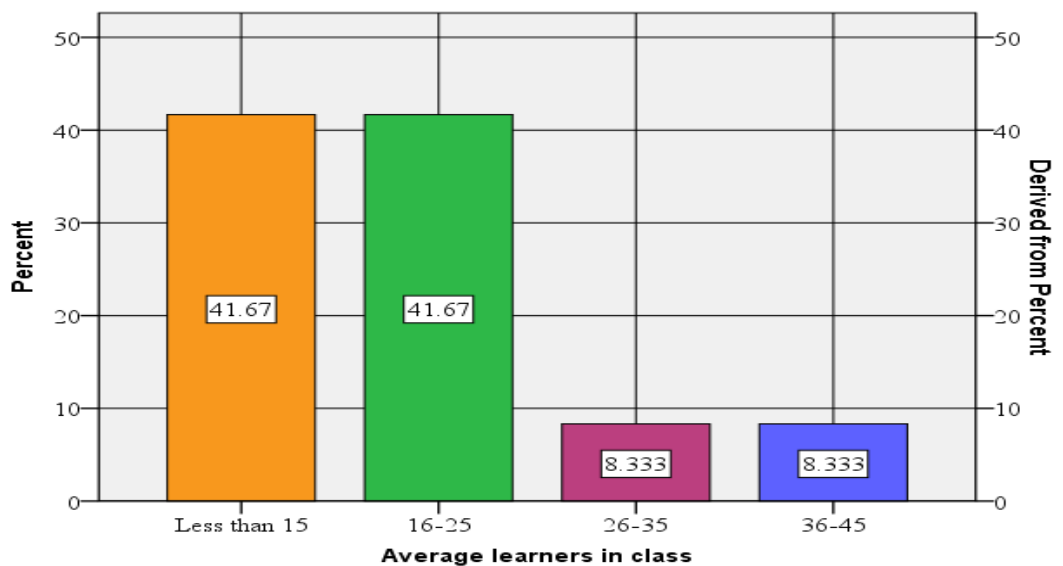
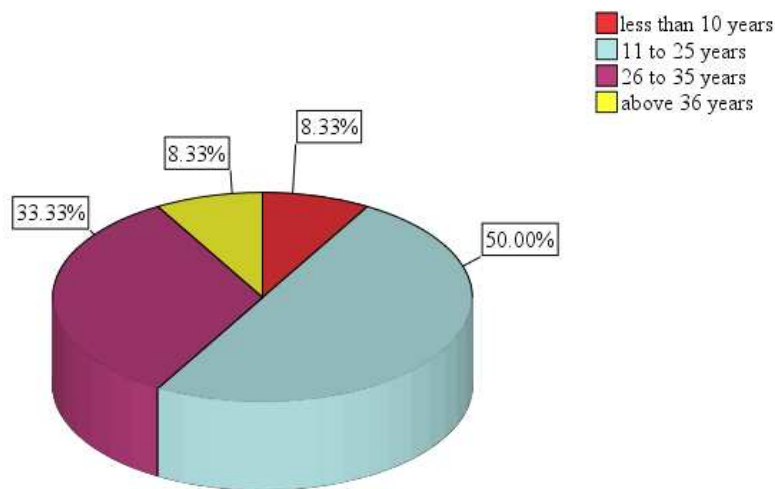


Figure 4.8: Average number of learners in class

The findings in Figure 4.8 show that majority (83%) of the students are averagely in the age groups of less 15 years and 16-25 years. The implication is that the respondents were mature enough to understand the issues under study. The findings concur with those by Muthoka (2017) who found that learners in the APBET schools are at the average ages of 6-15 years.

#### 4.7.2. Average age of learners in the school

The upper class prefects were required to indicate the average ages of learners in their classes. This information was important in assessing the age of the learners as one characteristic under study. The findings are presented in Figure 4.9.



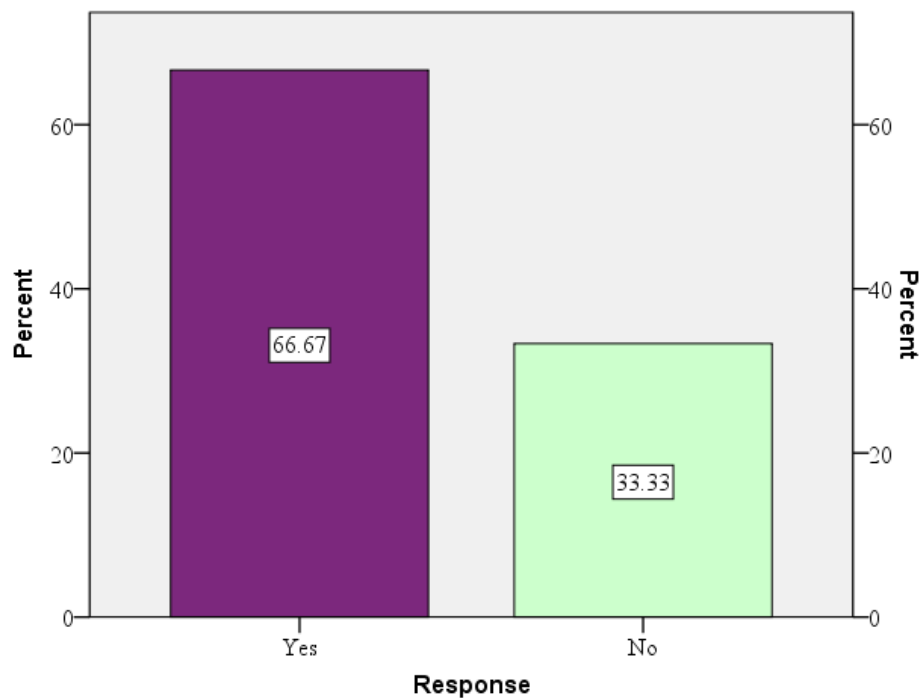
**Figure 4.9: Learners' average age**

The findings in Figure 4.9 show that fifty percent of the upper class prefects indicated that most learners were in the age group 6-15 years. The findings agree with those by Yara and Otieno (2010) who found that most students were aged between 6 and 15 years. This finding implies that many APBET centres are training the students who are of school going age but for some

reason they do not fit or are unable to school in the formal schools. This finding disagrees with that by Mwanja (2013) whose study on the determinants of curriculum implementation in primary schools in Mbooni District, Makueni County, established that most learners in APBET centres were of school going age.

#### 4.7.3. Learners attitude and curriculum implementation

The class prefects were required to indicate whether they thought learners' attitudes influences curriculum implementation in schools. They were required to simply show by a yes or no answer. This information was crucial in assessing the learners' perceptions about the curriculum that they are taught at school. The findings are presented in Figure 4.10.



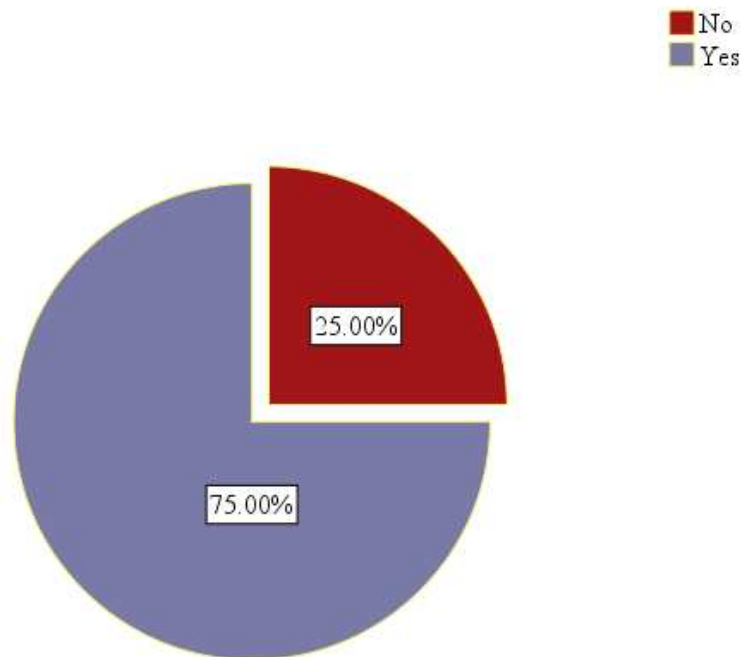
**Figure 4.10: Responses on influence of attitude on implementation of curriculum**



The findings in Figure 4.10 indicate that majority (66.7%) of the prefects who are learners indicated that learners' attitude influences the implementation of the curriculum while 28.431% respondents indicated that it does not affect curriculum implementation. This implies that when students are not very cooperative during the lessons thus giving trainers challenges, then curriculum implementation becomes a very difficult task. The findings are in line with Kinnaird (2010) who established that attitude has an impact on academic performance of high school students receiving instructions. The finding also concurs to that by Engelbrecht, Oswald, Swart, Kitching and Eloft (2005), who established that learners' attitude influences curriculum implementation in special settings.

#### **4.7.4. Presence of special learners in the school**

The prefects were also required to indicate if there were any special needs students in their school. The presence or absence of special learners in a centre can go a long way in determining the attitudes of the learners and tutors in the implementation activities geared towards inclusion of all (Okorodudu, 2009). The findings are presented in Figure 4.11.



#### **4.11: Presence of special needs students**

The findings in Figure 4.11 show that majority (75%) of the learners indicated that there were indeed students with special needs in their schools. The special needs of these students may influence the level of implementation of the primary education curriculum in the schools. This implies that all curriculum implementation activities should be geared towards ensuring there is inclusivity of all kinds of learners. The findings agree to those by Omas (2007) who found that the presence of learners with special needs in schools influence the implementation of curriculum in schools.

#### **4.7.5 Learner characteristics and curriculum implementation**

The aim of the study was to determine learner characteristics and implementation of primary education curriculum. The researcher used four items in the questionnaire to test the influence of learner characteristics on

curriculum implementation. The learners were given statement regarding their characteristics versus implementation which they were to score on a scale ranging from strongly agree to strongly disagree. The findings are presented in Table 4.12.

**Table 4.12: Learner characteristics and curriculum implementation**

Statement	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Learner's age influences their acceptance on what is taught	38	61.0	21	33.0	0	0.0	3	6.0	0	0.0	62	100.0
Mature learners know what they want in life and thus cooperate more and are more receptive to education	0	0.0	6	1.0	0	0.0	21	33.0	41	66.0	62	100.0
Learners attitude influences what they score in their studies	36	58.0	24	38.0	2	3.0	6	1.0	6	1.0	62	100.0
Learners who interact well with their peers and teachers like their studies more	41	66.0	13	21.0	3	5.0	3	4.0	3	5.0	62	100.0

The findings in Table 4.12 show that majority (61.0%) of the students indicated strong agreement with the statement that learner's age influences their acceptance on what is taught. Many (33.0%) of the students also indicated agreement with the same statement. Only 6.0% of the students disagreed with the statement that learners' age affects their acceptance with

content being taught. This finding agrees with that of Marriot and Marriot (2003) who found that many students indicated that their ages determined their acceptance levels of content.

The findings also indicate that majority (66.0%) indicated strong disagreement with the statement that “mature learners know what they want in life and thus cooperate more and are more receptive to education”. Only 1.0% of the students agree with the same statement while none strongly agreed. The finding implies that one’s age relates directly to one’s choices in life like appreciation of education. The finding concurs with that of Omao (2007) who found that the more mature learners appreciated education more than those with lower ages.

Further findings indicate that most (58.0%) respondents indicate strong agreement with the statement that learners attitude influences what they score in their studies. The implication from this finding is that the learner characteristics such as age have some effects on their acceptance of the curriculum and ultimately its implementation. This finding agrees with those of Mock and Kauffman (2002), who found a strong positive relationship between learners’ characteristics and curriculum implementation.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter presents the summary of the study, conclusions and recommendations. The chapter additionally presents suggestions for further research.

#### **5.2. Summary of the Study**

The purpose of the study was to investigate on the School based factors and implementation of primary education curriculum in APBET schools in Embakasi sub-county, Kenya. The researcher aimed at providing possible solutions to enhance the implementation of the primary education curriculum in the APBET schools in the sub county. The research was based upon four research objectives and four research questions from which the independent variables were specified. The variables included the trainers' qualifications, teaching and learning resources, instructional methods and learner characteristics and implementation of primary education curriculum. Concerning the School based factors and implementation of primary education curriculum in APBET schools, the study revealed that trainers' qualification is not an intensive enough predictor for implementation of primary curriculum. On the teaching learning resources, it was found that they do not affect implementation of the curriculum in APBET schools.

The first objective was to determine trainers' qualification and implementation of primary education curriculum in Approved Basic Education and Training

schools in Embakasi Sub-County. It was found that only 37 percent of the trainers had training on curriculum of which 24 percent by in-service training and 13 percent by pre-service training. Sixty three percent did not have any training on curriculum. Majority (50%) of the respondents agreed with the statement that teaching resources assisted teachers in teaching and also increased learners' interest in learning, instructional materials accord chances for learners to apply content learned in school, absence of appropriate training materials cause little implementation of primary school curriculum and learning materials usually motivate the total growth and development of kids. Thirty one percent of the respondents only agreed with the statements. There were 3% of them who disagreed and strongly disagreed with the statement that instructional materials motivate the whole growth and development of children.

The second objective was to determine accessibility of instructional resources on primary education curriculum implementation in Approved Basic Education and Training schools in Embakasi Sub-County. The study discovered that many of the institutions had insufficient resources and that there was text books scarcity with a ratio of 1:5. The study also discovered school facilities had a great impact on implementation of primary school curriculum, availability of school facilities influences pupils' performance, schools with stocked libraries record impressive educational results and the degree of usage of school facilities enhances implementation of primary education curriculum. It is the responsibility of the head teacher to ensure that

there is adequate classroom space to enable the teaching-learning process take place without any hitches. He should ensure that the facilities are used efficiently and effectively.

The third objective of the study was to examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The study established from 49% of the respondents that instructional methodologies had great effects on implementation of the primary education curriculum in the sub county. This also reflected on teachers' commitment to teaching activities which finally affected implementation of primary education curriculum. Fifty eight percent of the respondents indicated that their schools had inadequate resources. This affected the implementation of primary education curriculum in the sub county. Learning resources enhance learner's involvement in the classroom for actual real learning to take place. The quality and appropriateness of resources for example instructional materials affects the efficiency of curriculum implementation. The study found out from 58.1% of the respondents that primary education instructional materials were selected by subject panels. This means that the right materials may not be selected because the head teacher may not know the new primary curriculum materials that are introduced in the subjects they don't teach. This consequently affected the implementation of primary education curriculum.

The fourth objective was to determine learner characteristics and implementation of primary education curriculum in Approved Basic Education

and Training schools in Embakasi Sub-County. However, (60%) of the respondents quoted that learner characteristics influence the implementation of the primary school curriculum. This was also hammered by the researchers' observations in the age and entry behaviour that learners were predictors of the extent of curriculum implementation. The bulk (70%) of respondents pointed out that the characteristics of learners influenced the level and learning taking place in schools.

### **5.3. Conclusions**

The purpose of the study was to explore the school-based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County, Kenya. The study factors included the qualification of trainers, teaching/learning materials, instructional methods and learner characteristics. The following conclusions were therefore drawn: The findings led to the conclusion that the trainers in the APBET schools needs to be stimulated and encouraged to train in procedures of handling APBET learners. Secondly, the teaching-learning materials were inadequate and in some schools unavailable. This was a challenge to the implementation of primary curriculum in the school. Thirdly, the government should give more money to schools in order to expedite the creation and facelifts in APBET schools. The study also revealed that learner characteristics determine the level and extent of implementation of primary education in APBET schools.



#### **5.4. Recommendations of the study**

The subsequent recommendations were made in line with the study findings: Trainers' qualifications ought to be heightened. Education is the key to achievement which only comes once one is educated by an individual with knowledge and one who is vastly qualified. The Government through the ministry of education should get involved in the process of employing trainers and also confirm that only qualified trainers are assigned in the APBET schools so as to guarantee competency which leads to curriculum implementation.

The trainers should be encouraged to be innovative as well as creative in the instructional methods they adopt and ensure they rely more on the child-centered methods. Refresher courses on some of the innovative instructional methods should be adopted on both national and county levels so as to impart up to date knowledge and relevant skills.

The trainers should extemporize the teaching and learning resources such as the charts so that the schools will only buy the ones that are hard to improvise.

The school administration should come up with new and better strategies for their teachers so as to improve their curriculum implementation levels and practices.

### **5.5. Suggestions for further research**

Considering the limitations and delimitations of this study, the researcher makes the subsequent suggestions for more research:

- (i) There is necessity to carry out a study aimed at establishing the effect of socio-economic factors on implementation of primary school education curriculum in Embakasi Sub County.
- (ii) A comparable study ought to be conducted in the APBET schools which are run differently from the public schools for comparison purposes.
- (iii) The influence of head teachers' individual characteristics on the implementation of primary school education curriculum.

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## APPENDICES

### APPENDIX 1: LETTER FOR INTRODUCTION

University of Nairobi,  
College of Education and External Studies  
Department of Educational Administration and Planning  
P.O. Box, 92 - 00902  
Kikuyu  
8<sup>th</sup> March, 2018

The Directors/Administrators  
\_\_\_\_\_ Primary School,  
P. O Box \_\_\_\_\_, Nairobi

Dear Sir/Madam,

#### **REF: REQUEST FOR RESEARCH DATA IN YOUR INSTITUTION**

I am a student at the University of Nairobi wishing to carry out a research on: *school based factors and implementation of education curriculum in approved basic education and training schools in Embakasi sub-county, Kenya* in the month of January 2018. The research will focus on qualifications of trainers, teaching and learning resources, instructional methods and learners 'characteristics. The target population of the study is the administrator, trainers and upper class pupils. If offered the opportunity, I will highly appreciate to research in your institution. I assure you that the information will be used for academic purposes only.

Thank you.

Yours faithfully,

Nyaga Catherine.

## APPENDIX II: QUESTIONNAIRE FOR ADMINISTRATORS

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub County, Kenya. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of Primary education in primary schools in Kenya. I assure you confidentiality. Where there are choices, tick the appropriate.

### Section A: General information

1. What is your gender? Male (  ) Female (  )
2. Which is your highest level of qualification? PhD (  ) Med (  ) Dip (  )  
S1 (  ) P1 (  ) ECD (  ) Untrained (  )
3. What is your working experience as an administrator in the primary sector  
(a) 0-3 years (  ) (b) 4-6 years (  ) (c) 7-10 years (  ) (d) above 10 years (  )

### Section B: Level of qualifications of trainers and implementation of primary education curriculum

4. Does your professional qualification help you improve on Implementation of Primary education curriculum? Yes (  ), No (  ).

If No, give reasons

---

5. Have you attended any training and development course in primary curriculum implementation in the recent past?

Yes, ( ), No ( ). If yes, how was it significant in primary education curriculum implementation\_\_\_\_\_?

6. Are new trainers inducted in primary education curriculum implementation before service in your school?

Yes, ( ), No ( ). If No, give reasons \_\_\_\_\_

7. How often do your trainers attend in-service training courses on curriculum implementation? \_\_\_\_\_

8. How many trainers do you have in your school? Trained ( ), Untrained ( ).

**Section C: Availability of teaching and learning resources and implementation of primary education curriculum**

9. What is the textbook/pupil ratio in all subjects in the classroom?

Mathematics ( )

English ( )

Kiswahili ( )

Social Sciences ( )

Science ( )

10. What is the teacher: pupil ratio in your school? ( ).

11. Does the learning institution provide learners with: textbooks ( ), exercise books ( ), Pens/Pencils ( ), Erasers ( ).

12. What is the total number of classrooms in your school? ( )

**Section D: Instructional methods and implementation of primary education curriculum**

13. Do trainers in your school adopt the following methods of instruction:

- (a) Lecture ( )
- (b) Team teaching ( )
- (c) Peer teaching ( )

14. How effective would you rate each of the following methods of instruction in implementing the primary education curriculum in APBET schools.

<b>Method</b>	<b>Very effective</b>	<b>Effective</b>	<b>Ineffective</b>	<b>Very ineffective</b>
Lecture				
Team teaching				
Peer teaching				

15. Which other methods do trainers in your school adopt in instruction to learners?

---

**Section E: Learner characteristics and implementation of primary education curriculum**

16. What is the approximate percentage of learners transiting to secondary schools per year for the last three years? ( ).

17. How many pupils do you have in your school? ( ).

18. Are there special needs children in your school? Yes ( ), No ( ). If No, how many? ( )

19. Do you have anything else to contribute in relation to school based factors and implementation of primary education curriculum?

---

**Thank you for your cooperation.**

### **APPENDIX III: QUESTIONNAIRE FOR CLASS TRAINERS**

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub County. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of Primary education in primary schools in Kenya. I assure you confidentiality. Where there are choices, tick the appropriate.

#### **Section A: General information**

1. What is your gender? Male(  ), Female (  ).
2. Which is your highest level of qualification? Ph.D. (  ) Med (  ) Dip (  ) S1 (  ) P1 (  ) ECD(  ) Untrained (  ).
3. What is your working experience as a teacher in primary sector  
(a) 0-3 years (  ) (b) 4-6 (  ) (c) 7-10 (  ) (d) above 10 years

#### **Section B: Level of qualifications of trainers and implementation of primary education curriculum**

4. Do you have a primary education syllabus? Yes (  ) No (  ). If no which syllabus do you use?  

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5. Do you have schemes of work Yes (  ) No (  ). If yes, how are they significant in implementation of primary education curriculum?  

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6. Have you attended any in-service course on primary curriculum implementation in the recent past? Yes ( ), No ( ).

If yes, how was it significant in the implementation of primary education curriculum?

---

**Section C: Availability of teaching and learning resources and implementation of primary education curriculum**

7. Do you have adequate teaching and learning materials in your school? Yes ( ) No ( ) If no, how does teaching and learning take place?

---

8. What types of teaching/learning aids are available for learners in your teaching subjects?

---

9. What makes you feel that the teaching/learning materials are necessary?

---

10. What is the average pupil/ textbook ratio in your subject area? ( )

**Section D: Instructional methods and implementation of primary education curriculum**

11. Which of these teaching methods do you mostly apply in the teaching and learning process? Lecture ( ), Discussion ( ), Role play ( ), Demonstration ( ), Question and answer ( ), others (specify).\_\_\_\_\_.

12. Rate the following teaching methods with No.1 as the most frequently used and No. 5 as the least used.

Teaching Method	Frequency	Reason for using the method
Lecture		
Discussion		
Role play		
Demonstration		
Others(Specify		

**Section E: Learner characteristics and implementation of primary education curriculum**

13. What is the average number of pupils in your class? Boys ( ) Girls ( )

14. What is the average age of pupils in your class? ( )

15. Do you have any special children in your class? Yes ( ) , No ( )If yes, how many ( )

16. What would you recommend to enhance implementation of primary education curriculum?

---

**Thank you for your co-operation.**



## APPENDIX IV: QUESTIONNAIRE FOR PREFECTS

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of primary education in primary schools in Kenya. I assure you of confidentiality. Where there are choices, tick the appropriate.

### Section A: General Information

1. What is your gender? Boy ( ) Girl ( ).
2. What is your age bracket (a) 10-14 years [ ] (b) 15- 19 [ ] (c) 20- 24 (d) 25-29 (e) 30- 34 [ ] (f) 35 years and above [ ]
3. Which class are you in? ( ).

### Section B: Trainers' qualification levels

4. Do you consider the trainers in your school qualified? Yes [ ] No [ ]. If no why\_\_\_\_\_

### Section C: Availability of teaching and learning resources and implementation of primary education curriculum

5. How many are you in your class? ( )
6. Do you have enough trainers for:

English	Yes ( )	Yes ( )
Kiswahili	Yes ( )	No ( )
Mathematics	Yes ( )	No ( )
Science	Yes ( )	No ( )
Social studies	Yes ( )	No ( )
CRE	Yes ( )	No ( )
7. Do you have enough books for

English	Yes ( )	No ( )
Kiswahili	Yes ( )	No ( )
Mathematics	Yes ( )	No ( )
Science	Yes ( )	No ( )

Social Studies Yes ( ) No ( )

CRE Yes ( ) No ( )

8. Does the school provide textbooks Yes ( ) No ( ) pens Yes ( ) No ( ) exercise books Yes ( ), No ( ).

9. Do you have a school Library? Yes ( ) No ( ).

10. Do you have a playing field? Yes ( ) No ( ).

11. Do you sit on chairs ( ) mats ( ). If you sit on chairs, how many pupils sit on one chair ( ).

**Section D: Instructional methods and implementation of primary education curriculum**

12. Which teaching method do your trainers often use? Lecture ( ), Discussion ( ) Role play ( ), Demonstration ( ). Tick as appropriate.

13. Do you think what you learn will be helpful in future? Yes ( ), No ( ).

14. Indicate the effectiveness of the following teaching methods if used by your trainers.

<b>Teaching Method</b>	<b>Very effective</b>	<b>Effective</b>	<b>Ineffective</b>	<b>Very ineffective</b>
Lecture				
Discussion				
Role play				
Demonstration				

**Thank you for participating in this study.**

## Appendix V: Regional Coordinator of Education Authorization Letter

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
STATE DEPARTMENT OF EDUCATION

Email:deoembakasi@gmail.com



REPUBLIC OF KENYA

SUB COUNTY EDUCATION OFFICE  
EMBAKASI SUB COUNTY  
P.O.BOX 1288-00518  
KAYOLE.

Ref.Emba/Edu/Authority/019/Vol1/74

16<sup>th</sup> August, 2018

To All APBET Schools  
Headteachers  
Embakasi Subcounty

**RE: RESEARCH AUTHORIZATION.**

This is to confirm that Catherine Wawira Nyaga a student of University of Nairobi has the authority to carry out a research on **“Influence of school based factors on implementation of education curriculum in approved basic education and training schools”** in Embakasi Sub-County Nairobi.

Please accord her the necessary assistance.

However, ensure the research activities do not interfere with the normal school routine.

A blue ink handwritten signature and date '16/8/2018' are written over a faint blue stamp. The stamp contains the text: 'FOR DISTRICT OFFICE EMBAKASI P.O. Box 1288 KAYOLE'.  
**LUCIE OJOO**  
**SUB-COUNTY DIRECTOR OF EDUCATION.**  
**EMBAKASI.**

## Appendix VI: Regional Coordinator of Education Authorization Letter



Republic of Kenya  
MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi  
Telephone: Nairobi 020 2453699  
Email: [rcenairobi@gmail.com](mailto:rcenairobi@gmail.com)  
[cdenairobi@gmail.com](mailto:cdenairobi@gmail.com)

REGIONAL COORDINATOR OF EDUCATION  
NAIROBI REGION  
NYAYO HOUSE  
P.O. Box 74629 - 00200  
NAIROBI

When replying please quote

Ref: RCE/NRB/GEN/1/VOL. 1

Date: 8<sup>th</sup> August, 2018

Catherine Wawira Nyaga  
University of Nairobi  
P O Box 30197-00100  
KISII

**RE: RESEARCH AUTHORIZATION**

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "**Influence of school based factors on implementation of education curriculum in approved basic education and training schools in Embakasi Sub-County, Kenya**".

This office has no objection and authority is hereby granted for a period ending **30<sup>th</sup> July, 2019** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

**JAMES KIMOTHO**  
**FOR: REGIONAL COORDINATOR OF EDUCATION**  
**NAIROBI**

C.C.

Director General/CEO  
Nation Commission for Science, Technology and Innovation  
**NAIROBI**

## Appendix VII: NACOSTI Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/60755/23934**

Date: **1<sup>st</sup> August, 2018**

Catherine Wawira Nyaga  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of school based factors on implementation of education curriculum in approved basic education and training schools in Embakasi Sub-County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **30<sup>th</sup> July, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.

Approved for Release by NSA on 05-08-2014 pursuant to E.O. 13526

## Appendix VIII: Research Permit

**THIS IS TO CERTIFY THAT:**  
**MS. CATHERINE WAWIRA NYAGA**  
**of UNIVERSITY OF NAIROBI, 30197-100**  
**NAIROBI, has been permitted to conduct**  
**research in Nairobi County**

**Permit No : NACOSTI/P/18/60755/23934**  
**Date Of Issue : 1st August,2018**  
**Fee Received :Ksh 1000**

**on the topic: INFLUENCE OF SCHOOL**  
**BASED FACTORS ON IMPLEMENTATION**  
**OF EDUCATION CURRICULUM IN**  
**APPROVED BASIC EDUCATION AND**  
**TRAINING SCHOOLS IN EMBAKASI**  
**SUB-COUNTY, KENYA**

**for the period ending:**  
**30th July,2019**



  
.....  
**Applicant's**  
**Signature**

  
.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No.A 19807**

**CONDITIONS: see back page**

**SCHOOL BASED FACTORS AND IMPLEMENTATION OF PRIMARY  
EDUCATION CURRICULUM IN APPROVED BASIC EDUCATION AND  
TRAINING SCHOOLS IN EMBAKASI SUB-COUNTY, KENYA**

**Nyaga Catherine Wawira**

**A Research Project Submitted in Partial Fulfillment of the Requirements  
for the Degree in Master of Education in Curriculum Studies**

**University of Nairobi**

**2018**

## **DECLARATION**

This project is my original work and has not been submitted for any award in another university.

.....  
Nyaga Catherine  
E55/78869/2015

This project has been submitted for examination with our approval as university supervisors.

.....  
Dr. Rosemary Imonje  
Lecturer  
Department of Educational Administration and Planning  
University of Nairobi

.....  
Dr. Lucy W. Njagi  
Lecturer  
Department of Educational Administration and Planning  
University of Nairobi



## **DEDICATION**

This work is dedicated to; my husband Gabriel Muriira and our children Immaculate Kiendi and Alex Rugendo.

## **ACKNOWLEDGMENTS**

Before acknowledging anyone on this earth, I must first thank God for instilling in me the urge for further studies, his protection and providence during this time of my academic life. I also acknowledge my supervisors Dr. Rosemary Imonje and Dr. Lucy W. Njagi for their guidance, constructive suggestions and dedication without which this study would not have reached its completion.

I acknowledge all the lecturers and academic peers in the Department of Educational Administration and Planning under the able leadership of Dr. Jeremiah M. Kalai for their continued encouragement and support during the entire course.

I must acknowledge the Ministry of Education office (Education officers) for providing a record of all Approved Basic Education and Training schools in Embakasi Sub- County. I highly acknowledge school administrators, trainers and pupils from all the sample schools in Embakasi Sub-county for their co-operation in responding to research instruments within short notices.

Special thanks go to my beloved husband, Gabriel, for financial and moral support and acceptance to forego my company and care while I was studying. To my dear children, Immaculate and Alex for their patience and co-operation. To my intimate friend Makori Lydia Kemuma and Adero Seraphine Apiyo who held me up when I appeared to drawn in academic challenges and finally to my friend Rachael who tirelessly and timelessly formatted and edited my work.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>APBET</b>	Approved Basic Education and Training
<b>EFA</b>	Education for All
<b>GoK</b>	Government of Kenya
<b>MoE</b>	Ministry of Education
<b>MoEST</b>	Ministry of Education, Science and Technology
<b>RBV</b>	Resource Based View
<b>SDGs</b>	Sustainable Development Goals
<b>UIS</b>	Unesco Institute of Statistics
<b>UNAID</b>	United Nations Agency for International Development
<b>UNESCO</b>	United Nations Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children Education Fund

## **ABSTRACT**

This research project sought to investigate on School based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County, Kenya. The specific objectives of the study were to examine on trainers' qualifications, availability of teaching and learning resources, instructional methods, learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Four research questions were formulated in line with the objectives. The study was a descriptive survey type adopting a descriptive approach on School based factors and implementation of education curriculum in APBET schools in Embakasi Sub County, Kenya. Questionnaires targeting 146 respondents (upper class trainers, class prefects and administrators) who are in one way or the other involved in curriculum implementation were used to collect the data. Simple random sampling to select the sample size for the trainers and prefects' respondents was used while census sampling was used for the administrators. The 16 head teachers of the 16 selected schools participated in the study. Piloting was done to establish reliability and validity of research instruments. Data was analyzed using descriptive statistics. The findings of the study revealed that trainer's qualifications, insufficient teaching and learning materials, instructional methods and learner characteristics impacted negatively on the implementation of curriculum. This study recommends that trainers' qualifications should be heightened and the trainers should be encouraged to be innovative as well as creative in the instructional methods they adopt and ensure they rely more on the child-centered methods.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Regimes' throughout the world recognize the critical role played by Approved Basic Education and training schools in increasing access to education especially in informal settlements and other marginalized areas. Generally, children in these areas are unable to access government schools due to insecurity, long distances and diverse economic and social challenges. It is in these informal settlements that Approved Basic Education and Training (APBET) schools have been established to meet the learning needs of primary school children (Republic of Kenya, 2012). The Ministry of Education, Science and Technology (MoEST), in the past had not legally recognized APBET institutions since they do not meet school registration requirements inter alia acreage, staffing, facilities among others (MoEST, 2015).

The Kenyan policy framework for Approved Basic Education and Training was formulated in 2009, with the goal of facilitating the registration of APBET institutions by the Ministry of Education (Republic of Kenya, 2012). The framework would also enable funding of these institutions by prospective partners; provide guidance on regulations and quality education through implementation of primary education curriculum (MoEST, 2015). Article 43 of the Constitution of Kenya recognizes education as a human right. Section 39 (c) of the Basic Education Act of 2013 ensures that children from marginalized regions, vulnerable or disadvantaged are not discriminated

against and have the right to pursue and complete their basic education (MoEST, 2015).

For Primary education curriculum to be well implemented and to achieve some perceptible achievements, institutional aspects including human, physical facilities and other resources should be properly distributed and used (Njoroge, 2013). Altogether, learner characteristics should be examined and considered, as well as proper instruction methodologies geared towards the implementation of primary education curriculum utilized in an effort to fulfill pupils' education needs (Mungai, 2013).

The United Nations Agency for International Development (UNAID)'s Sustainable Development office has established a policy for dealing with curriculum implementation grounded upon more than a ten year span of organized learning modification efforts. Aspects of the study are: communication of messages to learners and teachers; provision by the Ministries of Education (MOEs) to the education sector as well as sustenance ground-breaking supply of schooling to orphaned children in addition to other susceptible kids (Barnett, 2008).

Governments world over, recognize the role played by APBET institutions in providing basic education (UNICEF/UIS, 2014). In Pakistan, the Government in conjunction with USAID is increasing access to primary education for out of school children by offering education programs that provide emergency education to the displaced children by military conflicts, enrolling new learners, offering non formal education programs, repair and construction of

schools in underserved communities to address barriers that keep students from enrolling and staying in school (USAID, 2018).

In Ethiopia, of which 80 million people are pastoralists, primary education curriculum is highly embraced by donors, civil society, communities and other actors as a means of increasing enrolment and ensuring equity for the disadvantaged including girls, special needs children, children from pastoralists communities, semi-agriculturalists and the marginalized groups (World Bank, 2015). To enhance quality education, the General Program for Education (GPE) that consists of development partners works to facilitate curriculum implementation through provision of teaching and learning materials, teacher development programs, pre-service and in-service courses, school improvement programs, capacity building programs and ICT education programs from kindergarten to grade 12 (Global Partnership for Education, 2017).

According to Okorodudu (2009), the level of education of adult education trainers remains a key determinant of the value of education offered. Barnett (2008) recommended that more learned adult tutors possess more knowledge and expertise in addition to being very likely to produce better-off learning related activities which are applicable to the children's learning needs. The trainers are likewise well prepared to resolve complications at times when they face difficulties during learning in the classrooms.

Effective implementation of an education curriculum is influenced by the nature of a particular institution's physical resources (Rogan & Grayson,

2013). Anandu (2009) emphasizes that physical facilities remain crucial for trainers as well as pupils for effective curriculum implementation. Availability and quality of instructional resources such as schoolbooks, writing materials and teaching aids determines the level of implementation of a curriculum (Yara & Otieno, 2010).

According to Ajibola (2008), as soon as teaching is directed in the direction of the needs of the learner, there comes a supplementary predisposition to ensure that the learner completely comprehends the content being taught. Teacher-centered methods of teaching ought to be used often in the classroom since some trainers are short of confidence, the mastery of content and the basic teaching skills (Motswiri, 2014). Since the learner is the vital element in the course of curriculum implementation, curriculum implementation occurs when a student attains the intended or envisioned skills, knowledge, ideas and attitudes (Wambui, 2014).

Kenya has over 2,000 APBET schools of which 430 are registered by the Ministry of Education to ensure access to quality education for all, especially disadvantaged groups (MoE, 2017). Majority of APBET schools are found in informal settlements in urban areas of which Embakasi Sub-County records the highest number. These include; Mukuru kwa Njenga, Kwa Reuben, Kware, Kayiaba, Matopeni and Soweto (MoE, 2017). Therefore, this study is triggered by the need to investigate on school-based factors and implementation of primary education curriculum in registered APBET schools in Embakasi Sub-County, Nairobi.

## **1.2 Statement of the problem**

Primary education curriculum is meant to help learners acquire employable skills, life skills and provide opportunities for further education and training (UNESCO/UIS, 2014). Although the initial call for primary education everywhere to be compulsory and free was made in 1948 during the adoption of universal declaration of human rights, reports from UNESCO indicate that only one third of primary school pupils in developing countries acquire right knowledge and skills specified in the primary education curriculum due to poor primary curriculum implementation (UNESCO, 2016). Given that the primary education curriculum delivery mechanisms are not capable of reaching all school age learners including adults; primary education curriculum has to be fully implemented in APBET schools. This calls for the realization that all fundamental issues have to be instituted. Research conducted by Mungai, (2013); Wambui, (2014); Mwanja, (2013); Ileri, (2014) and Kiarie, (2013) concentrated on other factors rather than institution based factors and implementation of primary education curriculum in APBET schools. This therefore presents a conceptual gap which the current study sought to fill by investigating on influence of institution based factors on education curriculum implementation in APBET schools in Embakasi Sub County.



### **1.3 Purpose of the study**

The purpose of the study was to explore the school based factors and primary education curriculum implementation in APBET institutes in Embakasi Sub-County, Kenya.

### **1.4 Research objectives**

The research objectives below were formulated for the study.

- i) To examine on trainers' qualifications and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- ii) To establish the availability of teaching-learning resources and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- iii) To examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- iv) To determine the learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.

### **1.5 Research questions**

The following research questions were to be answered in this study:

- i) In what ways does the trainers' level of qualification affect the implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?

- ii) How does the availability of teaching and learning materials affect implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?
- iii) What is the effect of instructional methods applied by trainers on implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?
- iv) In which ways do learner characteristics affect primary education curriculum implementation in Approved Basic Education and Training schools in Embakasi Sub-County?

### **1.6 Significance of the study**

The study outcomes provided a research data that may be of benefit to the Kenya Institute of Curriculum Development in advocating the appropriate institutional environment that enhances proper implementation of primary education curriculum. Policy makers may also benefit in policy formulation towards an effective curriculum and may also equip primary education curriculum implementers including trainers with the best practices towards implementation of primary education curriculum. Future researchers may also find this work a useful addition to existing literature.

### **1.7 Limitations of the study**

Limitations are tribulations projected or encountered by an investigator during a research (Kombo & Tromp, 2006). This study was limited in scope due to costs and time requirements for reaching all APBET schools. This challenge was mitigated by sampling schools for the study. Another limitation was social

bias due to respondents' attitude which would lead to shallow and inadequate information in view of avoiding criticism. This limitation was mitigated by inclusion of both closed as well as open-ended items in the questionnaires to allow respondents to express themselves fully as well as assuring them of their privacy during the research.

### **1.8 Delimitations of the study**

This study was delimited to only the Approved Basic Education and Training schools in Embakasi Sub-County. This was for the reason that these institutes belong to primary sector and that they follow the primary education curriculum leading to primary education examinations (RoK, 2012). The study respondents were administrators, upper class trainers and class representatives from APBET institutions registered by the Ministry of Education with the fact that these schools receive FPE funds that facilitates access to quality education as well as acquisition of the necessary resources (MoE, 2017), therefore enhancing curriculum implementation.

### **1.9 Basic assumptions**

In this study, the following assumptions were made:

- i) That Approved Basic Education and Training school administrators and trainers had clear insights on how to implement primary education curriculum.
- ii) That the information gathered from the participating groups was correct and a reflection of their knowledge.

iii) That most Approved Basic Education and Training schools had not achieved quality standards for registration by the ministry of education, science and technology.

### **1.10 Definition of terms**

This part includes definitions of terminologies that have been used:

**Implementation** refers to the activity of putting into practice activities that ensure that primary education curriculum is undertaken in a school.

**Instructional methods** refers to the approaches and methods used by trainers in APBET schools.

**Learner characteristics** refers to primary education learners' aspects that may influence curriculum implementation for example age, gender, marital status and physical fitness.

**Level of qualification of trainers** refers to the highest educational qualification of a trainer in APBET schools.

**Primary education curriculum** refers to formulated knowledge, abilities and attitudes premeditated and applied in APBET schools.

**Primary education** refers to education offered in Approved Basic Education and Training schools.

**Primary school** refers to an institute of education that takes care of school children of ages 6-14 years in accordance to Basic Education Act (2013)

**Teaching and learning materials** refers to a range of educational materials that primary education trainer's use in the classroom to support specific

learning objectives, as set out in lesson plans, such as teaching aids, stationery and textbooks.

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one is an introductory chapter comprising of background to study, the statement of the problem, the purpose of the study, research objectives, research questions, significance of the study, basic assumptions, limitations of the study, delimitations of the study as well as definition of operational terms. Chapter two comprises of literature review on the following subheadings: introduction, concept of primary education, implementation of primary education curriculum, level of qualifications of trainers, teaching and learning resources, instructional methodologies, learner characteristics, summary of reviewed literature, theoretical framework in addition to conceptual framework. Chapter three presents the research methodology, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis techniques.

Chapter four consisted of data interpretation and presentation. Chapter five presented a summary of the findings, conclusions and recommendations and also areas for further research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter contains literature reviewed for the study. It is divided into the following subheadings: Concept of education curriculum implementation, level of qualification of trainers, teaching and learning resources instructional methods and learner characteristics. The chapter also has the summary of literature review, the theoretical and conceptual frameworks.

#### **2.2 Concept of education curriculum implementation**

Primary education has been described by Kleis (1973) as a deliberate and organized learning initiative, typically out of the customary education, whereby the instructional content is modified to suit the exceptional requirements of the learners so as to make the most of learning. Ahmed (1975) defines primary education curriculum as a tool of societal policy for the reason that it is cheaper and its programs relate openly to the day-to-day lives of the individuals. Studies carried out in Cuba, Russia, China and Nicaragua, indicate that primary education is cost effective and academically hopeful (Ekundayo, 2000).

Coombs (1973) supported the implementation of primary education programs and practices as an auxiliary or complementary system of education to allow emerging nations “catch up, keep up and get ahead” by dint of first, attaining the peak of individuals who possess appropriate knowledge and abilities; second, improving the know-how of moderately competent personalities, and

third, re-claiming the investment in formal school unqualified and unskilled leavers. Schooling, by itself, does not institute learning; neither does inactive listening (Coombs, 1973).

The Kenyan primary policy (2009) identifies primary education as a basis to realize SDG objectives. The Basic education Act of (2013) specifies Kenya's policy on primary education and outlines APBET schools as alternative education institutions for primary education provision. APBET schools have undoubtedly addressed the needs and desires of the sidelined, the putouts and the unschooled (Republic of Kenya, 2012).

According to Green and Kreuter (1999), the secrets to the success of curriculum implementation include learner's know-how, trainers' sympathy to learner's needs, suppleness when faced with varying situations, aiming on the long-term goals plus a sense of humour. Buchert (1998) defines implementation as the activity of conducting the change as scheduled. Likewise, implementation is defined by Pal (2006) as the recognition of an envisioned reform. According to Loucks and Lieberman (1983), curriculum implementation is the activity of testing out of a different practice and finding out how it is like when used in a school structure. In the process of implementing an educational innovation, there are three close aspects, that is: individuals who are the change forces, the curriculum itself, which is the programme, and the organization or institution (Marew, 2000).

In Kenya, curriculum implementation in schools is currently a certified programme. In spite of this, only 6000 out of a possible 240,000

instructors are actually trained on curriculum. Supplementary attentions in new methods of curriculum implementation in schools by guaranteeing responsible management, actualizable code of behavior, proper punitive methods as well as additional actions which will guarantee accountable conduct scrutiny to closely follow and also record growth of curriculum with reference to important instruction matters; working relationship and also corporation with the other sectors and NGOs tangled with; conception and also extension of source areas to benefit scholastic materials, expedite supply of resources, library right to use in addition learning /sustenance; availing manageable learning centers. This may possibly allow better implementation in the workforce as well as in the classrooms; provision for children in an inspired way; preparation additional instructors to substitute those that have deceased; improvement and amendments of curricular to endorse choice and justifiable conduct modification; advancement of progressive attitude to the learners and involvement of skills and evidence in the vicinity, locally and globally to enable actual communal tactical strategies, expansions of primary cautionary emblems in addition to action plans. (Anandu, 2009).

### **2.3 Qualifications of trainers and implementation of curriculum**

According to Maicibi (2003), every centre of learning is comprised of people and other types of resources and also that as soon as the correct extent and value of human capitals is amassed, it can influence the rest of the resources in the direction of appreciating established aims and objectives. According to a study by Okorodudu (2006) in Nigeria, and another by Tooley, Dixon and



Stanfield (2008) in Kenya found that the trainers' qualifications are a significant determinant of the levels and method of implementation of any education curriculum in schools. There is need for the improvement of quality in terms of teacher management, training and administration for affective implementation of primary education curriculum. These two studies however just identify qualifications of trainers as a contributing factor to the effective implementation but don't investigate further thus presenting a conceptual gap that this study seeks to fill.

Teacher's level of qualification, attitude and subject mastery are key to effective classroom interaction (Osakwe, 2009). Teacher training must be complemented by teacher motivation such as training and development, in-service and induction to increase teacher effectiveness. Darling-Hammond and Bran (2005) argue that curriculum content and instructions in teacher education is a framework useful in equipping trainers with knowledge, skills and commitments that enables them to help learners to succeed. A study conducted by Kimbui (2011) on the implementation of life skills education in public primary schools in Ruiru District revealed that the knowledge that trainers acquired during all stages of teacher training can be compared to the understanding of a given education program by learner and to an extent is determined by the academic qualification of a teacher. Thus the study concluded that highly qualified trainers deliver excellent instructions and other inputs unlike unqualified teachers (Kimbui, 2011).

In a study by Olabode and Olugbenga (2012) on the influence of teacher's qualification on student achievement, subject mastery depends on the learners' performance in that matter at a recommended assessment and every collaborative matter concerning a tutor and a student is projected to yield knowledge results in the learner, an indication of a well implemented curriculum. Ajibola (2008) in his studies on curriculum development for basic education in Nigeria, found contradictory findings with all the other studies by Kimbui (2011); Okorodudu (2006); Tooley, Dixon and Stanfield (2008); and Olabode and Olugbenga (2012). The study found that level of qualifications does not affect curriculum implementation.

#### **2.4 Teaching and learning resources and implementation of curriculum**

Quality education requires supportive resources that provide conducive learning opportunities for the learners to develop their full potential which include human and material, professional development, mentoring and support for trainers as well as strong educational leadership (MoE, 2012).

A study done by Bandele and Faremi, (2012) in South Africa found out that instructional materials such as teaching and learning resources are key to curriculum implementation and recommended government to provide the necessary human and material resources for effective curriculum implementation. Another study by Mefun (2015), the success of a new curriculum depends on the availability of functional textbooks, availability and effective use of facilities and instructional materials, therefore agreeing with the findings of Bandele & Faremi (2012).

Another study carried out by Adegoke and Mefun (2016) in Nigeria on the adequacy and availability of material resources for the implementation of Nigeria's new senior secondary school mathematics curriculum, concluded that adequacy and availability of material resources are key to implementation of a curriculum. Consequently we should note that for effective provision of primary education and curriculum implementation, a variety of teaching and learning materials is recommended for quality learning. Contradicting findings were found by Atieno (2014), studying the effect of instructional resources on learner achievement, whereby it established that instructional related resources did not significantly determine effectiveness of curriculum implementation in schools.

## **2.5 Instructional methods and implementation of curriculum**

Chhem (2001) denotes that the eventual objective is not just to scheme the perfect and the best program but rather, putting into practice the officially prescribed courses of study, syllabuses and subjects. A study carried out by Wasiche (2006) revealed that teaching and learning is perfected by use of varying instructional methodologies which involve observation, imitation and interaction with the immediate environment.

Another study carried out by Mungai (2013) on the aspects influencing implementation of primary basic education curriculum at the primary education centres in Nairobi, Mombasa and Kisumu, revealed that learning institutions should provide the necessary materials to promote learning. The study concludes that instructional methods adopted by trainers influence the

implementation of the curriculum and that trainers should also be innovative through use of locally available materials that enhance implementation of any curriculum (Mungai, 2013).

Morrison, Bachman and Cannon (2005) indicate that learning is dependent on the teacher's ability to create and sustain optimal learning environments. Another agreeing study is that by Anugwo (2011) on the revising the curriculum for the New Secondary Mathematics teacher which concluded that there exists a relationship between availability of skilled trainers and curriculum implementation.

## **2.6 Learner characteristics and implementation of curriculum**

Learners' characteristics on the basis of age as well as special needs may be among the foremost contributing factors of curriculum implementation as described by Yara & Otieno, (2010). It is consequently important that learners' requirements are put into consideration by the implementers and executors of the curriculum. Findings from another research conducted by Sharp, George, Sargent, O'Donnell and Heron (2009), discovered that learners who belong to the lower age groups score better in achievement assessment tests. The study results also showed that younger learners more regularly are retained in school, meaning they stay longer in school.

Due to the dynamic characteristic of learners in any classroom situation, the ministry of education recommended all-encompassing learning in which special needs learners are incorporated in the regular schooling system (MoE,

2009). A study carried out by Mwanja (2013) on the Determinants of programme implementation in primary schools in Mbooni District, Makueni County, revealed that learner characteristics influence selection and preparation of teaching and learning experiences and that trainers ought to consider the different learner characteristics in selection of learning experiences for effective curriculum implementation.

## **2.7 Summary of literature review**

From the reviewed literature related to implementation of education curriculum in APBET schools, teacher qualifications, teaching and learning resources, pedagogy and learner characteristics have a bearing in that they influence effectiveness of implementation of primary education curriculum (Wasiche, 2008). Empirical studies relative to the study variables have pointed out that in view of the fact that several researches have been conducted on implementation of curriculum, current research studies have more or less ignored primary education sector (Mwanja, 2013), therefore a need to expand knowledge relative to primary education. Other studies reviewed covered factors influencing implementation of primary education curriculum in primary education centers in some parts of the country but no specific study reviewed on school based factors and implementation of primary education curriculum in APBET schools particularly in Embakasi Sub County.

According to a study conducted by Mungai (2013), the researcher was interested on aspects influencing implementation of curriculum in non-formal learning centers generally in Nairobi, Mombasa and Kisumu. Wambui, (2014)

focused on aspects influencing implementation of the curriculum in APBET institutions in Westlands, Nairobi. Mwanja (2013), investigated on curriculum implementation in APBET schools in Mbooni west district, Makueni while Ireri (2010) conducted a study on the functioning of APBET schools in Kibera informal settlements. None of the above studies sought to investigate on school-based factors on implementation of primary education curriculum in APBET schools in Embakasi Sub County. Related literature did not come across a study seeking to establish school-based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County.

## **2.8 Theoretical framework**

This study was founded on the Resource Based View (RBV) or Resource Based Theory (RBT) that in reference to the commercial encyclopedia is based upon the notion that operational and well-organized usage of beneficial capitals by a firm determines its economic benefit. Main proponents of RBV theory are Barney and Porter (1984, 1986 and 1991) who holds the view that organizations poses concrete and intangible resources and if effectively utilized, leads to development of a competitive hedge. The Resource Based View theory centers on the firm's interior capitals with an aim to explain why same industrial firms vary in terms of performance (Kraaijenbrink, 2009).

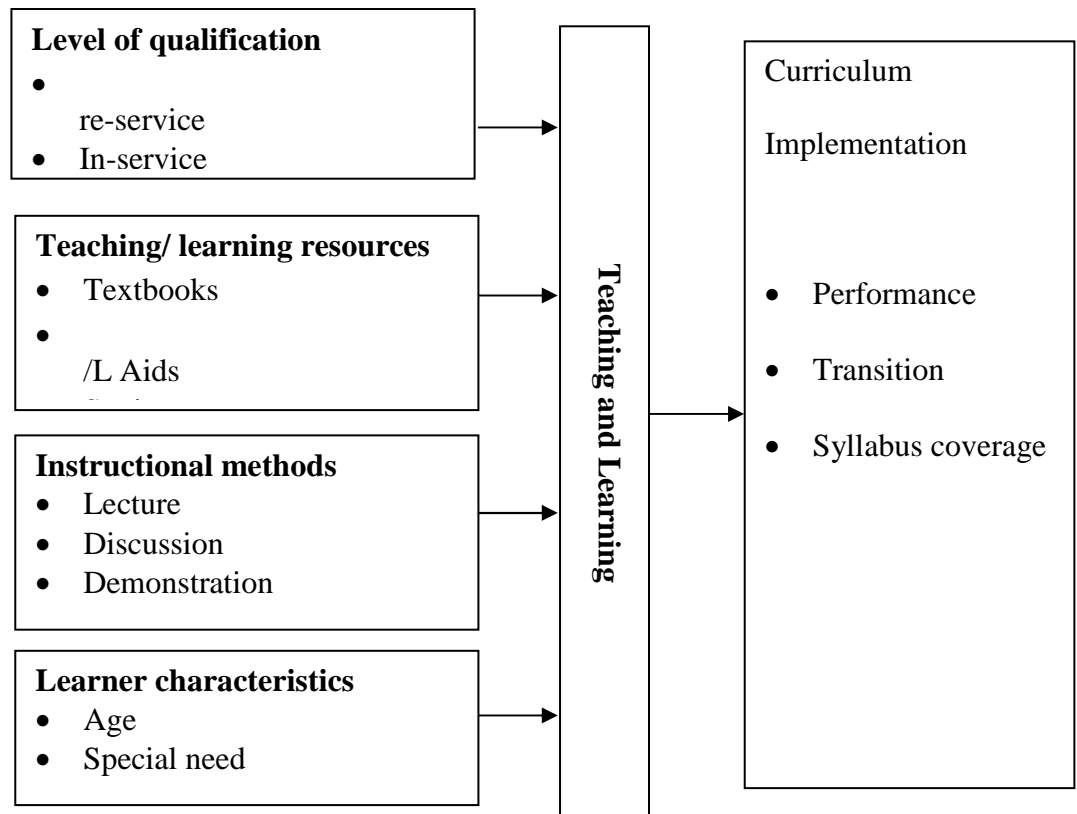
The RBV/RBT model was appropriate to the study since APBET schools are institutions that utilize a variety of factors within its internal environment to impart right knowledge, skills, attitudes and values that enhance performance and transition. In reference to RBV, for APBET schools to demonstrate

products of value, the syllabus ought to be well instigated. Interior resources that are school-based factors, both concrete as well as the intangible are the indicators of an implementation process of which in this study, tangible resources are the physical resources that include classrooms, desks, textbooks, chalkboards, library and play fields while intangible resources include teacher qualifications, instructional methodologies and learner characteristics.

## **2.9 Conceptual framework**

A Conceptual Framework has potential usefulness as a tool to assist a researcher to make meaning of subsequent findings, see Figure 2.1

**Conceptual framework on school based factors and implementation of education curriculum**



**Figure 2.1 Conceptual framework**

Curriculum implementation in primary education is dependent on level of qualifications of trainers, adequacy of teaching and learning resources, appropriate instructional methods and pupil characteristics. The study was based on input process output model whose focus was on primary education curriculum implementation. When school based factors are adequate, curriculum is fully implemented a reflection of improved performance and high transition rate. If the institution based factors are inadequate or not accessible, the programme is inappropriately implemented a reflection of less achievement and little translation rate.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This presents the methodologies adopted in carrying out the study. It outlines the techniques employed in carrying out the research. The content of this chapter was presented under the following topics: research design, target population, sampling procedure, data collection instruments, validity of instruments, reliability of instruments, data collection procedure and data analysis techniques.

#### **3.2 Research design**

Kothari (2004) argue that a research design is a framework that shows the ways by which problems under study will be resolved. This study was carried out using a descriptive survey research design. This design was chosen for the reason that it guides the investigator to gather data on the actual facts without manipulation and also assists in collecting data from a large sample in a relatively less costly and shorter time. Descriptive survey research design entails systematic collection and analysis of data by selecting a sample from the population and making inferences around the populace from which the sample is selected (Best & Kahn, 2006). This type of research is used commonly in social researches to provide descriptions of social conditions, possible behavior, attitude, values and characteristics (Kothari, 2004). This study wanted to establish the effect of selected factors on the implementation of primary education curriculum.

### **3.3 Target population**

The study targeted all the 54 registered APBET schools in Embakasi sub County of Nairobi County (Ministry of Education report, 2017). The target population comprised of all the 54 administrators, all the 216 upper class trainers (class 4-7), and all the 216 class prefects (class4-7) from all the 54 APBET schools, making a total target population of 486 parties of interest.

### **3.4 Sample size and sampling procedure**

Mugenda and Mugenda (2007) argue that a 10-30 percent of the total population is an appropriate representative sample and so the study involved 30 percent of the target population thus making 146 respondents sampled as follows:

#### **Sampling the schools**

Thirty percent of the schools was selected for study in line with Mugenda and Mugenda (2007)'s argument, making 16 schools. The 16 schools were selected through simple random sampling, whereby the names of the schools were assigned codes 1-54 and written on pieces of paper, then folded and placed in a container. The names were thoroughly mixed and selected one by one without replacement until the 16 names of schools were picked.

#### **Sampling the upper class trainers**

The study used 30% of the upper class trainers in line with Mugenda and Mugenda (2007)'s argument. This gave a sample of 65 (30%\*216) trainers. The trainers were selected through simple random sampling.

### **Sampling the class prefects**

According to Mugenda and Mugenda (2007), 10-30% of the population can be picked from a large population. The study used 30% of the class prefects that was sampled through simple random sampling to get 65 (30%\*216).

### **Sampling the administrators**

A census of school administrators from the 16 selected schools was used. The sample size of the study was therefore made up of 146 respondents.

This is as indicated in the Table 3.1.

**Table 3.1: Sample matrix**

<b>Category</b>	<b>Population</b>	<b>Sample</b>	<b>Ratio</b>
Administrators	54	16	30 %
Trainers (class 4- 7)	216	65	30 %
Prefects (class 4 - 7)	216	65	30 %
<b>Total</b>	<b>486</b>	<b>146</b>	<b>30%</b>

Table 3.1 shows the sampling matrix. Thirty percent of the target population was sampled to study the characteristics of the population.

### **3.5 Research instruments**

Data was collected by use of questionnaires that were developed by the researcher. One questionnaire was for administrators in APBET schools which had two sections. Section one sought for general information about the general characteristics of the managers while the second segment had items answering the study questions. The second survey was designed for trainers in APBET schools with two parts. The first part has items on the general facts of the trainers while the second part dealt with data on the study objectives.

The third instrument was for the class prefects in APBET schools and had two parts. The first part dealt with class prefects' general information while the second part had questions on the study objectives. Open ended and fixed choice items were developed in all the questionnaires. Open ended questionnaires allowed opportunity for self-expression and spontaneity of response (Mutai, 2002).

### **3.6 Validity of the instruments**

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2007). To test content validity, the researcher deliberated all the questions in the research questionnaire with the supervisors who checked whether the instruments measured what was expected to be measured. The responses from supervisors were compared to the study objectives to determine the content validity. The researcher modified items that did not elicit relevant information. Face validity was enhanced through a pilot study in three non-sampled schools.

### **3.7 Reliability of the instruments**

Reliability is the level of steadiness or constancy over a period of time (Gay & Airasian, 2003). A consistent instrument is an instrument that consistently yields the projected outcomes if administered more than once to gather data from randomly selected samples. To establish reliability of the instrument, test-re-test method was used whereby the instruments were administered and re-administered after two weeks to establish the consistency of the results.

This piloting was done in three non-sampled APBET schools. A comparison of the two results was made and correlation co-efficiency was calculated by means of the Pearson Product Moment Correlation Coefficient. The higher the coefficient, the higher the reliability of the instruments and vice versa. The formula for determining correlation was given as follows:

$$r = \frac{\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}} \quad \text{Where:}$$

$r$  = Pearson coefficient of correlation

$\sum x$  = summation of scores of x distribution

$\sum y$  = summation of scores of y distribution

$\sum x^2$  = summation of squared scores of x distribution

$\sum xy$  = summation of product of point x and y scores,  $n$  = number of point x and y scores

According to Kothari (2007), a correlation coefficient of 0.7 is considered appropriate to judge an instrument as reliable for use in a social research.

### 3.8 Data collection procedure

A study authorization and permit was acquired by the researcher from the National Commission for Science, Technology and Innovation (NACOSTI). Before commencement of the study, the researcher notified the County Education Officer and the administrators from the APBET schools sampled for study and booked an appointment to visit their schools. Questionnaires were given directly by the researcher to school administrators as well as to the trainers. Trainers helped the investigator to pass the questionnaires to the

learners. In instances where head teachers were absent, the researcher left the questionnaires and hand-picked them again after two days.

### **3.9 Data analysis techniques**

Data analysis involved preparing data by editing, cleaning, coding, categorizing and keying in the data into the Statistical Package for Social Sciences (SPSS) computer program version 20 for data analysis. Data collected was analyzed by means of descriptive statistics that included frequencies, percentages, mean scores and standard deviations. Qualitative data was analyzed using thematic analysis where themes were discussed based on objectives. Qualification of teachers and implementation of primary education curriculum was done by cross tabulating the education level of trainers with the curriculum implementation. The influence of accessibility of instructions materials, instructional methods applied and learner characteristics was analyzed using descriptive statistics. Data was systematically arranged and compacted into a spectacle which enabled conclusions to be drawn and was then presented using figures in addition to frequency tables.

### **3.10 Ethical considerations**

Permission was sought from the NACOSTI, Ministry of Education, the Sub County Education and the school administrators to get permit for the study. The researcher was keen on time management, making appointments and use of polite language in data collection. The respondents were briefed on the purpose of the study beforehand. The researcher carried out all the initial assessments and obtained all the background information in order to

circumvent any damage to the matters. Issues such as having embarrassing queries, articulating astonishment or revulsion while gathering data, use of intimidating statements or convincing individuals to say a thing that they didn't trust in or triggering fear and worry for the respondents was totally avoided. The researcher assured respondents of confidentiality about the data they would provide, that it would only be for research purposes.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1. Introduction

The purpose of the study was to explore on school-based aspects and implementation of primary education curriculum in APBET schools in Embakasi Sub-County. The factors considered included trainers' qualifications, teaching and learning resources, instructional methods and learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools.

#### 4.2. Response rate

The study included APBET institutions in Nairobi County selected from a target population in fifty four APBET institutions. The findings on the study response are shown in Table 4.1.

**Table 4.1: Response rate**

<b>Respondents</b>	<b>Sampled</b>	<b>Returned</b>	<b>Percentage</b>
Class trainers	65	63	97.0
Class prefects	65	62	95.0
Administrators	16	16	100.0
<b>Total</b>	<b>146</b>	<b>141</b>	<b>97.0</b>

The findings in Table 4.1 show that the study recorded a 97% response rate. This response rate was considered appropriate for use as it is in accord with Mugenda and Mugenda (2003)'s assertion that a seventy percent response rate



or above is considered excellent. The trainers who never returned their questionnaires were absent from school the researcher could not trace them.

### 4.3 Demographic characteristics

The first item to be analyzed for this research was the general characteristics of the respondents in an attempt to appreciate them. The demographic characteristics of the respondents who participated in the study were presented under the following sub topics:

#### 4.3.1. Gender of the respondents

The researcher established the gender of the respondents in order to accommodate for gender equity relative to age of respondents. This was meant to establish that the views of all genders were accommodated in the study. This was in recognition of the fact that one's age can be an indicator of their maturity and aptitude to reply to the framed items in the questionnaires as argued by Capelli (2008). The findings are presented in Table 4.2.

**Table 4.2: Gender of respondents**

	Class trainers		Prefects		Administrators	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	30	48.0	42	62.0	7	44.0
Female	33	53.0	20	32.0	9	56.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

The findings in Table 4.2 show that (53%) of the trainers were female. Majority (56%) of the school administrators were also females. For the upper

class prefects, majority, (62.0%) of them were males. The percentage of female respondents was higher than that of male respondents. This finding concurs with that of Muthoka (2017) whose study also established more female school administrators, prefects and trainers.

#### 4.3.2. Age of respondents

The respondents were requested to point out their age bracket. The age grouping of a person can be a pointer to their know-how level, skills and physical maturity rate (Chan, 2008). The findings of the distribution of respondents by age are presented in Table 4.3.

**Table 4.3: Distribution of students by age**

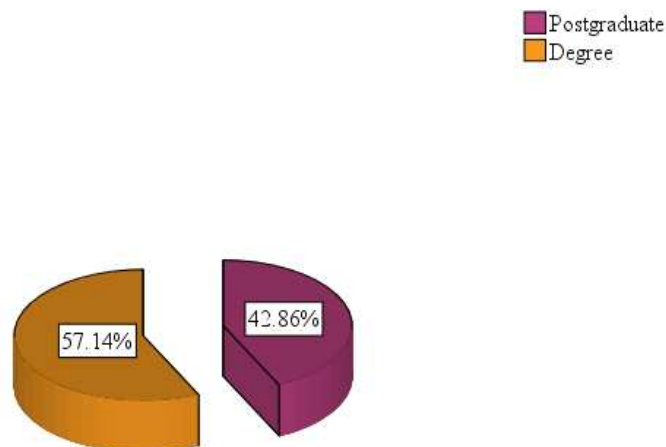
Age bracket	Class trainers		Prefects	
	Frequency	Percent	Frequency	Percent
10-14	0	0.0	18	29.0
15-19	0	0.0	14	23.0
20-24	0	0.0	16	26.0
25-29	7	11.0	9	15.0
30-34	20	32.0	2	3.0
35 and above	36	57.0	3	5.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>

The findings in Table 4.3 show that majority, (57.0%) of the class trainers were aged 35 years and above while only 11% are aged between 25-29 years. This implies that the upper class trainers are employed at such an age where

they are deemed mature enough to handle the pressures that come along with handling this kind of students. This finding agrees with that by a study conducted by Oguta (2014). The upper class prefects were fairly distributed across the age groups with 29% being aged between 15-19 years and 5% being aged between 35 years and above. This finding also agrees with Motswiri (2014) who found that most trainers were aged 35 years and above.

#### 4.3.3. Trainers highest level of qualification

The upper class trainers were required to show their peak levels of academic qualification and the findings are shown in Figure 4.1.



**Figure 4.1: Upper class trainers' highest academic qualification**

The findings in Figure 4.1 indicate that majority (57.14%) upper class trainers pointed out that their highest academic qualification was a university degree an indication that they were adequately schooled and had the necessary knowledge to understand the implementation of the curriculum in the schools.

This finding contradicts the finding by Mwanja (2013) who found that their highest academic qualification of trainers was a certificate.

#### 4.3.4. Working experience of the respondents

The school administrators and the upper-class trainers were required to indicate the number of years of work experience they had had in their respective docket. This information would be useful to the researcher in giving insights on the experience they had as well as their understanding of the issues under study. The data is presented in Table 4.4.

**Table 4.4: Distribution of the respondents by experience**

Age bracket	Class trainers		Administrators	
	Frequency	Percent	Frequency	Percent
0-3	19	30.0	4	25.0
4-6	21	33.0	6	38.0
7-10	18	29.0	6	38.0
Above 10 years	5	8.0	2	13.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

The findings in Table 4.4 point out that the respondents experience was fairly distributed on the scale used with many (33%) upper class trainers having an experience of between 4 and 6 years. Only 8% of the trainers indicated that they had an experience of above 10 years. The implication of this is that the

respondents had enough working experience to understand the issues being raised about the study. These findings concur with those by Ajibola (2008).

Two sets of six (38%) each, of the administrators indicated to have an experience of 4-6 and 7-10 years respectively. This implies that the school administrators had the requisite experience to understand the issues pertaining to curriculum implementation. The finding agrees with that of Okuta (2016) who also found in a similar study that adult education center administrators had the requisite experiences to understand effective curriculum implementation.

#### **4.4 Trainers' qualifications and implementation of primary curriculum in APBET schools**

The first objective of this study was to examine the influence of trainers' qualifications and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Effective implementation of inclusive education entails competent administrators and teachers; this may perhaps assist them to effectively implement inclusive education policy permitting all learners to learn best in typical settings (Nzomo, 2016).

Normally, teacher training is ostensibly designed, developed and administered to produce school teachers for the established system of education (Kafu, 2003). Its importance in human life has been recognized for a long time. The question under this objective was covered using 8 items in the 3 sets of

questionnaires which were subsequently analysed through frequencies under the following sub-topics:

#### 4.4.1. Highest level of qualification of trainers

Trainers were required to indicate their highest levels of education as p1 certificate, diploma, degree or postgraduate degree. This is clearly shown in the Table 4.5.

**Table 4.5: Upper class trainers' highest level of qualification**

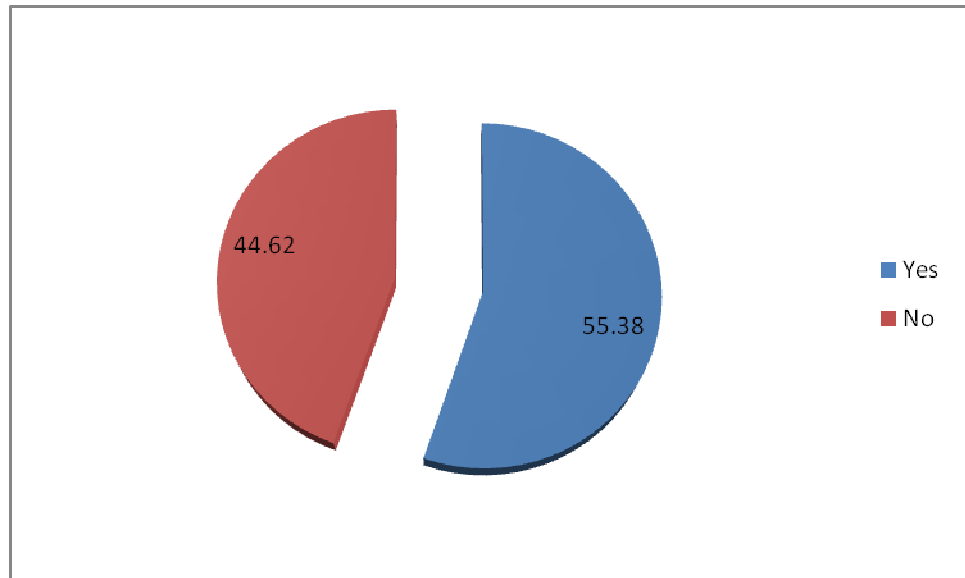
Qualification	Class trainers	
	Frequency	Percent
Master's degree	6	10.0
Degree	24	38.0
Diploma	23	37.0
P1 Certificate	10	16.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

Table 4.5 shows that a fair distribution of the upper class trainers' levels of qualification with 38 % having a degree as their highest level and 10% having a master's degree. This data helped to identify the challenges encountered in the implementation of primary curriculum in the APBET schools. The finding agrees with that of Muthoka (2017) on qualification of teachers.

#### 4.4.2. Attendance of in service courses on curriculum implementation

The study also sought to find out if the trainers had attended any in-service training courses in the past. This would enable the researcher assess the level

of readiness of the respondents in the implementation of the curriculum. The trainers were required to indicate their attendance to courses through either a yes or no response. The findings are presented in Figure 4.2.

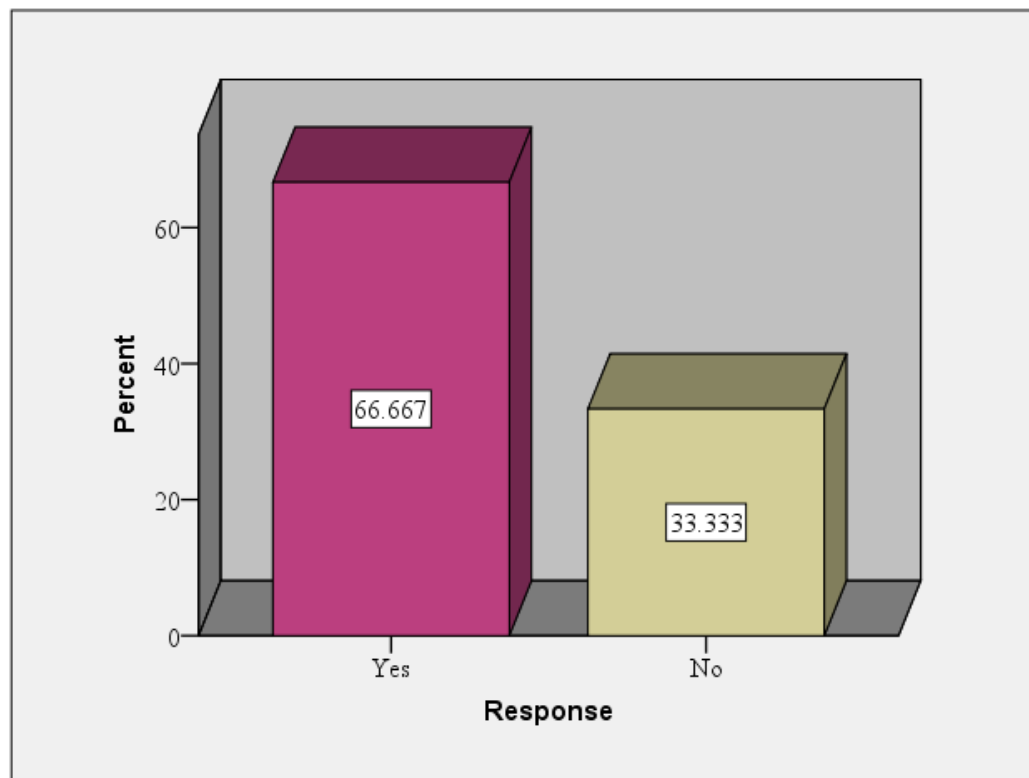


**Figure 4.2: Responses on attendance to in-service courses**

The findings in Figure 4.2 show that majority (55.38%) of the trainers had attended courses. The findings also show that 44.62% had never attended any in service training courses on curriculum implementation. The finding implies that training programmes are common in schools. The finding concurs with that by Motswiri (2014) who found that most trainers had attended courses on curriculum implementation.

#### **4.4.3. Topics on implementation of the curriculum**

The study also sought to find out whether the topics taught in the seminars assisted them to implement the primary education curriculum. This information would enable the researcher to assess the relevance of the courses to curriculum implementation. The findings are presented in Figure 4.3.



**Figure 4.3: Response on relevance of the topics**

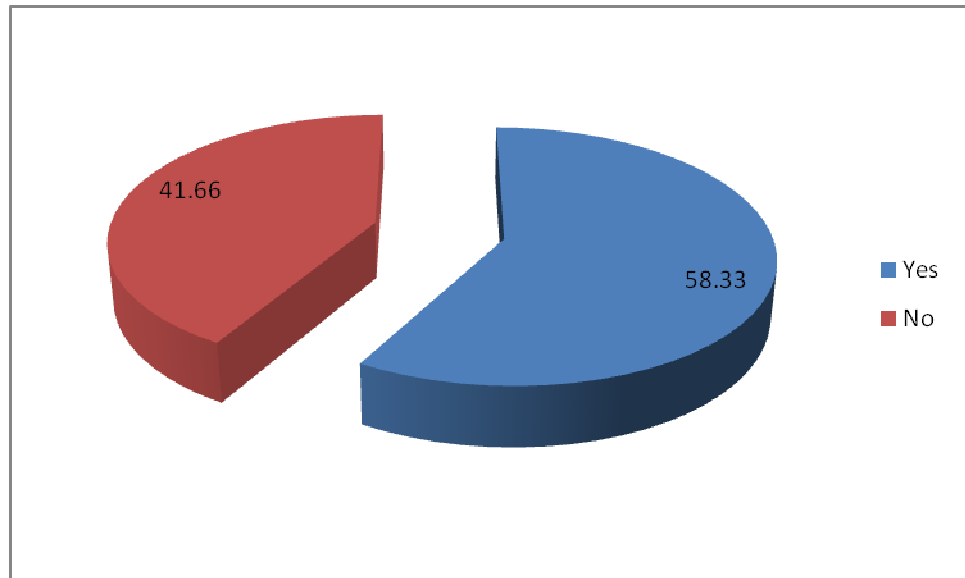
Figure 4.3 shows that majority (66.67%) of the trainers indicated that the training programs they had attended were relevant to curriculum implementation. The implication is that the ministry through the relevant bodies organizes the programs that have the relevant topics on curriculum implementation. The finding concurs with that of Dagkas and Stathi (2007) who also found that courses and topics taught at the seminars and workshops are usually relevant to curriculum implementation.

#### **4.4.4. Professionalism versus curriculum implementation**

The administrators were required to indicate if professionalism influenced the curriculum implementation practices. The question asked was, does your



professional qualification help you improve on Implementation of Primary education curriculum? The response anticipated would be a yes or no. the findings are presented in Figure 4.4.



**Figure 4.4: Professionalism and curriculum implementation**

The findings in Table 4.4 show that majority (58.3%) of the trainers indicated that professionalism is one of the factors that influence curriculum implementation levels. This was further supported by the finding that majority, 38% had a degree as their highest level of qualification. The finding concurs with that by Mania (2017) who found that professionalism has some influence on curriculum implementation.

#### **4.4.5. Teacher training on curriculum implementation**

The aim of this study was therefore to ascertain whether teachers received pre-service training on curriculum. An item was included on the trainers' questionnaires which sought information on teachers training on curriculum. The information on this item would help to assess the influence of teacher

training on curriculum implementation. The findings are presented in Table 4.6.

**Table 4.6: Responses on trainers’ on curriculum training**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Pre-service training	8	13.0
In-service training	15	24.0
Not trained	40	63.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

The findings in Table 4.6 indicate that only 13 percent of teachers in APBET setting had training on curriculum at pre- service and 24 percent by in-service training while 63 percent had not received any training on curriculum. The findings agree with the findings of the study by United Nations Agency for International Development (UNAID) of 2008 which stated that APBET teachers in most Sub Sahara African countries don’t have the professional skills and training to promote and ensure proper curriculum implementation.

Another study by United Nations Educational Scientific and Cultural Organisation (UNESCO) in 2006 had found out that curriculum is under-implemented due to teachers’ incompetence in curriculum and discomfort in using some sensitive materials, in the classroom. Inadequate number of trained teachers on curriculum impacts negatively on the implementation of curriculum as noted by the findings of this study and other previous studies.

#### 4.4.6. Trainers qualification and implementation of curriculum

The influence of the trainers on the implementation of the curriculum was tested using some statements related to qualification of trainers. The trainers were required to indicate their level of agreement or disagreement with the statements. The findings on this item were summarized in Table 4.7.

**Table 4.7: Trainers’ qualifications and curriculum implementation**

Statement	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Highly qualified trainers are the best curriculum implementers	128	65.6	60	30.8	6	3.1	1	0.5
Curriculum implementation is dependent on the implementer	43	22.1	137	70.3	15	7.7	0	0
The trainers who attend capacity building programs are the best implementers	87	44.6	87	44.6	15	7.7	6	3.1
The ministry should always ensure the most qualified personnel are the implementers	144	73.8	46	23.6	5	2.6	0	

The findings show that majority of trainers 65.6% of trainers showed strong agreement with the statement that highly qualified trainers are the best curriculum implementers. Further findings show that 70.3% of the trainers indicated that curriculum implementation is dependent on the implementer. The study further reveals that over 89% of the teachers agree with the

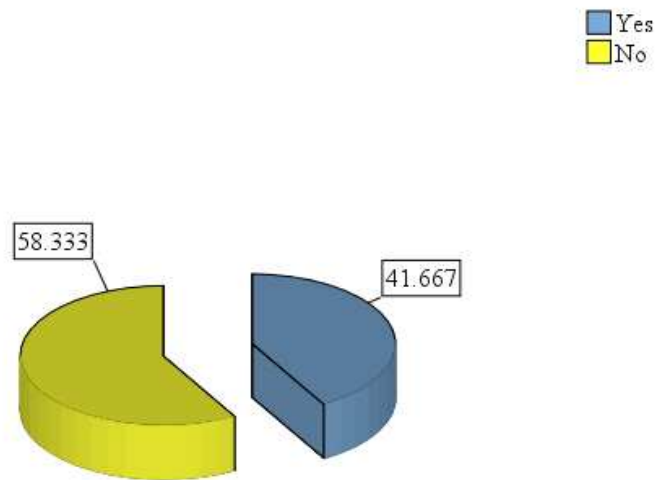
statement that the trainers who attend capacity building programs are the best implementers. The findings additionally show that majority, 73.8% of the trainers agree with the statement that the ministry should always ensure the most qualified personnel are the implementers. The finding implies that trainers' qualification have influence on the curriculum implementation. This finding agrees with Starc and Strel (2012)'s assertion that teachers' qualification is a predictor of the level of implementation of any curriculum.

#### **4.5. Teaching- learning resources and curriculum implementation**

Objective two of the study was to establish availability of teaching-learning resources and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question asked under this objective was answered using 10 items across the 3 sets of questionnaires. The items were summarized using frequencies and discussed under the following sub-headings.

##### **4.5.1 Adequacy of instructional resources**

The upper class trainers were required to indicate the adequacy of the instructional resources. They were required to indicate by a simple yes or no response in regard to whether the resources were adequate in their schools. The findings on this item are presented in Figure 4.5.



**Figure 4.5: Responses on the adequacy of resources**

According to Figure 4.5 majority (58%) of the trainers indicated that most of the schools were deficient of adequate instructional resources while 42% had adequate instructional resources in their schools. This finding is in agreement with that by Anandu (2009) who found that majority of the teachers indicated that their schools had adequate resources.

#### **4.5.2. Text book to pupil ratio**

The class prefects were required to show the text-book to pupil ratio in their respective schools. This information would assist in giving insights on the adequacy of books which are teaching- learning resources crucial for curriculum implementation. The findings are presented in Table 4.8.

**Table 4.8: Responses on the text book to pupil ratio**

<b>Pupils per text book</b>	<b>F</b>	<b>%</b>
Less than 3	6	10.0
3-5	48	77.0
Over 5	8	13.0
<b>Total</b>	<b>62</b>	<b>100.0</b>

The findings indicate that majority (77%) of the learners pointed that there was a 3-5 textbook to pupil ratio in their schools. The subsequent open ended question on the missing resources indicated that they included but not limited to; text books, charts, exercise books, library and computers among others.

#### 4.5.3. Teaching-learning resources and curriculum implementation

The respondents were further required to indicate the extent to which they agreed with certain statements regarding the influence of teaching learning resources on curriculum implementation. The findings are presented in Table 4.9.

**Table 4.9: Teaching-learning resources and curriculum implementation**

Statement	SA		A		NO		D		SD	
	F	%	F	%	F	%	F	%	F	%
Teaching-learning resources improve learners' interest in learning	48	76.0	11	17.0	4	6.0	0	0.0	0	0.0
Teaching learning resources provide information and opportunity to practice what students have learnt	23	37.0	20	32.0	10	16.0	6	10.0	4	6.0
Lack of relevant teaching – learning resources can cause poor implementation of primary curriculum	16	25.0	20	32.0	22	35.0	2	3.0	3	5.0
Teaching learning materials stimulate the total growth and development of children	18	29.0	27	43.0	10	16.0	3	5.0	5	8.0
<b>Mean responses</b>	<b>26</b>	<b>41.0</b>	<b>20</b>	<b>31.0</b>	<b>12</b>	<b>19.0</b>	<b>3</b>	<b>5.0</b>	<b>3</b>	<b>5.0</b>

Table 4.9 revealed that majority (50%) of the respondents on average strongly agreed that; teaching resources assist trainers in teaching and also increase learners' interest in learning, instructional materials make available information and chances for learners to apply whatever they have read in school, absence of appropriate instruction resources cause little implementation of primary school curriculum and learning materials which are designed to inspire the complete progression of kids. This was followed by 31% of the respondents who only agreed with the statements. There were 3% of them who disagreed and strongly disagreed with the statements respectively. This is an indication that provision of instructional resources greatly influences implementation of primary school curriculum. The interviews reported that from their frequent visits in schools many lacked adequate instructional resources that lead to meagre curriculum implementation results. However the teachers should be encouraged to improvise where possible. This is because instructional resources help the pupils to visualize abstract concepts. This finding is in agreement with findings by Muthoka (2017) who found that teaching learning resources provision and adequacy influences curriculum implementation.

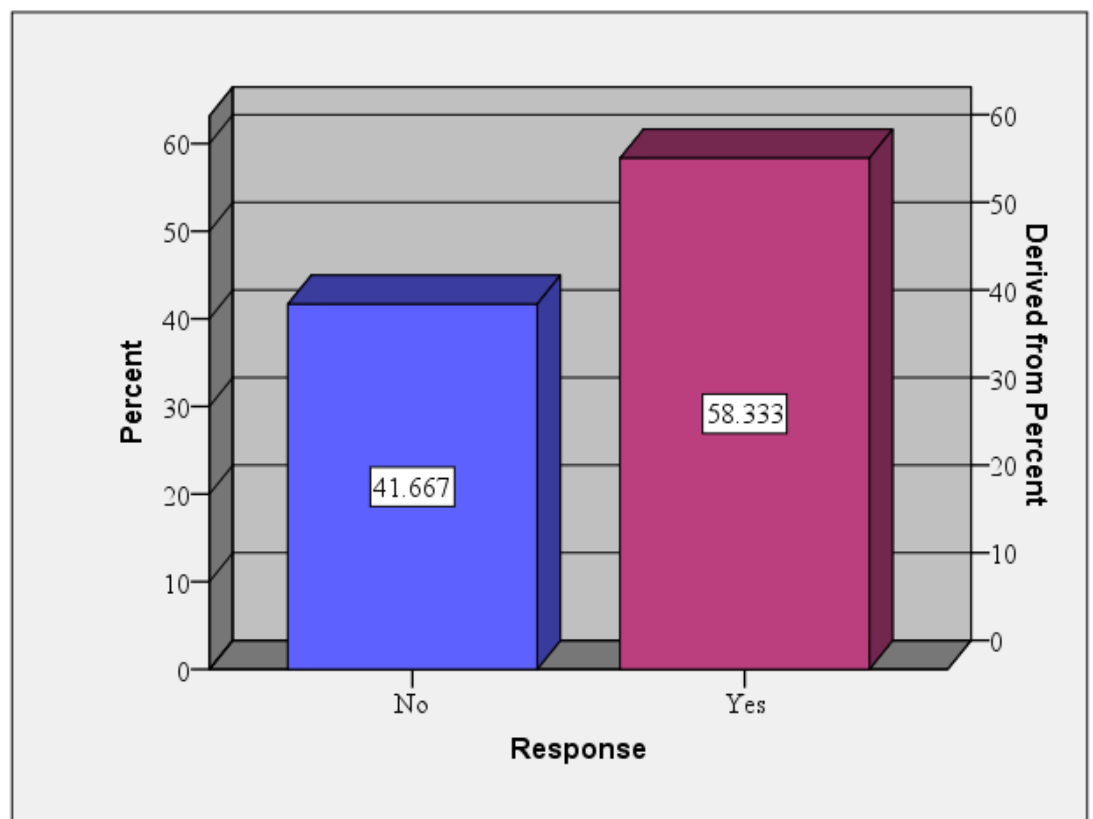
#### **4.6. Instructional methods applied by trainers and curriculum implementation**

The third objective of the study was to examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question under this

objective was answered using 10 items in the three sets of questionnaires. The items are discussed under the following sub-topics:

#### 4.6.1. Innovative classroom practices and implementation of curriculum

Innovation is defined by Encarta Dictionary as a creation (a new device or process) resulting from study and experimentation or the act of starting something for the first time; introducing something new. The study sought to find out whether the trainers adopt innovative classroom practices in the implementation of the curriculum. The findings are presented in Figure 4.6.



**Figure 4.6: Responses on the application of innovative classroom practices**

The findings in Figure 4.6 show that majority (58.3%) of the trainers utilized innovative classroom instruction practices. The implication is that trainers are



at liberty to extemporize and experiment new methods of instruction that they consider effective for teaching and learning.

#### **4.6.2: Application of various methods of teaching**

According to Muthoka (2017), at the school level, teachers are in charge of organization and management with a certain degree of flexibility. This is more revealed by the instructional approaches teachers employ in disseminating conceptions as drawn in the curriculum. An item was placed in the trainers questionnaires which sought to find out the teaching methods used in teaching lessons as shown in Table 4.10.

**Table 4.10: Responses on the application of various teaching methods**

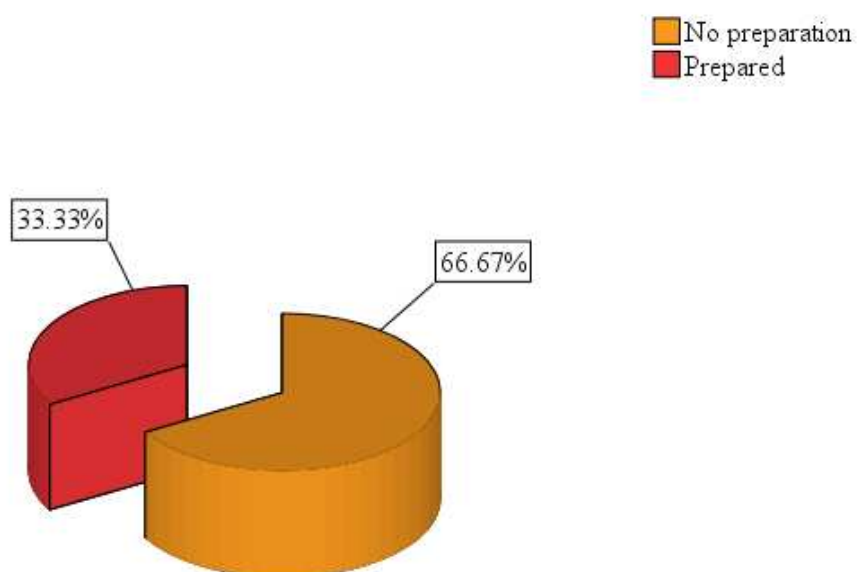
Statement	Response				Total	
	Did not use	%	Used	%	F	%
Group discussion	25	30.0	38	60.0	63	100.0
Drama and poetry	32	50.0	31	40.0	63	100.0
Use of ICT	13	10.0	50	80.0	63	100.0
Lecture	38	60.0	25	30.0	63	100.0

Table 4.10 shows that 30 percent of the upper class trainers used group discussion methods to teach lessons while 60 percent did not. Fifty percent used drama and poetry while 40 % did not. Ten percent used ICT technique while 80 % did not, 60 percent used lecturing method while 30 did not. Lecture, drama and poetry are therefore the methods that are favoured when passing messages to the pupils. This comes as a result of most schools taking part in drama and music festivals hence actively participating in recitation and

dramatization of themes. Teachers tend to prefer lecturing because it needs less logistic preparation. The least used method is ICT. This could be as a result of cost and maintenance as most of these schools acutely lack electricity. This finding agrees with that by Motswiri (2010) who established that chemistry teachers were free to use innovative methods in teaching to enhance implementation of some of the aspects of the subject.

#### 4.6.3. Lesson preparation

The administrators were required to indicate if their teachers adequately prepare for their lessons before teaching. The data is presented in Figure 4.7.



**Figure 4.7: Lesson preparedness**

The findings in Figure 4.7 show that 33 percent of the teachers prepare for their lessons while 67 percent do not prepare for their lesson. This shows that majority of teachers do not prepare for their lessons as hence this impacts

negatively on curriculum implementation. Prefects were asked methods that teachers use when teaching lesson as shown in the Table 4.11.

**Table 4.11: Innovative instruction practices**

Method	Yes		No		Total	
	F	%	F	%	F	%
Video and films	18	30.0	44	70.0	62	100.0
Demonstrations	12	20.0	50	80.0	62	100.0
Role plays	6	10.0	56	90.0	62	100.0
Discussion groups	32	52.0	30	48.0	62	100.0

Table 4.11 indicates that 80% of the prefects specified that teachers do not use demonstrations and illustrations as a method of teaching while 20 percent said teachers do use. Thirty percent confirmed that teachers used films and video while 70 percent indicated that they do not. Ten percent stated that teachers used role plays in their lessons while 90 percent indicated that they do not.

This finding on whether the teachers used innovative teaching methods when disseminating communications is confirmed in literature by Kruijer (2010) who argues that child-centered participatory teaching methods are the best for disseminating knowledge to students. The finding is also in agreement with that of Muthoka (2017) who found that teachers were not adopting innovative teaching methods.

#### 4.7. Learner characteristics and the implementation of primary education curriculum

The fourth objective of the study was to determine learner characteristics and the implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question under this objective was answered using 12 items spread across the 3 sets of questionnaires. The items were analyzed through frequencies and discussed under the following sub-headings:

##### 4.7.1. Number of learners in a school

The class trainers were required to indicate the average number of learners in their classes. This information would assist the researcher ascertain the actual behavior of the learners as numbers can be a pointer to that. The findings on this item are presented in Figure 4.8.

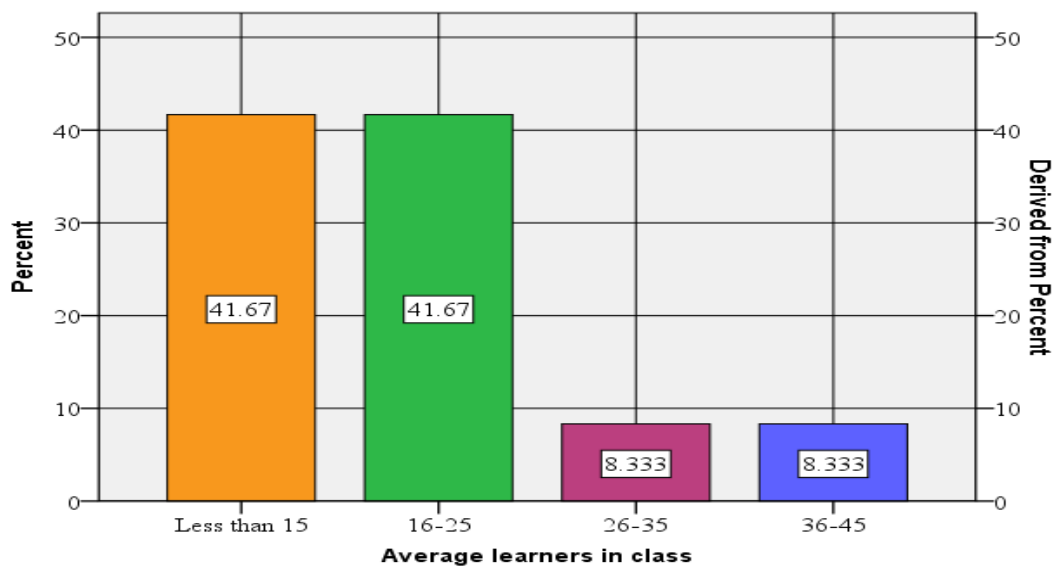
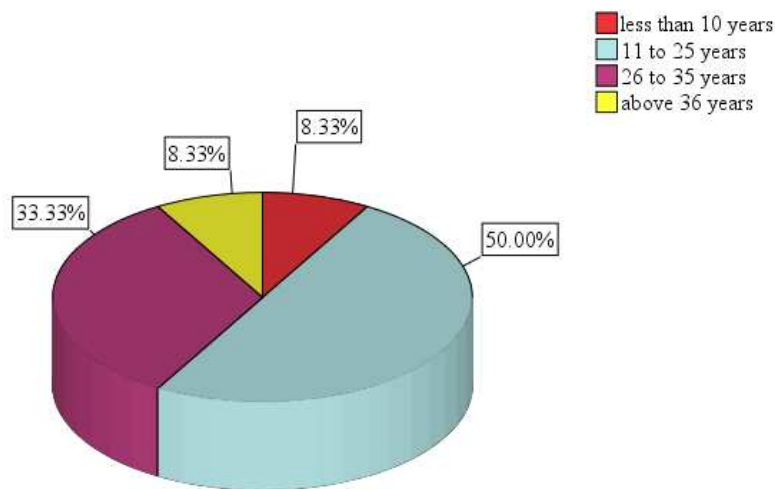


Figure 4.8: Average number of learners in class

The findings in Figure 4.8 show that majority (83%) of the students are averagely in the age groups of less 15 years and 16-25 years. The implication is that the respondents were mature enough to understand the issues under study. The findings concur with those by Muthoka (2017) who found that learners in the APBET schools are at the average ages of 6-15 years.

#### 4.7.2. Average age of learners in the school

The upper class prefects were required to indicate the average ages of learners in their classes. This information was important in assessing the age of the learners as one characteristic under study. The findings are presented in Figure 4.9.



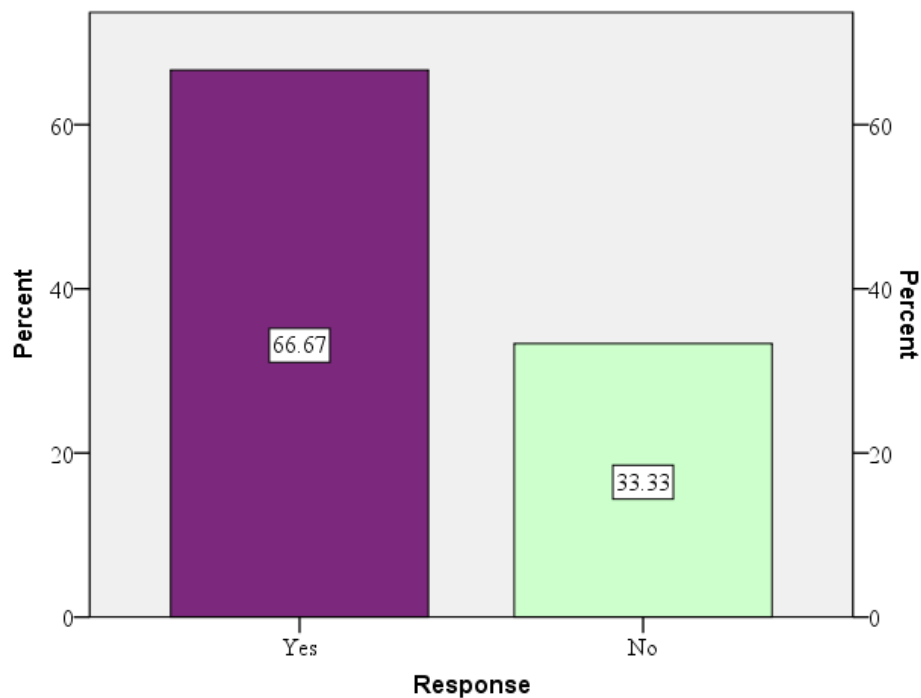
**Figure 4.9: Learners' average age**

The findings in Figure 4.9 show that fifty percent of the upper class prefects indicated that most learners were in the age group 6-15 years. The findings agree with those by Yara and Otieno (2010) who found that most students were aged between 6 and 15 years. This finding implies that many APBET centres are training the students who are of school going age but for some

reason they do not fit or are unable to school in the formal schools. This finding disagrees with that by Mwanja (2013) whose study on the determinants of curriculum implementation in primary schools in Mbooni District, Makueni County, established that most learners in APBET centres were of school going age.

#### 4.7.3. Learners attitude and curriculum implementation

The class prefects were required to indicate whether they thought learners' attitudes influences curriculum implementation in schools. They were required to simply show by a yes or no answer. This information was crucial in assessing the learners' perceptions about the curriculum that they are taught at school. The findings are presented in Figure 4.10.

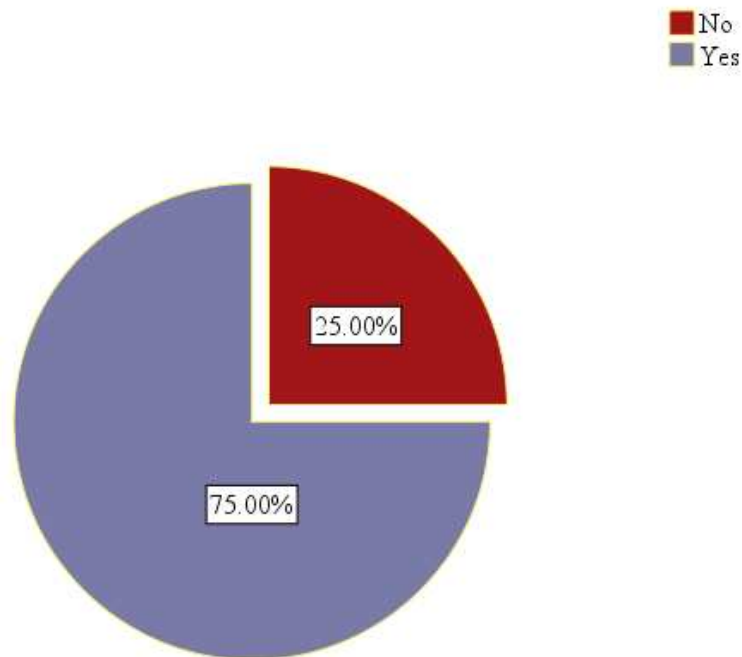


**Figure 4.10: Responses on influence of attitude on implementation of curriculum**

The findings in Figure 4.10 indicate that majority (66.7%) of the prefects who are learners indicated that learners' attitude influences the implementation of the curriculum while 28.431% respondents indicated that it does not affect curriculum implementation. This implies that when students are not very cooperative during the lessons thus giving trainers challenges, then curriculum implementation becomes a very difficult task. The findings are in line with Kinnaird (2010) who established that attitude has an impact on academic performance of high school students receiving instructions. The finding also concurs to that by Engelbrecht, Oswald, Swart, Kitching and Eloft (2005), who established that learners' attitude influences curriculum implementation in special settings.

#### **4.7.4. Presence of special learners in the school**

The prefects were also required to indicate if there were any special needs students in their school. The presence or absence of special learners in a centre can go a long way in determining the attitudes of the learners and tutors in the implementation activities geared towards inclusion of all (Okorodudu, 2009). The findings are presented in Figure 4.11.



#### **4.11: Presence of special needs students**

The findings in Figure 4.11 show that majority (75%) of the learners indicated that there were indeed students with special needs in their schools. The special needs of these students may influence the level of implementation of the primary education curriculum in the schools. This implies that all curriculum implementation activities should be geared towards ensuring there is inclusivity of all kinds of learners. The findings agree to those by Omas (2007) who found that the presence of learners with special needs in schools influence the implementation of curriculum in schools.

#### **4.7.5 Learner characteristics and curriculum implementation**

The aim of the study was to determine learner characteristics and implementation of primary education curriculum. The researcher used four items in the questionnaire to test the influence of learner characteristics on



curriculum implementation. The learners were given statement regarding their characteristics versus implementation which they were to score on a scale ranging from strongly agree to strongly disagree. The findings are presented in Table 4.12.

**Table 4.12: Learner characteristics and curriculum implementation**

Statement	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Learner's age influences their acceptance on what is taught	38	61.0	21	33.0	0	0.0	3	6.0	0	0.0	62	100.0
Mature learners know what they want in life and thus cooperate more and are more receptive to education	0	0.0	6	1.0	0	0.0	21	33.0	41	66.0	62	100.0
Learners attitude influences what they score in their studies	36	58.0	24	38.0	2	3.0	6	1.0	6	1.0	62	100.0
Learners who interact well with their peers and teachers like their studies more	41	66.0	13	21.0	3	5.0	3	4.0	3	5.0	62	100.0

The findings in Table 4.12 show that majority (61.0%) of the students indicated strong agreement with the statement that learner's age influences their acceptance on what is taught. Many (33.0%) of the students also indicated agreement with the same statement. Only 6.0% of the students disagreed with the statement that learners' age affects their acceptance with

content being taught. This finding agrees with that of Marriot and Marriot (2003) who found that many students indicated that their ages determined their acceptance levels of content.

The findings also indicate that majority (66.0%) indicated strong disagreement with the statement that “mature learners know what they want in life and thus cooperate more and are more receptive to education”. Only 1.0% of the students agree with the same statement while none strongly agreed. The finding implies that one’s age relates directly to one’s choices in life like appreciation of education. The finding concurs with that of Omao (2007) who found that the more mature learners appreciated education more than those with lower ages.

Further findings indicate that most (58.0%) respondents indicate strong agreement with the statement that learners attitude influences what they score in their studies. The implication from this finding is that the learner characteristics such as age have some effects on their acceptance of the curriculum and ultimately its implementation. This finding agrees with those of Mock and Kauffman (2002), who found a strong positive relationship between learners’ characteristics and curriculum implementation.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter presents the summary of the study, conclusions and recommendations. The chapter additionally presents suggestions for further research.

#### **5.2. Summary of the Study**

The purpose of the study was to investigate on the School based factors and implementation of primary education curriculum in APBET schools in Embakasi sub-county, Kenya. The researcher aimed at providing possible solutions to enhance the implementation of the primary education curriculum in the APBET schools in the sub county. The research was based upon four research objectives and four research questions from which the independent variables were specified. The variables included the trainers' qualifications, teaching and learning resources, instructional methods and learner characteristics and implementation of primary education curriculum. Concerning the School based factors and implementation of primary education curriculum in APBET schools, the study revealed that trainers' qualification is not an intensive enough predictor for implementation of primary curriculum. On the teaching learning resources, it was found that they do not affect implementation of the curriculum in APBET schools.

The first objective was to determine trainers' qualification and implementation of primary education curriculum in Approved Basic Education and Training

schools in Embakasi Sub-County. It was found that only 37 percent of the trainers had training on curriculum of which 24 percent by in-service training and 13 percent by pre-service training. Sixty three percent did not have any training on curriculum. Majority (50%) of the respondents agreed with the statement that teaching resources assisted teachers in teaching and also increased learners' interest in learning, instructional materials accord chances for learners to apply content learned in school, absence of appropriate training materials cause little implementation of primary school curriculum and learning materials usually motivate the total growth and development of kids. Thirty one percent of the respondents only agreed with the statements. There were 3% of them who disagreed and strongly disagreed with the statement that instructional materials motivate the whole growth and development of children.

The second objective was to determine accessibility of instructional resources on primary education curriculum implementation in Approved Basic Education and Training schools in Embakasi Sub-County. The study discovered that many of the institutions had insufficient resources and that there was text books scarcity with a ratio of 1:5. The study also discovered school facilities had a great impact on implementation of primary school curriculum, availability of school facilities influences pupils' performance, schools with stocked libraries record impressive educational results and the degree of usage of school facilities enhances implementation of primary education curriculum. It is the responsibility of the head teacher to ensure that

there is adequate classroom space to enable the teaching-learning process take place without any hitches. He should ensure that the facilities are used efficiently and effectively.

The third objective of the study was to examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The study established from 49% of the respondents that instructional methodologies had great effects on implementation of the primary education curriculum in the sub county. This also reflected on teachers' commitment to teaching activities which finally affected implementation of primary education curriculum. Fifty eight percent of the respondents indicated that their schools had inadequate resources. This affected the implementation of primary education curriculum in the sub county. Learning resources enhance learner's involvement in the classroom for actual real learning to take place. The quality and appropriateness of resources for example instructional materials affects the efficiency of curriculum implementation. The study found out from 58.1% of the respondents that primary education instructional materials were selected by subject panels. This means that the right materials may not be selected because the head teacher may not know the new primary curriculum materials that are introduced in the subjects they don't teach. This consequently affected the implementation of primary education curriculum.

The fourth objective was to determine learner characteristics and implementation of primary education curriculum in Approved Basic Education

and Training schools in Embakasi Sub-County. However, (60%) of the respondents quoted that learner characteristics influence the implementation of the primary school curriculum. This was also hammered by the researchers' observations in the age and entry behaviour that learners were predictors of the extent of curriculum implementation. The bulk (70%) of respondents pointed out that the characteristics of learners influenced the level and learning taking place in schools.

### **5.3. Conclusions**

The purpose of the study was to explore the school-based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County, Kenya. The study factors included the qualification of trainers, teaching/learning materials, instructional methods and learner characteristics. The following conclusions were therefore drawn: The findings led to the conclusion that the trainers in the APBET schools needs to be stimulated and encouraged to train in procedures of handling APBET learners. Secondly, the teaching-learning materials were inadequate and in some schools unavailable. This was a challenge to the implementation of primary curriculum in the school. Thirdly, the government should give more money to schools in order to expedite the creation and facelifts in APBET schools. The study also revealed that learner characteristics determine the level and extent of implementation of primary education in APBET schools.

#### **5.4. Recommendations of the study**

The subsequent recommendations were made in line with the study findings: Trainers' qualifications ought to be heightened. Education is the key to achievement which only comes once one is educated by an individual with knowledge and one who is vastly qualified. The Government through the ministry of education should get involved in the process of employing trainers and also confirm that only qualified trainers are assigned in the APBET schools so as to guarantee competency which leads to curriculum implementation.

The trainers should be encouraged to be innovative as well as creative in the instructional methods they adopt and ensure they rely more on the child-centered methods. Refresher courses on some of the innovative instructional methods should be adopted on both national and county levels so as to impart up to date knowledge and relevant skills.

The trainers should extemporize the teaching and learning resources such as the charts so that the schools will only buy the ones that are hard to improvise.

The school administration should come up with new and better strategies for their teachers so as to improve their curriculum implementation levels and practices.

### **5.5. Suggestions for further research**

Considering the limitations and delimitations of this study, the researcher makes the subsequent suggestions for more research:

- (i) There is necessity to carry out a study aimed at establishing the effect of socio-economic factors on implementation of primary school education curriculum in Embakasi Sub County.
- (ii) A comparable study ought to be conducted in the APBET schools which are run differently from the public schools for comparison purposes.
- (iii) The influence of head teachers' individual characteristics on the implementation of primary school education curriculum.



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## APPENDICES

### APPENDIX 1: LETTER FOR INTRODUCTION

University of Nairobi,  
College of Education and External Studies  
Department of Educational Administration and Planning  
P.O. Box, 92 - 00902  
Kikuyu  
8<sup>th</sup> March, 2018

The Directors/Administrators  
\_\_\_\_\_ Primary School,  
P. O Box \_\_\_\_\_, Nairobi

Dear Sir/Madam,

#### **REF: REQUEST FOR RESEARCH DATA IN YOUR INSTITUTION**

I am a student at the University of Nairobi wishing to carry out a research on: *school based factors and implementation of education curriculum in approved basic education and training schools in Embakasi sub-county, Kenya* in the month of January 2018. The research will focus on qualifications of trainers, teaching and learning resources, instructional methods and learners 'characteristics. The target population of the study is the administrator, trainers and upper class pupils. If offered the opportunity, I will highly appreciate to research in your institution. I assure you that the information will be used for academic purposes only.

Thank you.

Yours faithfully,

Nyaga Catherine.

## APPENDIX II: QUESTIONNAIRE FOR ADMINISTRATORS

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub County, Kenya. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of Primary education in primary schools in Kenya. I assure you confidentiality. Where there are choices, tick the appropriate.

### Section A: General information

1. What is your gender? Male (  ) Female (  )
2. Which is your highest level of qualification? PhD (  ) Med (  ) Dip (  )  
S1 (  ) P1 (  ) ECD (  ) Untrained (  )
3. What is your working experience as an administrator in the primary sector  
(a) 0-3 years (  ) (b) 4-6 years (  ) (c) 7-10 years (  ) (d) above 10 years (  )

### Section B: Level of qualifications of trainers and implementation of primary education curriculum

4. Does your professional qualification help you improve on Implementation of Primary education curriculum? Yes (  ), No (  ).

If No, give reasons

---



5. Have you attended any training and development course in primary curriculum implementation in the recent past?

Yes, ( ), No ( ). If yes, how was it significant in primary education curriculum implementation\_\_\_\_\_?

6. Are new trainers inducted in primary education curriculum implementation before service in your school?

Yes, ( ), No ( ). If No, give reasons \_\_\_\_\_

7. How often do your trainers attend in-service training courses on curriculum implementation? \_\_\_\_\_

8. How many trainers do you have in your school? Trained ( ), Untrained ( ).

**Section C: Availability of teaching and learning resources and implementation of primary education curriculum**

9. What is the textbook/pupil ratio in all subjects in the classroom?

Mathematics ( )

English ( )

Kiswahili ( )

Social Sciences ( )

Science ( )

10. What is the teacher: pupil ratio in your school? ( ) .

11. Does the learning institution provide learners with: textbooks ( ), exercise books ( ), Pens/Pencils ( ), Erasers ( ) .

12. What is the total number of classrooms in your school? ( )

**Section D: Instructional methods and implementation of primary education curriculum**

13. Do trainers in your school adopt the following methods of instruction:

- (a) Lecture ( )
- (b) Team teaching ( )
- (c) Peer teaching ( )

14. How effective would you rate each of the following methods of instruction in implementing the primary education curriculum in APBET schools.

<b>Method</b>	<b>Very effective</b>	<b>Effective</b>	<b>Ineffective</b>	<b>Very ineffective</b>
Lecture				
Team teaching				
Peer teaching				

15. Which other methods do trainers in your school adopt in instruction to learners?

---

**Section E: Learner characteristics and implementation of primary education curriculum**

16. What is the approximate percentage of learners transiting to secondary schools per year for the last three years? ( ).

17. How many pupils do you have in your school? ( ).

18. Are there special needs children in your school? Yes ( ), No ( ). If No, how many? ( )

19. Do you have anything else to contribute in relation to school based factors and implementation of primary education curriculum?

---

**Thank you for your cooperation.**

### **APPENDIX III: QUESTIONNAIRE FOR CLASS TRAINERS**

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub County. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of Primary education in primary schools in Kenya. I assure you confidentiality. Where there are choices, tick the appropriate.

#### **Section A: General information**

1. What is your gender? Male(  ), Female (  ).
2. Which is your highest level of qualification? Ph.D. (  ) Med (  ) Dip (  )  
S1 (  ) P1 (  ) ECD(  ) Untrained (  ).
3. What is your working experience as a teacher in primary sector  
(a) 0-3 years (  ) (b) 4-6 (  ) (c) 7-10 (  ) (d) above 10 years

#### **Section B: Level of qualifications of trainers and implementation of primary education curriculum**

4. Do you have a primary education syllabus? Yes (  ) No (  ). If no which syllabus do you use?  

---

5. Do you have schemes of work Yes (  ) No (  ). If yes, how are they significant in implementation of primary education curriculum?  

---

6. Have you attended any in-service course on primary curriculum implementation in the recent past? Yes ( ), No ( ).

If yes, how was it significant in the implementation of primary education curriculum?

---

**Section C: Availability of teaching and learning resources and implementation of primary education curriculum**

7. Do you have adequate teaching and learning materials in your school? Yes ( ) No ( ) If no, how does teaching and learning take place?

---

8. What types of teaching/learning aids are available for learners in your teaching subjects?

---

9. What makes you feel that the teaching/learning materials are necessary?

---

10. What is the average pupil/ textbook ratio in your subject area? ( )

**Section D: Instructional methods and implementation of primary education curriculum**

11. Which of these teaching methods do you mostly apply in the teaching and learning process? Lecture ( ), Discussion ( ), Role play ( ), Demonstration ( ), Question and answer ( ), others (specify).\_\_\_\_\_.

12. Rate the following teaching methods with No.1 as the most frequently used and No. 5 as the least used.

Teaching Method	Frequency	Reason for using the method
Lecture		
Discussion		
Role play		
Demonstration		
Others(Specify		

**Section E: Learner characteristics and implementation of primary education curriculum**

13. What is the average number of pupils in your class? Boys ( ) Girls ( )

14. What is the average age of pupils in your class? ( )

15. Do you have any special children in your class? Yes ( ) , No ( )If yes, how many ( )

16. What would you recommend to enhance implementation of primary education curriculum?

---

**Thank you for your co-operation.**

## APPENDIX IV: QUESTIONNAIRE FOR PREFECTS

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of primary education in primary schools in Kenya. I assure you of confidentiality. Where there are choices, tick the appropriate.

### Section A: General Information

1. What is your gender? Boy ( ) Girl ( ).
2. What is your age bracket (a) 10-14 years [ ] (b) 15- 19 [ ] (c) 20- 24 (d) 25-29 (e) 30- 34 [ ] (f) 35 years and above [ ]
3. Which class are you in? ( ).

### Section B: Trainers' qualification levels

4. Do you consider the trainers in your school qualified? Yes [ ] No [ ]. If no why\_\_\_\_\_

### Section C: Availability of teaching and learning resources and implementation of primary education curriculum

5. How many are you in your class? ( )
6. Do you have enough trainers for:

English	Yes ( )	Yes ( )
Kiswahili	Yes ( )	No ( )
Mathematics	Yes ( )	No ( )
Science	Yes ( )	No ( )
Social studies	Yes ( )	No ( )
CRE	Yes ( )	No ( )
7. Do you have enough books for

English	Yes ( )	No ( )
Kiswahili	Yes ( )	No ( )
Mathematics	Yes ( )	No ( )
Science	Yes ( )	No ( )

Social Studies Yes ( ) No ( )

CRE Yes ( ) No ( )

8. Does the school provide textbooks Yes ( ) No ( ) pens Yes ( ) No ( ) exercise books Yes ( ), No ( ).

9. Do you have a school Library? Yes ( ) No ( ).

10. Do you have a playing field? Yes ( ) No ( ).

11. Do you sit on chairs ( ) mats ( ). If you sit on chairs, how many pupils sit on one chair ( ).

**Section D: Instructional methods and implementation of primary education curriculum**

12. Which teaching method do your trainers often use? Lecture ( ), Discussion ( ) Role play ( ), Demonstration ( ). Tick as appropriate.

13. Do you think what you learn will be helpful in future? Yes ( ), No ( ).

14. Indicate the effectiveness of the following teaching methods if used by your trainers.

<b>Teaching Method</b>	<b>Very effective</b>	<b>Effective</b>	<b>Ineffective</b>	<b>Very ineffective</b>
Lecture				
Discussion				
Role play				
Demonstration				

**Thank you for participating in this study.**



## Appendix V: Regional Coordinator of Education Authorization Letter

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
STATE DEPARTMENT OF EDUCATION

Email: deoembakasi@gmail.com



REPUBLIC OF KENYA

SUB COUNTY EDUCATION OFFICE  
EMBAKASI SUB COUNTY  
P.O.BOX 1288-00518  
KAYOLE.

Ref.Emba/Edu/Authority/019/Vol1/74

16<sup>th</sup> August, 2018

To All APBET Schools  
Headteachers  
Embakasi Subcounty

**RE: RESEARCH AUTHORIZATION.**

This is to confirm that Catherine Wawira Nyaga a student of University of Nairobi has the authority to carry out a research on **“Influence of school based factors on implementation of education curriculum in approved basic education and training schools”** in Embakasi Sub-County Nairobi.

Please accord her the necessary assistance.

However, ensure the research activities do not interfere with the normal school routine.

A blue ink handwritten signature and date '16/8/2018' are written over a faint blue stamp. The stamp contains the text: 'FOR DISTRICT OFFICE', 'EMBAKASI', 'P.O. Box 1288', and 'KAYOLE'.  
**LUCIE OJOO**  
**SUB-COUNTY DIRECTOR OF EDUCATION.**  
**EMBAKASI.**

## Appendix VI: Regional Coordinator of Education Authorization Letter



Republic of Kenya  
MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi  
Telephone: Nairobi 020 2453699  
Email: [rcenairobi@gmail.com](mailto:rcenairobi@gmail.com)  
[cdenairobi@gmail.com](mailto:cdenairobi@gmail.com)

REGIONAL COORDINATOR OF EDUCATION  
NAIROBI REGION  
NYAYO HOUSE  
P.O. Box 74629 - 00200  
NAIROBI

When replying please quote

Ref: RCE/NRB/GEN/1/VOL. 1

Date: 8<sup>th</sup> August, 2018

Catherine Wawira Nyaga  
University of Nairobi  
P O Box 30197-00100  
KISII

**RE: RESEARCH AUTHORIZATION**

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "**Influence of school based factors on implementation of education curriculum in approved basic education and training schools in Embakasi Sub-County, Kenya**".

This office has no objection and authority is hereby granted for a period ending **30<sup>th</sup> July, 2019** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

**JAMES KIMOTHO**  
**FOR: REGIONAL COORDINATOR OF EDUCATION**  
**NAIROBI**

C.C.

Director General/CEO  
Nation Commission for Science, Technology and Innovation  
**NAIROBI**

## Appendix VII: NACOSTI Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/60755/23934**

Date: **1<sup>st</sup> August, 2018**

Catherine Wawira Nyaga  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of school based factors on implementation of education curriculum in approved basic education and training schools in Embakasi Sub-County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **30<sup>th</sup> July, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.

## Appendix VIII: Research Permit

**THIS IS TO CERTIFY THAT:**  
**MS. CATHERINE WAWIRA NYAGA**  
**of UNIVERSITY OF NAIROBI, 30197-100**  
**NAIROBI, has been permitted to conduct**  
**research in Nairobi County**

**Permit No : NACOSTI/P/18/60755/23934**  
**Date Of Issue : 1st August,2018**  
**Fee Received :Ksh 1000**

**on the topic: INFLUENCE OF SCHOOL**  
**BASED FACTORS ON IMPLEMENTATION**  
**OF EDUCATION CURRICULUM IN**  
**APPROVED BASIC EDUCATION AND**  
**TRAINING SCHOOLS IN EMBAKASI**  
**SUB-COUNTY, KENYA**

**for the period ending:**  
**30th July,2019**



  
.....  
**Applicant's**  
**Signature**

  
.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No.A 19807**

**CONDITIONS: see back page**

**SCHOOL BASED FACTORS AND IMPLEMENTATION OF PRIMARY  
EDUCATION CURRICULUM IN APPROVED BASIC EDUCATION AND  
TRAINING SCHOOLS IN EMBAKASI SUB-COUNTY, KENYA**

**Nyaga Catherine Wawira**

**A Research Project Submitted in Partial Fulfillment of the Requirements  
for the Degree in Master of Education in Curriculum Studies**

**University of Nairobi**

**2018**

## **DECLARATION**

This project is my original work and has not been submitted for any award in another university.

.....  
Nyaga Catherine  
E55/78869/2015

This project has been submitted for examination with our approval as university supervisors.

.....  
Dr. Rosemary Imonje  
Lecturer  
Department of Educational Administration and Planning  
University of Nairobi

.....  
Dr. Lucy W. Njagi  
Lecturer  
Department of Educational Administration and Planning  
University of Nairobi

## **DEDICATION**

This work is dedicated to; my husband Gabriel Muriira and our children  
Immaculate Kiendi and Alex Rugendo.

## **ACKNOWLEDGMENTS**

Before acknowledging anyone on this earth, I must first thank God for instilling in me the urge for further studies, his protection and providence during this time of my academic life. I also acknowledge my supervisors Dr. Rosemary Imonje and Dr. Lucy W. Njagi for their guidance, constructive suggestions and dedication without which this study would not have reached its completion.

I acknowledge all the lecturers and academic peers in the Department of Educational Administration and Planning under the able leadership of Dr. Jeremiah M. Kalai for their continued encouragement and support during the entire course.

I must acknowledge the Ministry of Education office (Education officers) for providing a record of all Approved Basic Education and Training schools in Embakasi Sub- County. I highly acknowledge school administrators, trainers and pupils from all the sample schools in Embakasi Sub-county for their co-operation in responding to research instruments within short notices.

Special thanks go to my beloved husband, Gabriel, for financial and moral support and acceptance to forego my company and care while I was studying. To my dear children, Immaculate and Alex for their patience and co-operation. To my intimate friend Makori Lydia Kemuma and Adero Seraphine Apiyo who held me up when I appeared to drawn in academic challenges and finally to my friend Rachael who tirelessly and timelessly formatted and edited my work.



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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>APBET</b>	Approved Basic Education and Training
<b>EFA</b>	Education for All
<b>GoK</b>	Government of Kenya
<b>MoE</b>	Ministry of Education
<b>MoEST</b>	Ministry of Education, Science and Technology
<b>RBV</b>	Resource Based View
<b>SDGs</b>	Sustainable Development Goals
<b>UIS</b>	Unesco Institute of Statistics
<b>UNAID</b>	United Nations Agency for International Development
<b>UNESCO</b>	United Nations Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children Education Fund



## **ABSTRACT**

This research project sought to investigate on School based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County, Kenya. The specific objectives of the study were to examine on trainers' qualifications, availability of teaching and learning resources, instructional methods, learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Four research questions were formulated in line with the objectives. The study was a descriptive survey type adopting a descriptive approach on School based factors and implementation of education curriculum in APBET schools in Embakasi Sub County, Kenya. Questionnaires targeting 146 respondents (upper class trainers, class prefects and administrators) who are in one way or the other involved in curriculum implementation were used to collect the data. Simple random sampling to select the sample size for the trainers and prefects' respondents was used while census sampling was used for the administrators. The 16 head teachers of the 16 selected schools participated in the study. Piloting was done to establish reliability and validity of research instruments. Data was analyzed using descriptive statistics. The findings of the study revealed that trainer's qualifications, insufficient teaching and learning materials, instructional methods and learner characteristics impacted negatively on the implementation of curriculum. This study recommends that trainers' qualifications should be heightened and the trainers should be encouraged to be innovative as well as creative in the instructional methods they adopt and ensure they rely more on the child-centered methods.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Regimes' throughout the world recognize the critical role played by Approved Basic Education and training schools in increasing access to education especially in informal settlements and other marginalized areas. Generally, children in these areas are unable to access government schools due to insecurity, long distances and diverse economic and social challenges. It is in these informal settlements that Approved Basic Education and Training (APBET) schools have been established to meet the learning needs of primary school children (Republic of Kenya, 2012). The Ministry of Education, Science and Technology (MoEST), in the past had not legally recognized APBET institutions since they do not meet school registration requirements inter alia acreage, staffing, facilities among others (MoEST, 2015).

The Kenyan policy framework for Approved Basic Education and Training was formulated in 2009, with the goal of facilitating the registration of APBET institutions by the Ministry of Education (Republic of Kenya, 2012). The framework would also enable funding of these institutions by prospective partners; provide guidance on regulations and quality education through implementation of primary education curriculum (MoEST, 2015). Article 43 of the Constitution of Kenya recognizes education as a human right. Section 39 (c) of the Basic Education Act of 2013 ensures that children from marginalized regions, vulnerable or disadvantaged are not discriminated

against and have the right to pursue and complete their basic education (MoEST, 2015).

For Primary education curriculum to be well implemented and to achieve some perceptible achievements, institutional aspects including human, physical facilities and other resources should be properly distributed and used (Njoroge, 2013). Altogether, learner characteristics should be examined and considered, as well as proper instruction methodologies geared towards the implementation of primary education curriculum utilized in an effort to fulfill pupils' education needs (Mungai, 2013).

The United Nations Agency for International Development (UNAID)'s Sustainable Development office has established a policy for dealing with curriculum implementation grounded upon more than a ten year span of organized learning modification efforts. Aspects of the study are: communication of messages to learners and teachers; provision by the Ministries of Education (MOEs) to the education sector as well as sustenance ground-breaking supply of schooling to orphaned children in addition to other susceptible kids (Barnett, 2008).

Governments world over, recognize the role played by APBET institutions in providing basic education (UNICEF/UIS, 2014). In Pakistan, the Government in conjunction with USAID is increasing access to primary education for out of school children by offering education programs that provide emergency education to the displaced children by military conflicts, enrolling new learners, offering non formal education programs, repair and construction of

schools in underserved communities to address barriers that keep students from enrolling and staying in school (USAID, 2018).

In Ethiopia, of which 80 million people are pastoralists, primary education curriculum is highly embraced by donors, civil society, communities and other actors as a means of increasing enrolment and ensuring equity for the disadvantaged including girls, special needs children, children from pastoralists communities, semi-agriculturalists and the marginalized groups (World Bank, 2015). To enhance quality education, the General Program for Education (GPE) that consists of development partners works to facilitate curriculum implementation through provision of teaching and learning materials, teacher development programs, pre-service and in-service courses, school improvement programs, capacity building programs and ICT education programs from kindergarten to grade 12 (Global Partnership for Education, 2017).

According to Okorodudu (2009), the level of education of adult education trainers remains a key determinant of the value of education offered. Barnett (2008) recommended that more learned adult tutors possess more knowledge and expertise in addition to being very likely to produce better-off learning related activities which are applicable to the children's learning needs. The trainers are likewise well prepared to resolve complications at times when they face difficulties during learning in the classrooms.

Effective implementation of an education curriculum is influenced by the nature of a particular institution's physical resources (Rogan & Grayson,

2013). Anandu (2009) emphasizes that physical facilities remain crucial for trainers as well as pupils for effective curriculum implementation. Availability and quality of instructional resources such as schoolbooks, writing materials and teaching aids determines the level of implementation of a curriculum (Yara & Otieno, 2010).

According to Ajibola (2008), as soon as teaching is directed in the direction of the needs of the learner, there comes a supplementary predisposition to ensure that the learner completely comprehends the content being taught. Teacher-centered methods of teaching ought to be used often in the classroom since some trainers are short of confidence, the mastery of content and the basic teaching skills (Motswiri, 2014). Since the learner is the vital element in the course of curriculum implementation, curriculum implementation occurs when a student attains the intended or envisioned skills, knowledge, ideas and attitudes (Wambui, 2014).

Kenya has over 2,000 APBET schools of which 430 are registered by the Ministry of Education to ensure access to quality education for all, especially disadvantaged groups (MoE, 2017). Majority of APBET schools are found in informal settlements in urban areas of which Embakasi Sub-County records the highest number. These include; Mukuru kwa Njenga, Kwa Reuben, Kware, Kayiaba, Matopeni and Soweto (MoE, 2017). Therefore, this study is triggered by the need to investigate on school-based factors and implementation of primary education curriculum in registered APBET schools in Embakasi Sub-County, Nairobi.

## **1.2 Statement of the problem**

Primary education curriculum is meant to help learners acquire employable skills, life skills and provide opportunities for further education and training (UNESCO/UIS, 2014). Although the initial call for primary education everywhere to be compulsory and free was made in 1948 during the adoption of universal declaration of human rights, reports from UNESCO indicate that only one third of primary school pupils in developing countries acquire right knowledge and skills specified in the primary education curriculum due to poor primary curriculum implementation (UNESCO, 2016). Given that the primary education curriculum delivery mechanisms are not capable of reaching all school age learners including adults; primary education curriculum has to be fully implemented in APBET schools. This calls for the realization that all fundamental issues have to be instituted. Research conducted by Mungai, (2013); Wambui, (2014); Mwanja, (2013); Ileri, (2014) and Kiarie, (2013) concentrated on other factors rather than institution based factors and implementation of primary education curriculum in APBET schools. This therefore presents a conceptual gap which the current study sought to fill by investigating on influence of institution based factors on education curriculum implementation in APBET schools in Embakasi Sub County.

### **1.3 Purpose of the study**

The purpose of the study was to explore the school based factors and primary education curriculum implementation in APBET institutes in Embakasi Sub-County, Kenya.

### **1.4 Research objectives**

The research objectives below were formulated for the study.

- i) To examine on trainers' qualifications and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- ii) To establish the availability of teaching-learning resources and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- iii) To examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.
- iv) To determine the learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County.

### **1.5 Research questions**

The following research questions were to be answered in this study:

- i) In what ways does the trainers' level of qualification affect the implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?

- ii) How does the availability of teaching and learning materials affect implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?
- iii) What is the effect of instructional methods applied by trainers on implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County?
- iv) In which ways do learner characteristics affect primary education curriculum implementation in Approved Basic Education and Training schools in Embakasi Sub-County?

### **1.6 Significance of the study**

The study outcomes provided a research data that may be of benefit to the Kenya Institute of Curriculum Development in advocating the appropriate institutional environment that enhances proper implementation of primary education curriculum. Policy makers may also benefit in policy formulation towards an effective curriculum and may also equip primary education curriculum implementers including trainers with the best practices towards implementation of primary education curriculum. Future researchers may also find this work a useful addition to existing literature.

### **1.7 Limitations of the study**

Limitations are tribulations projected or encountered by an investigator during a research (Kombo & Tromp, 2006). This study was limited in scope due to costs and time requirements for reaching all APBET schools. This challenge was mitigated by sampling schools for the study. Another limitation was social



bias due to respondents' attitude which would lead to shallow and inadequate information in view of avoiding criticism. This limitation was mitigated by inclusion of both closed as well as open-ended items in the questionnaires to allow respondents to express themselves fully as well as assuring them of their privacy during the research.

### **1.8 Delimitations of the study**

This study was delimited to only the Approved Basic Education and Training schools in Embakasi Sub-County. This was for the reason that these institutes belong to primary sector and that they follow the primary education curriculum leading to primary education examinations (RoK, 2012). The study respondents were administrators, upper class trainers and class representatives from APBET institutions registered by the Ministry of Education with the fact that these schools receive FPE funds that facilitates access to quality education as well as acquisition of the necessary resources (MoE, 2017), therefore enhancing curriculum implementation.

### **1.9 Basic assumptions**

In this study, the following assumptions were made:

- i) That Approved Basic Education and Training school administrators and trainers had clear insights on how to implement primary education curriculum.
- ii) That the information gathered from the participating groups was correct and a reflection of their knowledge.

iii) That most Approved Basic Education and Training schools had not achieved quality standards for registration by the ministry of education, science and technology.

### **1.10 Definition of terms**

This part includes definitions of terminologies that have been used:

**Implementation** refers to the activity of putting into practice activities that ensure that primary education curriculum is undertaken in a school.

**Instructional methods** refers to the approaches and methods used by trainers in APBET schools.

**Learner characteristics** refers to primary education learners' aspects that may influence curriculum implementation for example age, gender, marital status and physical fitness.

**Level of qualification of trainers** refers to the highest educational qualification of a trainer in APBET schools.

**Primary education curriculum** refers to formulated knowledge, abilities and attitudes premeditated and applied in APBET schools.

**Primary education** refers to education offered in Approved Basic Education and Training schools.

**Primary school** refers to an institute of education that takes care of school children of ages 6-14 years in accordance to Basic Education Act (2013)

**Teaching and learning materials** refers to a range of educational materials that primary education trainer's use in the classroom to support specific

learning objectives, as set out in lesson plans, such as teaching aids, stationery and textbooks.

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one is an introductory chapter comprising of background to study, the statement of the problem, the purpose of the study, research objectives, research questions, significance of the study, basic assumptions, limitations of the study, delimitations of the study as well as definition of operational terms. Chapter two comprises of literature review on the following subheadings: introduction, concept of primary education, implementation of primary education curriculum, level of qualifications of trainers, teaching and learning resources, instructional methodologies, learner characteristics, summary of reviewed literature, theoretical framework in addition to conceptual framework. Chapter three presents the research methodology, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis techniques.

Chapter four consisted of data interpretation and presentation. Chapter five presented a summary of the findings, conclusions and recommendations and also areas for further research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter contains literature reviewed for the study. It is divided into the following subheadings: Concept of education curriculum implementation, level of qualification of trainers, teaching and learning resources instructional methods and learner characteristics. The chapter also has the summary of literature review, the theoretical and conceptual frameworks.

#### **2.2 Concept of education curriculum implementation**

Primary education has been described by Kleis (1973) as a deliberate and organized learning initiative, typically out of the customary education, whereby the instructional content is modified to suit the exceptional requirements of the learners so as to make the most of learning. Ahmed (1975) defines primary education curriculum as a tool of societal policy for the reason that it is cheaper and its programs relate openly to the day-to-day lives of the individuals. Studies carried out in Cuba, Russia, China and Nicaragua, indicate that primary education is cost effective and academically hopeful (Ekundayo, 2000).

Coombs (1973) supported the implementation of primary education programs and practices as an auxiliary or complementary system of education to allow emerging nations “catch up, keep up and get ahead” by dint of first, attaining the peak of individuals who possess appropriate knowledge and abilities; second, improving the know-how of moderately competent personalities, and

third, re-claiming the investment in formal school unqualified and unskilled leavers. Schooling, by itself, does not institute learning; neither does inactive listening (Coombs, 1973).

The Kenyan primary policy (2009) identifies primary education as a basis to realize SDG objectives. The Basic education Act of (2013) specifies Kenya's policy on primary education and outlines APBET schools as alternative education institutions for primary education provision. APBET schools have undoubtedly addressed the needs and desires of the sidelined, the putouts and the unschooled (Republic of Kenya, 2012).

According to Green and Kreuter (1999), the secrets to the success of curriculum implementation include learner's know-how, trainers' sympathy to learner's needs, suppleness when faced with varying situations, aiming on the long-term goals plus a sense of humour. Buchert (1998) defines implementation as the activity of conducting the change as scheduled. Likewise, implementation is defined by Pal (2006) as the recognition of an envisioned reform. According to Loucks and Lieberman (1983), curriculum implementation is the activity of testing out of a different practice and finding out how it is like when used in a school structure. In the process of implementing an educational innovation, there are three close aspects, that is: individuals who are the change forces, the curriculum itself, which is the programme, and the organization or institution (Marew, 2000).

In Kenya, curriculum implementation in schools is currently a certified programme. In spite of this, only 6000 out of a possible 240,000

instructors are actually trained on curriculum. Supplementary attentions in new methods of curriculum implementation in schools by guaranteeing responsible management, actualizable code of behavior, proper punitive methods as well as additional actions which will guarantee accountable conduct scrutiny to closely follow and also record growth of curriculum with reference to important instruction matters; working relationship and also corporation with the other sectors and NGOs tangled with; conception and also extension of source areas to benefit scholastic materials, expedite supply of resources, library right to use in addition learning /sustenance; availing manageable learning centers. This may possibly allow better implementation in the workforce as well as in the classrooms; provision for children in an inspired way; preparation additional instructors to substitute those that have deceased; improvement and amendments of curricular to endorse choice and justifiable conduct modification; advancement of progressive attitude to the learners and involvement of skills and evidence in the vicinity, locally and globally to enable actual communal tactical strategies, expansions of primary cautionary emblems in addition to action plans. (Anandu, 2009).

### **2.3 Qualifications of trainers and implementation of curriculum**

According to Maicibi (2003), every centre of learning is comprised of people and other types of resources and also that as soon as the correct extent and value of human capitals is amassed, it can influence the rest of the resources in the direction of appreciating established aims and objectives. According to a study by Okorodudu (2006) in Nigeria, and another by Tooley, Dixon and

Stanfield (2008) in Kenya found that the trainers' qualifications are a significant determinant of the levels and method of implementation of any education curriculum in schools. There is need for the improvement of quality in terms of teacher management, training and administration for affective implementation of primary education curriculum. These two studies however just identify qualifications of trainers as a contributing factor to the effective implementation but don't investigate further thus presenting a conceptual gap that this study seeks to fill.

Teacher's level of qualification, attitude and subject mastery are key to effective classroom interaction (Osakwe, 2009). Teacher training must be complemented by teacher motivation such as training and development, in-service and induction to increase teacher effectiveness. Darling-Hammond and Bran (2005) argue that curriculum content and instructions in teacher education is a framework useful in equipping trainers with knowledge, skills and commitments that enables them to help learners to succeed. A study conducted by Kimbui (2011) on the implementation of life skills education in public primary schools in Ruiru District revealed that the knowledge that trainers acquired during all stages of teacher training can be compared to the understanding of a given education program by learner and to an extent is determined by the academic qualification of a teacher. Thus the study concluded that highly qualified trainers deliver excellent instructions and other inputs unlike unqualified teachers (Kimbui, 2011).

In a study by Olabode and Olugbenga (2012) on the influence of teacher's qualification on student achievement, subject mastery depends on the learners' performance in that matter at a recommended assessment and every collaborative matter concerning a tutor and a student is projected to yield knowledge results in the learner, an indication of a well implemented curriculum. Ajibola (2008) in his studies on curriculum development for basic education in Nigeria, found contradictory findings with all the other studies by Kimbui (2011); Okorodudu (2006); Tooley, Dixon and Stanfield (2008); and Olabode and Olugbenga (2012). The study found that level of qualifications does not affect curriculum implementation.

#### **2.4 Teaching and learning resources and implementation of curriculum**

Quality education requires supportive resources that provide conducive learning opportunities for the learners to develop their full potential which include human and material, professional development, mentoring and support for trainers as well as strong educational leadership (MoE, 2012).

A study done by Bandele and Faremi, (2012) in South Africa found out that instructional materials such as teaching and learning resources are key to curriculum implementation and recommended government to provide the necessary human and material resources for effective curriculum implementation. Another study by Mefun (2015), the success of a new curriculum depends on the availability of functional textbooks, availability and effective use of facilities and instructional materials, therefore agreeing with the findings of Bandele & Faremi (2012).



Another study carried out by Adegoke and Mefun (2016) in Nigeria on the adequacy and availability of material resources for the implementation of Nigeria's new senior secondary school mathematics curriculum, concluded that adequacy and availability of material resources are key to implementation of a curriculum. Consequently we should note that for effective provision of primary education and curriculum implementation, a variety of teaching and learning materials is recommended for quality learning. Contradicting findings were found by Atieno (2014), studying the effect of instructional resources on learner achievement, whereby it established that instructional related resources did not significantly determine effectiveness of curriculum implementation in schools.

## **2.5 Instructional methods and implementation of curriculum**

Chhem (2001) denotes that the eventual objective is not just to scheme the perfect and the best program but rather, putting into practice the officially prescribed courses of study, syllabuses and subjects. A study carried out by Wasiche (2006) revealed that teaching and learning is perfected by use of varying instructional methodologies which involve observation, imitation and interaction with the immediate environment.

Another study carried out by Mungai (2013) on the aspects influencing implementation of primary basic education curriculum at the primary education centres in Nairobi, Mombasa and Kisumu, revealed that learning institutions should provide the necessary materials to promote learning. The study concludes that instructional methods adopted by trainers influence the

implementation of the curriculum and that trainers should also be innovative through use of locally available materials that enhance implementation of any curriculum (Mungai, 2013).

Morrison, Bachman and Cannon (2005) indicate that learning is dependent on the teacher's ability to create and sustain optimal learning environments. Another agreeing study is that by Anugwo (2011) on the revising the curriculum for the New Secondary Mathematics teacher which concluded that there exists a relationship between availability of skilled trainers and curriculum implementation.

## **2.6 Learner characteristics and implementation of curriculum**

Learners' characteristics on the basis of age as well as special needs may be among the foremost contributing factors of curriculum implementation as described by Yara & Otieno, (2010). It is consequently important that learners' requirements are put into consideration by the implementers and executors of the curriculum. Findings from another research conducted by Sharp, George, Sargent, O'Donnell and Heron (2009), discovered that learners who belong to the lower age groups score better in achievement assessment tests. The study results also showed that younger learners more regularly are retained in school, meaning they stay longer in school.

Due to the dynamic characteristic of learners in any classroom situation, the ministry of education recommended all-encompassing learning in which special needs learners are incorporated in the regular schooling system (MoE,

2009). A study carried out by Mwanja (2013) on the Determinants of programme implementation in primary schools in Mbooni District, Makueni County, revealed that learner characteristics influence selection and preparation of teaching and learning experiences and that trainers ought to consider the different learner characteristics in selection of learning experiences for effective curriculum implementation.

## **2.7 Summary of literature review**

From the reviewed literature related to implementation of education curriculum in APBET schools, teacher qualifications, teaching and learning resources, pedagogy and learner characteristics have a bearing in that they influence effectiveness of implementation of primary education curriculum (Wasiche, 2008). Empirical studies relative to the study variables have pointed out that in view of the fact that several researches have been conducted on implementation of curriculum, current research studies have more or less ignored primary education sector (Mwanja, 2013), therefore a need to expand knowledge relative to primary education. Other studies reviewed covered factors influencing implementation of primary education curriculum in primary education centers in some parts of the country but no specific study reviewed on school based factors and implementation of primary education curriculum in APBET schools particularly in Embakasi Sub County.

According to a study conducted by Mungai (2013), the researcher was interested on aspects influencing implementation of curriculum in non-formal learning centers generally in Nairobi, Mombasa and Kisumu. Wambui, (2014)

focused on aspects influencing implementation of the curriculum in APBET institutions in Westlands, Nairobi. Mwanja (2013), investigated on curriculum implementation in APBET schools in Mbooni west district, Makueni while Ireri (2010) conducted a study on the functioning of APBET schools in Kibera informal settlements. None of the above studies sought to investigate on school-based factors on implementation of primary education curriculum in APBET schools in Embakasi Sub County. Related literature did not come across a study seeking to establish school-based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County.

## **2.8 Theoretical framework**

This study was founded on the Resource Based View (RBV) or Resource Based Theory (RBT) that in reference to the commercial encyclopedia is based upon the notion that operational and well-organized usage of beneficial capitals by a firm determines its economic benefit. Main proponents of RBV theory are Barney and Porter (1984, 1986 and 1991) who holds the view that organizations poses concrete and intangible resources and if effectively utilized, leads to development of a competitive hedge. The Resource Based View theory centers on the firm's interior capitals with an aim to explain why same industrial firms vary in terms of performance (Kraaijenbrink, 2009).

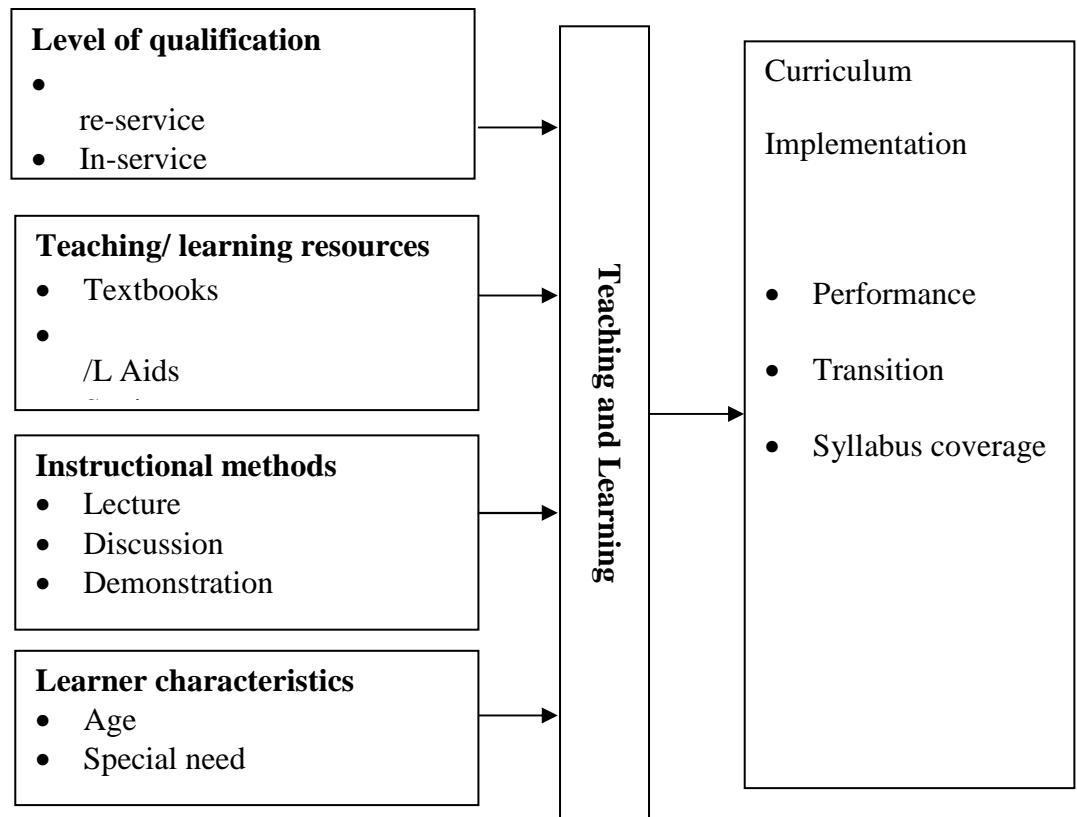
The RBV/RBT model was appropriate to the study since APBET schools are institutions that utilize a variety of factors within its internal environment to impart right knowledge, skills, attitudes and values that enhance performance and transition. In reference to RBV, for APBET schools to demonstrate

products of value, the syllabus ought to be well instigated. Interior resources that are school-based factors, both concrete as well as the intangible are the indicators of an implementation process of which in this study, tangible resources are the physical resources that include classrooms, desks, textbooks, chalkboards, library and play fields while intangible resources include teacher qualifications, instructional methodologies and learner characteristics.

## **2.9 Conceptual framework**

A Conceptual Framework has potential usefulness as a tool to assist a researcher to make meaning of subsequent findings, see Figure 2.1

**Conceptual framework on school based factors and implementation of education curriculum**



**Figure 2.1 Conceptual framework**

Curriculum implementation in primary education is dependent on level of qualifications of trainers, adequacy of teaching and learning resources, appropriate instructional methods and pupil characteristics. The study was based on input process output model whose focus was on primary education curriculum implementation. When school based factors are adequate, curriculum is fully implemented a reflection of improved performance and high transition rate. If the institution based factors are inadequate or not accessible, the programme is inappropriately implemented a reflection of less achievement and little translation rate.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This presents the methodologies adopted in carrying out the study. It outlines the techniques employed in carrying out the research. The content of this chapter was presented under the following topics: research design, target population, sampling procedure, data collection instruments, validity of instruments, reliability of instruments, data collection procedure and data analysis techniques.

#### **3.2 Research design**

Kothari (2004) argue that a research design is a framework that shows the ways by which problems under study will be resolved. This study was carried out using a descriptive survey research design. This design was chosen for the reason that it guides the investigator to gather data on the actual facts without manipulation and also assists in collecting data from a large sample in a relatively less costly and shorter time. Descriptive survey research design entails systematic collection and analysis of data by selecting a sample from the population and making inferences around the populace from which the sample is selected (Best & Kahn, 2006). This type of research is used commonly in social researches to provide descriptions of social conditions, possible behavior, attitude, values and characteristics (Kothari, 2004). This study wanted to establish the effect of selected factors on the implementation of primary education curriculum.

### **3.3 Target population**

The study targeted all the 54 registered APBET schools in Embakasi sub County of Nairobi County (Ministry of Education report, 2017). The target population comprised of all the 54 administrators, all the 216 upper class trainers (class 4-7), and all the 216 class prefects (class4-7) from all the 54 APBET schools, making a total target population of 486 parties of interest.

### **3.4 Sample size and sampling procedure**

Mugenda and Mugenda (2007) argue that a 10-30 percent of the total population is an appropriate representative sample and so the study involved 30 percent of the target population thus making 146 respondents sampled as follows:

#### **Sampling the schools**

Thirty percent of the schools was selected for study in line with Mugenda and Mugenda (2007)'s argument, making 16 schools. The 16 schools were selected through simple random sampling, whereby the names of the schools were assigned codes 1-54 and written on pieces of paper, then folded and placed in a container. The names were thoroughly mixed and selected one by one without replacement until the 16 names of schools were picked.

#### **Sampling the upper class trainers**

The study used 30% of the upper class trainers in line with Mugenda and Mugenda (2007)'s argument. This gave a sample of 65 (30%\*216) trainers. The trainers were selected through simple random sampling.



### **Sampling the class prefects**

According to Mugenda and Mugenda (2007), 10-30% of the population can be picked from a large population. The study used 30% of the class prefects that was sampled through simple random sampling to get 65 (30%\*216).

### **Sampling the administrators**

A census of school administrators from the 16 selected schools was used. The sample size of the study was therefore made up of 146 respondents.

This is as indicated in the Table 3.1.

**Table 3.1: Sample matrix**

<b>Category</b>	<b>Population</b>	<b>Sample</b>	<b>Ratio</b>
Administrators	54	16	30 %
Trainers (class 4- 7)	216	65	30 %
Prefects (class 4 - 7)	216	65	30 %
<b>Total</b>	<b>486</b>	<b>146</b>	<b>30%</b>

Table 3.1 shows the sampling matrix. Thirty percent of the target population was sampled to study the characteristics of the population.

### **3.5 Research instruments**

Data was collected by use of questionnaires that were developed by the researcher. One questionnaire was for administrators in APBET schools which had two sections. Section one sought for general information about the general characteristics of the managers while the second segment had items answering the study questions. The second survey was designed for trainers in APBET schools with two parts. The first part has items on the general facts of the trainers while the second part dealt with data on the study objectives.

The third instrument was for the class prefects in APBET schools and had two parts. The first part dealt with class prefects' general information while the second part had questions on the study objectives. Open ended and fixed choice items were developed in all the questionnaires. Open ended questionnaires allowed opportunity for self-expression and spontaneity of response (Mutai, 2002).

### **3.6 Validity of the instruments**

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2007). To test content validity, the researcher deliberated all the questions in the research questionnaire with the supervisors who checked whether the instruments measured what was expected to be measured. The responses from supervisors were compared to the study objectives to determine the content validity. The researcher modified items that did not elicit relevant information. Face validity was enhanced through a pilot study in three non-sampled schools.

### **3.7 Reliability of the instruments**

Reliability is the level of steadiness or constancy over a period of time (Gay & Airasian, 2003). A consistent instrument is an instrument that consistently yields the projected outcomes if administered more than once to gather data from randomly selected samples. To establish reliability of the instrument, test-re-test method was used whereby the instruments were administered and re-administered after two weeks to establish the consistency of the results.

This piloting was done in three non-sampled APBET schools. A comparison of the two results was made and correlation co-efficiency was calculated by means of the Pearson Product Moment Correlation Coefficient. The higher the coefficient, the higher the reliability of the instruments and vice versa. The formula for determining correlation was given as follows:

$$r = \frac{\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}} \quad \text{Where:}$$

r = Pearson coefficient of correlation

$\sum x$  = summation of scores of x distribution

$\sum y$  = summation of scores of y distribution

$\sum x^2$  = summation of squared scores of x distribution

$\sum xy$  = summation of product of point x and y scores,  $n$  = number of point x and y scores

According to Kothari (2007), a correlation coefficient of 0.7 is considered appropriate to judge an instrument as reliable for use in a social research.

### 3.8 Data collection procedure

A study authorization and permit was acquired by the researcher from the National Commission for Science, Technology and Innovation (NACOSTI). Before commencement of the study, the researcher notified the County Education Officer and the administrators from the APBET schools sampled for study and booked an appointment to visit their schools. Questionnaires were given directly by the researcher to school administrators as well as to the trainers. Trainers helped the investigator to pass the questionnaires to the

learners. In instances where head teachers were absent, the researcher left the questionnaires and hand-picked them again after two days.

### **3.9 Data analysis techniques**

Data analysis involved preparing data by editing, cleaning, coding, categorizing and keying in the data into the Statistical Package for Social Sciences (SPSS) computer program version 20 for data analysis. Data collected was analyzed by means of descriptive statistics that included frequencies, percentages, mean scores and standard deviations. Qualitative data was analyzed using thematic analysis where themes were discussed based on objectives. Qualification of teachers and implementation of primary education curriculum was done by cross tabulating the education level of trainers with the curriculum implementation. The influence of accessibility of instructions materials, instructional methods applied and learner characteristics was analyzed using descriptive statistics. Data was systematically arranged and compacted into a spectacle which enabled conclusions to be drawn and was then presented using figures in addition to frequency tables.

### **3.10 Ethical considerations**

Permission was sought from the NACOSTI, Ministry of Education, the Sub County Education and the school administrators to get permit for the study. The researcher was keen on time management, making appointments and use of polite language in data collection. The respondents were briefed on the purpose of the study beforehand. The researcher carried out all the initial assessments and obtained all the background information in order to

circumvent any damage to the matters. Issues such as having embarrassing queries, articulating astonishment or revulsion while gathering data, use of intimidating statements or convincing individuals to say a thing that they didn't trust in or triggering fear and worry for the respondents was totally avoided. The researcher assured respondents of confidentiality about the data they would provide, that it would only be for research purposes.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1. Introduction

The purpose of the study was to explore on school-based aspects and implementation of primary education curriculum in APBET schools in Embakasi Sub-County. The factors considered included trainers' qualifications, teaching and learning resources, instructional methods and learner characteristics and implementation of primary education curriculum in Approved Basic Education and Training schools.

#### 4.2. Response rate

The study included APBET institutions in Nairobi County selected from a target population in fifty four APBET institutions. The findings on the study response are shown in Table 4.1.

**Table 4.1: Response rate**

<b>Respondents</b>	<b>Sampled</b>	<b>Returned</b>	<b>Percentage</b>
Class trainers	65	63	97.0
Class prefects	65	62	95.0
Administrators	16	16	100.0
<b>Total</b>	<b>146</b>	<b>141</b>	<b>97.0</b>

The findings in Table 4.1 show that the study recorded a 97% response rate. This response rate was considered appropriate for use as it is in accord with Mugenda and Mugenda (2003)'s assertion that a seventy percent response rate

or above is considered excellent. The trainers who never returned their questionnaires were absent from school the researcher could not trace them.

### 4.3 Demographic characteristics

The first item to be analyzed for this research was the general characteristics of the respondents in an attempt to appreciate them. The demographic characteristics of the respondents who participated in the study were presented under the following sub topics:

#### 4.3.1. Gender of the respondents

The researcher established the gender of the respondents in order to accommodate for gender equity relative to age of respondents. This was meant to establish that the views of all genders were accommodated in the study. This was in recognition of the fact that one's age can be an indicator of their maturity and aptitude to reply to the framed items in the questionnaires as argued by Capelli (2008). The findings are presented in Table 4.2.

**Table 4.2: Gender of respondents**

	Class trainers		Prefects		Administrators	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	30	48.0	42	62.0	7	44.0
Female	33	53.0	20	32.0	9	56.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

The findings in Table 4.2 show that (53%) of the trainers were female. Majority (56%) of the school administrators were also females. For the upper

class prefects, majority, (62.0%) of them were males. The percentage of female respondents was higher than that of male respondents. This finding concurs with that of Muthoka (2017) whose study also established more female school administrators, prefects and trainers.

#### 4.3.2. Age of respondents

The respondents were requested to point out their age bracket. The age grouping of a person can be a pointer to their know-how level, skills and physical maturity rate (Chan, 2008). The findings of the distribution of respondents by age are presented in Table 4.3.

**Table 4.3: Distribution of students by age**

Age bracket	Class trainers		Prefects	
	Frequency	Percent	Frequency	Percent
10-14	0	0.0	18	29.0
15-19	0	0.0	14	23.0
20-24	0	0.0	16	26.0
25-29	7	11.0	9	15.0
30-34	20	32.0	2	3.0
35 and above	36	57.0	3	5.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>

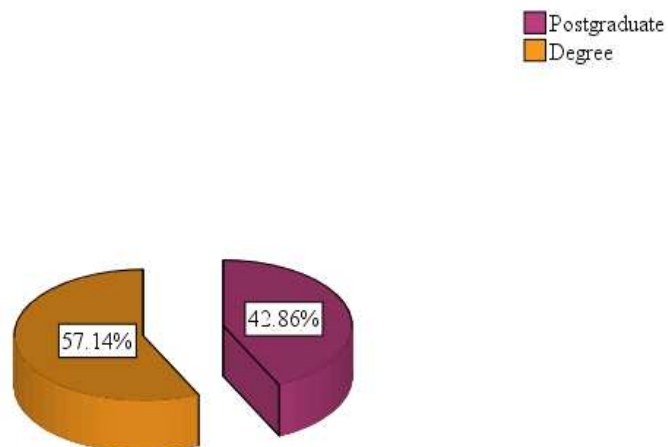
The findings in Table 4.3 show that majority, (57.0%) of the class trainers were aged 35 years and above while only 11% are aged between 25-29 years. This implies that the upper class trainers are employed at such an age where



they are deemed mature enough to handle the pressures that come along with handling this kind of students. This finding agrees with that by a study conducted by Oguta (2014). The upper class prefects were fairly distributed across the age groups with 29% being aged between 15-19 years and 5% being aged between 35 years and above. This finding also agrees with Motswiri (2014) who found that most trainers were aged 35 years and above.

#### 4.3.3. Trainers highest level of qualification

The upper class trainers were required to show their peak levels of academic qualification and the findings are shown in Figure 4.1.



**Figure 4.1: Upper class trainers' highest academic qualification**

The findings in Figure 4.1 indicate that majority (57.14%) upper class trainers pointed out that their highest academic qualification was a university degree an indication that they were adequately schooled and had the necessary knowledge to understand the implementation of the curriculum in the schools.

This finding contradicts the finding by Mwanja (2013) who found that their highest academic qualification of trainers was a certificate.

#### 4.3.4. Working experience of the respondents

The school administrators and the upper-class trainers were required to indicate the number of years of work experience they had had in their respective docket. This information would be useful to the researcher in giving insights on the experience they had as well as their understanding of the issues under study. The data is presented in Table 4.4.

**Table 4.4: Distribution of the respondents by experience**

Age bracket	Class trainers		Administrators	
	Frequency	Percent	Frequency	Percent
0-3	19	30.0	4	25.0
4-6	21	33.0	6	38.0
7-10	18	29.0	6	38.0
Above 10 years	5	8.0	2	13.0
<b>Total</b>	<b>63</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

The findings in Table 4.4 point out that the respondents experience was fairly distributed on the scale used with many (33%) upper class trainers having an experience of between 4 and 6 years. Only 8% of the trainers indicated that they had an experience of above 10 years. The implication of this is that the

respondents had enough working experience to understand the issues being raised about the study. These findings concur with those by Ajibola (2008).

Two sets of six (38%) each, of the administrators indicated to have an experience of 4-6 and 7-10 years respectively. This implies that the school administrators had the requisite experience to understand the issues pertaining to curriculum implementation. The finding agrees with that of Okuta (2016) who also found in a similar study that adult education center administrators had the requisite experiences to understand effective curriculum implementation.

#### **4.4 Trainers' qualifications and implementation of primary curriculum in APBET schools**

The first objective of this study was to examine the influence of trainers' qualifications and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Effective implementation of inclusive education entails competent administrators and teachers; this may perhaps assist them to effectively implement inclusive education policy permitting all learners to learn best in typical settings (Nzomo, 2016).

Normally, teacher training is ostensibly designed, developed and administered to produce school teachers for the established system of education (Kafu, 2003). Its importance in human life has been recognized for a long time. The question under this objective was covered using 8 items in the 3 sets of

questionnaires which were subsequently analysed through frequencies under the following sub-topics:

#### 4.4.1. Highest level of qualification of trainers

Trainers were required to indicate their highest levels of education as p1 certificate, diploma, degree or postgraduate degree. This is clearly shown in the Table 4.5.

**Table 4.5: Upper class trainers' highest level of qualification**

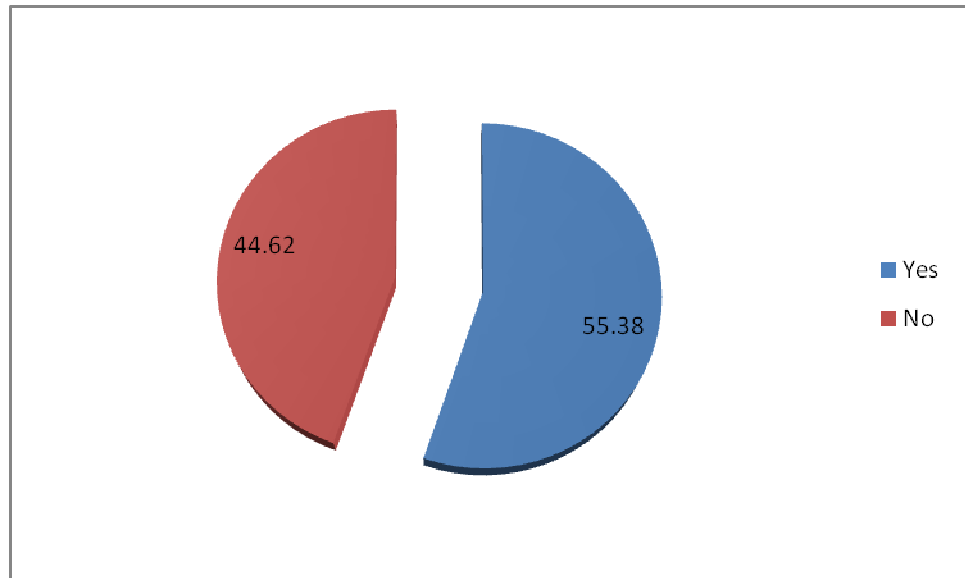
Qualification	Class trainers	
	Frequency	Percent
Master's degree	6	10.0
Degree	24	38.0
Diploma	23	37.0
P1 Certificate	10	16.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

Table 4.5 shows that a fair distribution of the upper class trainers' levels of qualification with 38 % having a degree as their highest level and 10% having a master's degree. This data helped to identify the challenges encountered in the implementation of primary curriculum in the APBET schools. The finding agrees with that of Muthoka (2017) on qualification of teachers.

#### 4.4.2. Attendance of in service courses on curriculum implementation

The study also sought to find out if the trainers had attended any in-service training courses in the past. This would enable the researcher assess the level

of readiness of the respondents in the implementation of the curriculum. The trainers were required to indicate their attendance to courses through either a yes or no response. The findings are presented in Figure 4.2.

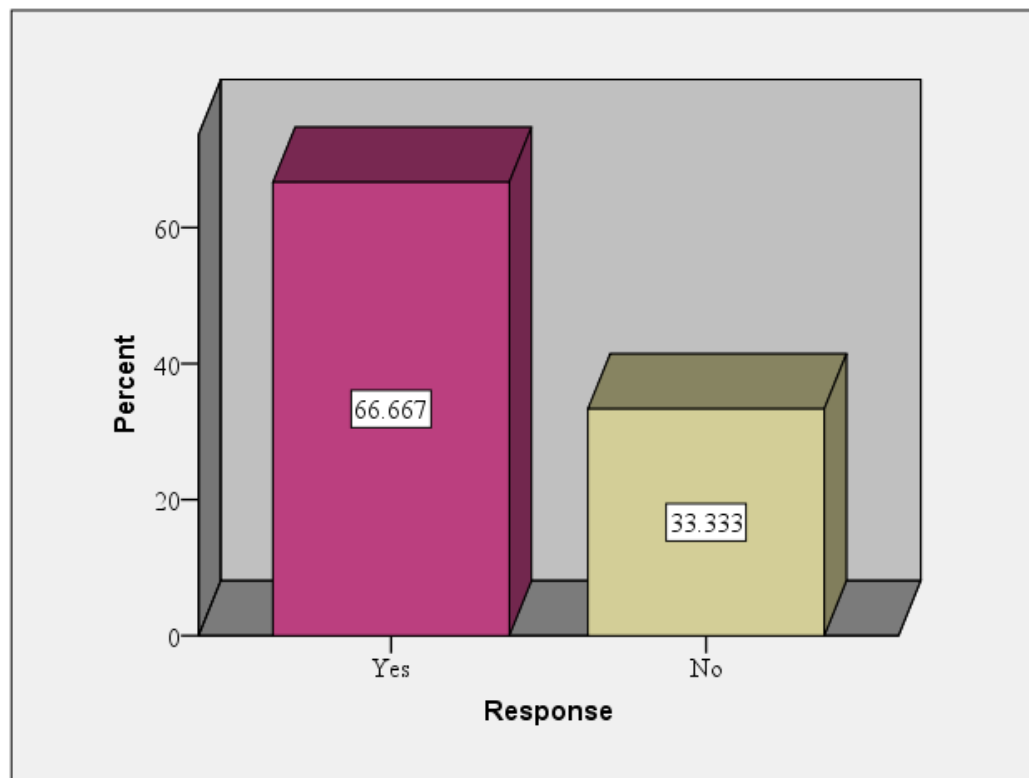


**Figure 4.2: Responses on attendance to in-service courses**

The findings in Figure 4.2 show that majority (55.38%) of the trainers had attended courses. The findings also show that 44.62% had never attended any in service training courses on curriculum implementation. The finding implies that training programmes are common in schools. The finding concurs with that by Motswiri (2014) who found that most trainers had attended courses on curriculum implementation.

#### **4.4.3. Topics on implementation of the curriculum**

The study also sought to find out whether the topics taught in the seminars assisted them to implement the primary education curriculum. This information would enable the researcher to assess the relevance of the courses to curriculum implementation. The findings are presented in Figure 4.3.



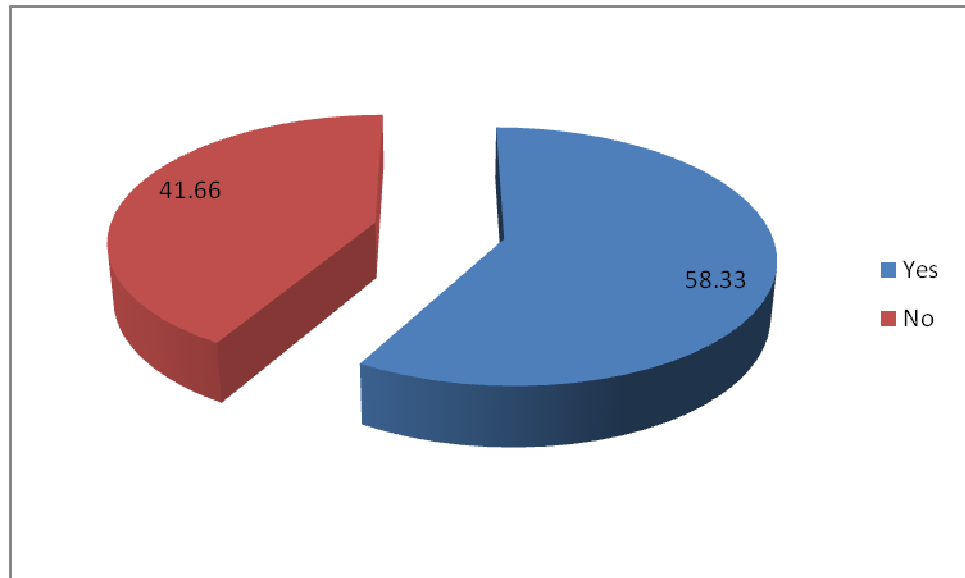
**Figure 4.3: Response on relevance of the topics**

Figure 4.3 shows that majority (66.67%) of the trainers indicated that the training programs they had attended were relevant to curriculum implementation. The implication is that the ministry through the relevant bodies organizes the programs that have the relevant topics on curriculum implementation. The finding concurs with that of Dagkas and Stathi (2007) who also found that courses and topics taught at the seminars and workshops are usually relevant to curriculum implementation.

#### **4.4.4. Professionalism versus curriculum implementation**

The administrators were required to indicate if professionalism influenced the curriculum implementation practices. The question asked was, does your

professional qualification help you improve on Implementation of Primary education curriculum? The response anticipated would be a yes or no. the findings are presented in Figure 4.4.



**Figure 4.4: Professionalism and curriculum implementation**

The findings in Table 4.4 show that majority (58.3%) of the trainers indicated that professionalism is one of the factors that influence curriculum implementation levels. This was further supported by the finding that majority, 38% had a degree as their highest level of qualification. The finding concurs with that by Mania (2017) who found that professionalism has some influence on curriculum implementation.

#### **4.4.5. Teacher training on curriculum implementation**

The aim of this study was therefore to ascertain whether teachers received pre-service training on curriculum. An item was included on the trainers' questionnaires which sought information on teachers training on curriculum. The information on this item would help to assess the influence of teacher

training on curriculum implementation. The findings are presented in Table 4.6.

**Table 4.6: Responses on trainers’ on curriculum training**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Pre-service training	8	13.0
In-service training	15	24.0
Not trained	40	63.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

The findings in Table 4.6 indicate that only 13 percent of teachers in APBET setting had training on curriculum at pre- service and 24 percent by in-service training while 63 percent had not received any training on curriculum. The findings agree with the findings of the study by United Nations Agency for International Development (UNAID) of 2008 which stated that APBET teachers in most Sub Sahara African countries don’t have the professional skills and training to promote and ensure proper curriculum implementation.

Another study by United Nations Educational Scientific and Cultural Organisation (UNESCO) in 2006 had found out that curriculum is under-implemented due to teachers’ incompetence in curriculum and discomfort in using some sensitive materials, in the classroom. Inadequate number of trained teachers on curriculum impacts negatively on the implementation of curriculum as noted by the findings of this study and other previous studies.



#### 4.4.6. Trainers qualification and implementation of curriculum

The influence of the trainers on the implementation of the curriculum was tested using some statements related to qualification of trainers. The trainers were required to indicate their level of agreement or disagreement with the statements. The findings on this item were summarized in Table 4.7.

**Table 4.7: Trainers’ qualifications and curriculum implementation**

Statement	Strongly agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Highly qualified trainers are the best curriculum implementers	128	65.6	60	30.8	6	3.1	1	0.5
Curriculum implementation is dependent on the implementer	43	22.1	137	70.3	15	7.7	0	0
The trainers who attend capacity building programs are the best implementers	87	44.6	87	44.6	15	7.7	6	3.1
The ministry should always ensure the most qualified personnel are the implementers	144	73.8	46	23.6	5	2.6	0	

The findings show that majority of trainers 65.6% of trainers showed strong agreement with the statement that highly qualified trainers are the best curriculum implementers. Further findings show that 70.3% of the trainers indicated that curriculum implementation is dependent on the implementer. The study further reveals that over 89% of the teachers agree with the

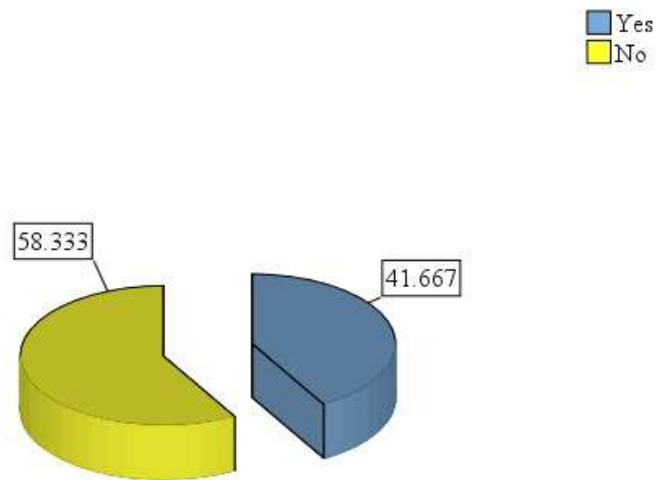
statement that the trainers who attend capacity building programs are the best implementers. The findings additionally show that majority, 73.8% of the trainers agree with the statement that the ministry should always ensure the most qualified personnel are the implementers. The finding implies that trainers' qualification have influence on the curriculum implementation. This finding agrees with Starc and Strel (2012)'s assertion that teachers' qualification is a predictor of the level of implementation of any curriculum.

#### **4.5. Teaching- learning resources and curriculum implementation**

Objective two of the study was to establish availability of teaching-learning resources and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question asked under this objective was answered using 10 items across the 3 sets of questionnaires. The items were summarized using frequencies and discussed under the following sub-headings.

##### **4.5.1 Adequacy of instructional resources**

The upper class trainers were required to indicate the adequacy of the instructional resources. They were required to indicate by a simple yes or no response in regard to whether the resources were adequate in their schools. The findings on this item are presented in Figure 4.5.



**Figure 4.5: Responses on the adequacy of resources**

According to Figure 4.5 majority (58%) of the trainers indicated that most of the schools were deficient of adequate instructional resources while 42% had adequate instructional resources in their schools. This finding is in agreement with that by Anandu (2009) who found that majority of the teachers indicated that their schools had adequate resources.

#### 4.5.2. Text book to pupil ratio

The class prefects were required to show the text-book to pupil ratio in their respective schools. This information would assist in giving insights on the adequacy of books which are teaching- learning resources crucial for curriculum implementation. The findings are presented in Table 4.8.

**Table 4.8: Responses on the text book to pupil ratio**

Pupils per text book	F	%
Less than 3	6	10.0
3-5	48	77.0
Over 5	8	13.0
<b>Total</b>	<b>62</b>	<b>100.0</b>

The findings indicate that majority (77%) of the learners pointed that there was a 3-5 textbook to pupil ratio in their schools. The subsequent open ended question on the missing resources indicated that they included but not limited to; text books, charts, exercise books, library and computers among others.

#### 4.5.3. Teaching-learning resources and curriculum implementation

The respondents were further required to indicate the extent to which they agreed with certain statements regarding the influence of teaching learning resources on curriculum implementation. The findings are presented in Table 4.9.

**Table 4.9: Teaching-learning resources and curriculum implementation**

Statement	SA		A		NO		D		SD	
	F	%	F	%	F	%	F	%	F	%
Teaching-learning resources improve learners' interest in learning	48	76.0	11	17.0	4	6.0	0	0.0	0	0.0
Teaching learning resources provide information and opportunity to practice what students have learnt	23	37.0	20	32.0	10	16.0	6	10.0	4	6.0
Lack of relevant teaching – learning resources can cause poor implementation of primary curriculum	16	25.0	20	32.0	22	35.0	2	3.0	3	5.0
Teaching learning materials stimulate the total growth and development of children	18	29.0	27	43.0	10	16.0	3	5.0	5	8.0
<b>Mean responses</b>	<b>26</b>	<b>41.0</b>	<b>20</b>	<b>31.0</b>	<b>12</b>	<b>19.0</b>	<b>3</b>	<b>5.0</b>	<b>3</b>	<b>5.0</b>

Table 4.9 revealed that majority (50%) of the respondents on average strongly agreed that; teaching resources assist trainers in teaching and also increase learners' interest in learning, instructional materials make available information and chances for learners to apply whatever they have read in school, absence of appropriate instruction resources cause little implementation of primary school curriculum and learning materials which are designed to inspire the complete progression of kids. This was followed by 31% of the respondents who only agreed with the statements. There were 3% of them who disagreed and strongly disagreed with the statements respectively. This is an indication that provision of instructional resources greatly influences implementation of primary school curriculum. The interviews reported that from their frequent visits in schools many lacked adequate instructional resources that lead to meagre curriculum implementation results. However the teachers should be encouraged to improvise where possible. This is because instructional resources help the pupils to visualize abstract concepts. This finding is in agreement with findings by Muthoka (2017) who found that teaching learning resources provision and adequacy influences curriculum implementation.

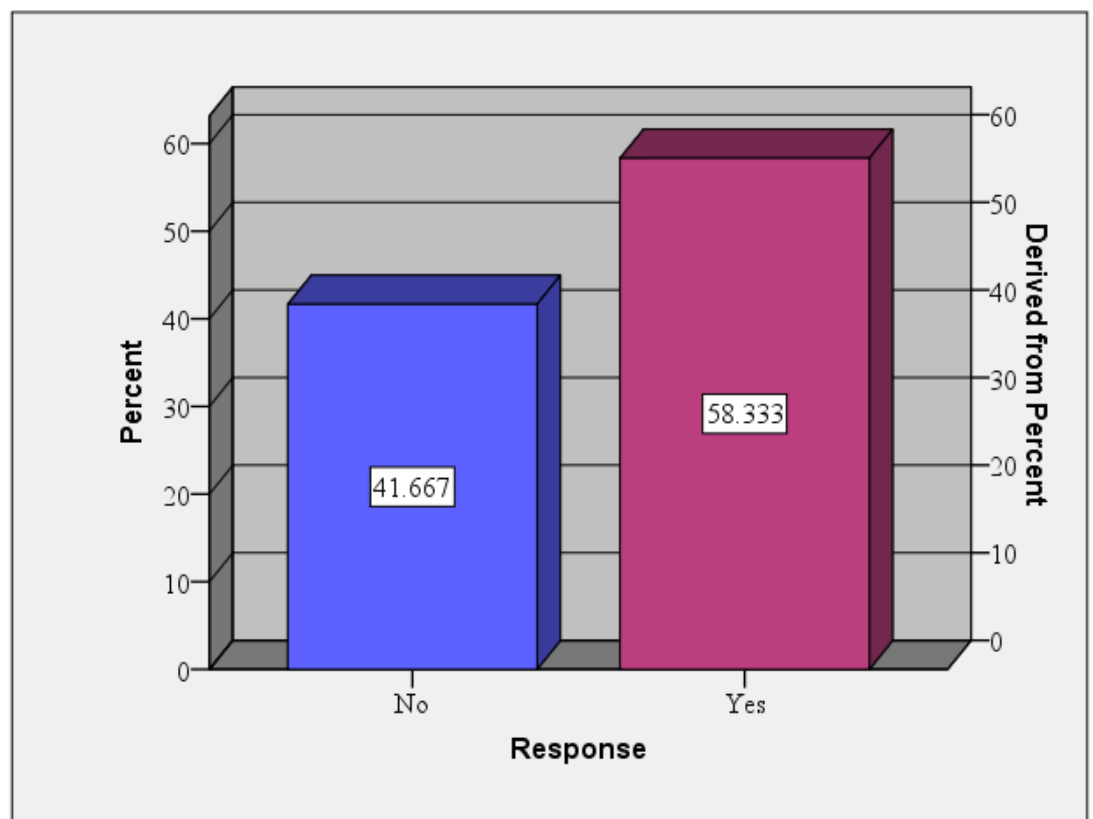
#### **4.6. Instructional methods applied by trainers and curriculum implementation**

The third objective of the study was to examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question under this

objective was answered using 10 items in the three sets of questionnaires. The items are discussed under the following sub-topics:

#### 4.6.1. Innovative classroom practices and implementation of curriculum

Innovation is defined by Encarta Dictionary as a creation (a new device or process) resulting from study and experimentation or the act of starting something for the first time; introducing something new. The study sought to find out whether the trainers adopt innovative classroom practices in the implementation of the curriculum. The findings are presented in Figure 4.6.



**Figure 4.6: Responses on the application of innovative classroom practices**

The findings in Figure 4.6 show that majority (58.3%) of the trainers utilized innovative classroom instruction practices. The implication is that trainers are

at liberty to extemporize and experiment new methods of instruction that they consider effective for teaching and learning.

#### **4.6.2: Application of various methods of teaching**

According to Muthoka (2017), at the school level, teachers are in charge of organization and management with a certain degree of flexibility. This is more revealed by the instructional approaches teachers employ in disseminating conceptions as drawn in the curriculum. An item was placed in the trainers questionnaires which sought to find out the teaching methods used in teaching lessons as shown in Table 4.10.

**Table 4.10: Responses on the application of various teaching methods**

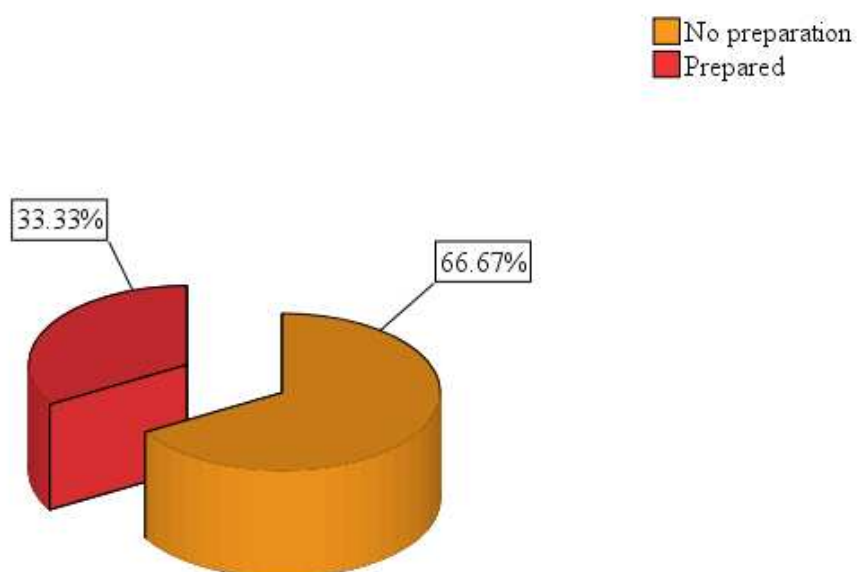
Statement	Response				Total	
	Did not use	%	Used	%	F	%
Group discussion	25	30.0	38	60.0	63	100.0
Drama and poetry	32	50.0	31	40.0	63	100.0
Use of ICT	13	10.0	50	80.0	63	100.0
Lecture	38	60.0	25	30.0	63	100.0

Table 4.10 shows that 30 percent of the upper class trainers used group discussion methods to teach lessons while 60 percent did not. Fifty percent used drama and poetry while 40 % did not. Ten percent used ICT technique while 80 % did not, 60 percent used lecturing method while 30 did not. Lecture, drama and poetry are therefore the methods that are favoured when passing messages to the pupils. This comes as a result of most schools taking part in drama and music festivals hence actively participating in recitation and

dramatization of themes. Teachers tend to prefer lecturing because it needs less logistic preparation. The least used method is ICT. This could be as a result of cost and maintenance as most of these schools acutely lack electricity. This finding agrees with that by Motswiri (2010) who established that chemistry teachers were free to use innovative methods in teaching to enhance implementation of some of the aspects of the subject.

#### 4.6.3. Lesson preparation

The administrators were required to indicate if their teachers adequately prepare for their lessons before teaching. The data is presented in Figure 4.7.



**Figure 4.7: Lesson preparedness**

The findings in Figure 4.7 show that 33 percent of the teachers prepare for their lessons while 67 percent do not prepare for their lesson. This shows that majority of teachers do not prepare for their lessons as hence this impacts



negatively on curriculum implementation. Prefects were asked methods that teachers use when teaching lesson as shown in the Table 4.11.

**Table 4.11: Innovative instruction practices**

Method	Yes		No		Total	
	F	%	F	%	F	%
Video and films	18	30.0	44	70.0	62	100.0
Demonstrations	12	20.0	50	80.0	62	100.0
Role plays	6	10.0	56	90.0	62	100.0
Discussion groups	32	52.0	30	48.0	62	100.0

Table 4.11 indicates that 80% of the prefects specified that teachers do not use demonstrations and illustrations as a method of teaching while 20 percent said teachers do use. Thirty percent confirmed that teachers used films and video while 70 percent indicated that they do not. Ten percent stated that teachers used role plays in their lessons while 90 percent indicated that they do not.

This finding on whether the teachers used innovative teaching methods when disseminating communications is confirmed in literature by Kruijer (2010) who argues that child-centered participatory teaching methods are the best for disseminating knowledge to students. The finding is also in agreement with that of Muthoka (2017) who found that teachers were not adopting innovative teaching methods.

#### 4.7. Learner characteristics and the implementation of primary education curriculum

The fourth objective of the study was to determine learner characteristics and the implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The question under this objective was answered using 12 items spread across the 3 sets of questionnaires. The items were analyzed through frequencies and discussed under the following sub-headings:

##### 4.7.1. Number of learners in a school

The class trainers were required to indicate the average number of learners in their classes. This information would assist the researcher ascertain the actual behavior of the learners as numbers can be a pointer to that. The findings on this item are presented in Figure 4.8.

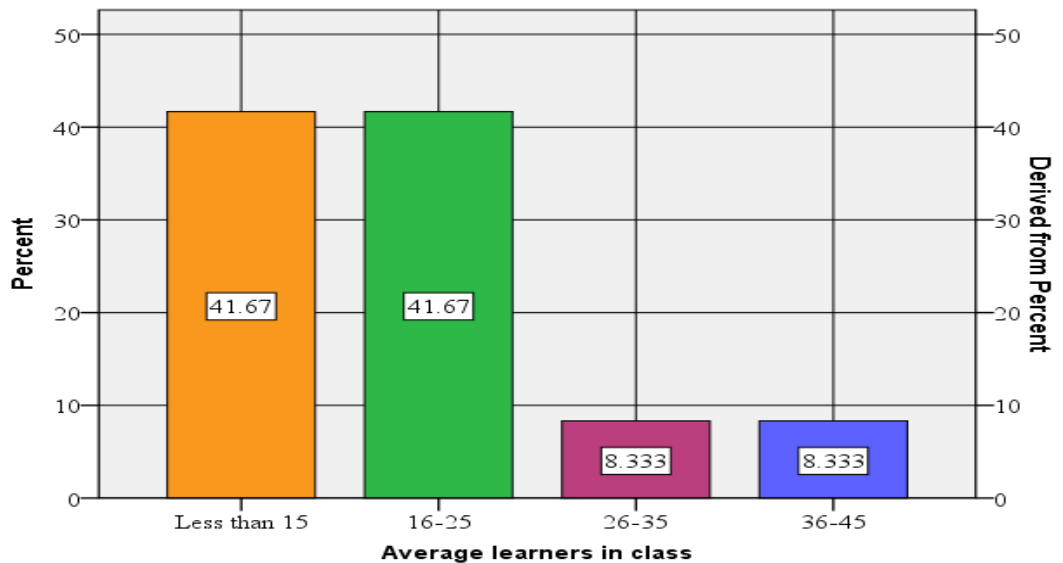
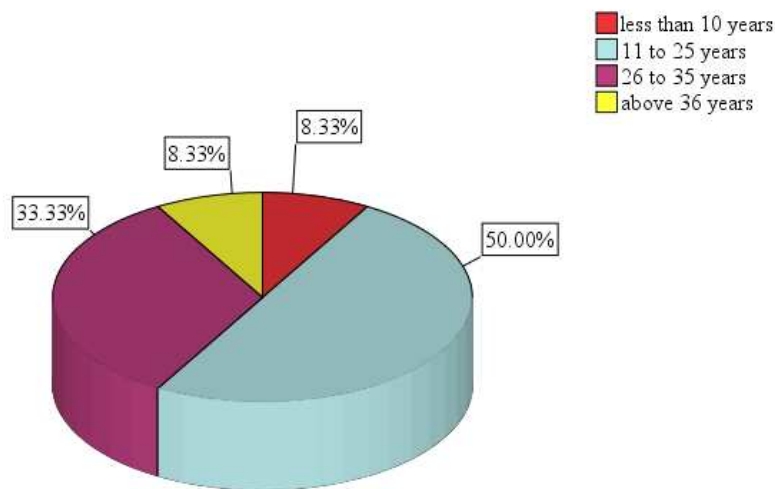


Figure 4.8: Average number of learners in class

The findings in Figure 4.8 show that majority (83%) of the students are averagely in the age groups of less 15 years and 16-25 years. The implication is that the respondents were mature enough to understand the issues under study. The findings concur with those by Muthoka (2017) who found that learners in the APBET schools are at the average ages of 6-15 years.

#### 4.7.2. Average age of learners in the school

The upper class prefects were required to indicate the average ages of learners in their classes. This information was important in assessing the age of the learners as one characteristic under study. The findings are presented in Figure 4.9.



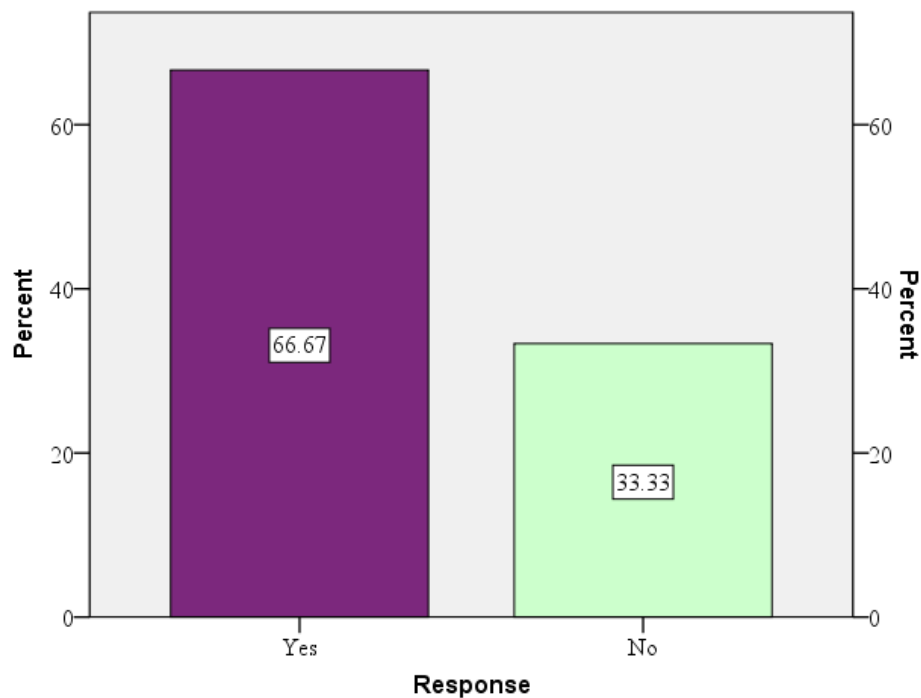
**Figure 4.9: Learners' average age**

The findings in Figure 4.9 show that fifty percent of the upper class prefects indicated that most learners were in the age group 6-15 years. The findings agree with those by Yara and Otieno (2010) who found that most students were aged between 6 and 15 years. This finding implies that many APBET centres are training the students who are of school going age but for some

reason they do not fit or are unable to school in the formal schools. This finding disagrees with that by Mwanja (2013) whose study on the determinants of curriculum implementation in primary schools in Mbooni District, Makueni County, established that most learners in APBET centres were of school going age.

#### 4.7.3. Learners attitude and curriculum implementation

The class prefects were required to indicate whether they thought learners' attitudes influences curriculum implementation in schools. They were required to simply show by a yes or no answer. This information was crucial in assessing the learners' perceptions about the curriculum that they are taught at school. The findings are presented in Figure 4.10.

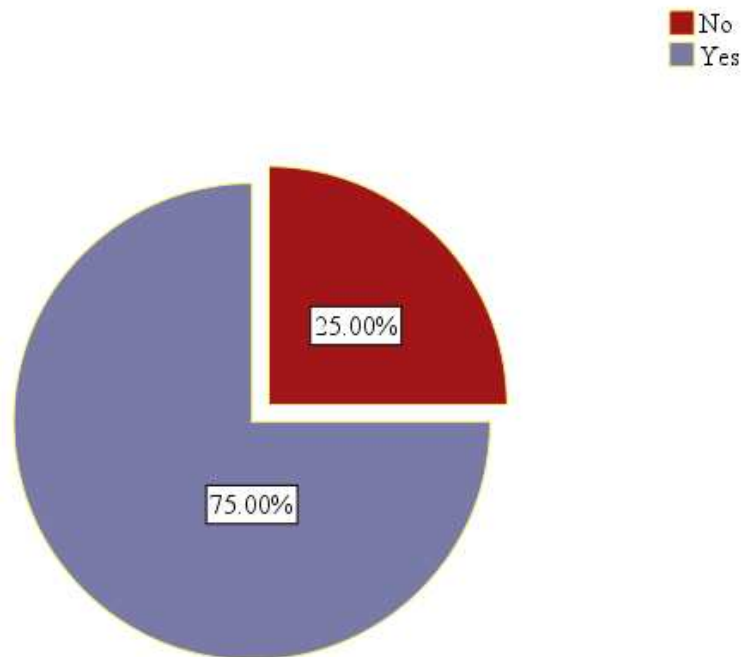


**Figure 4.10: Responses on influence of attitude on implementation of curriculum**

The findings in Figure 4.10 indicate that majority (66.7%) of the prefects who are learners indicated that learners' attitude influences the implementation of the curriculum while 28.431% respondents indicated that it does not affect curriculum implementation. This implies that when students are not very cooperative during the lessons thus giving trainers challenges, then curriculum implementation becomes a very difficult task. The findings are in line with Kinnaird (2010) who established that attitude has an impact on academic performance of high school students receiving instructions. The finding also concurs to that by Engelbrecht, Oswald, Swart, Kitching and Eloft (2005), who established that learners' attitude influences curriculum implementation in special settings.

#### **4.7.4. Presence of special learners in the school**

The prefects were also required to indicate if there were any special needs students in their school. The presence or absence of special learners in a centre can go a long way in determining the attitudes of the learners and tutors in the implementation activities geared towards inclusion of all (Okorodudu, 2009). The findings are presented in Figure 4.11.



#### **4.11: Presence of special needs students**

The findings in Figure 4.11 show that majority (75%) of the learners indicated that there were indeed students with special needs in their schools. The special needs of these students may influence the level of implementation of the primary education curriculum in the schools. This implies that all curriculum implementation activities should be geared towards ensuring there is inclusivity of all kinds of learners. The findings agree to those by Omas (2007) who found that the presence of learners with special needs in schools influence the implementation of curriculum in schools.

#### **4.7.5 Learner characteristics and curriculum implementation**

The aim of the study was to determine learner characteristics and implementation of primary education curriculum. The researcher used four items in the questionnaire to test the influence of learner characteristics on

curriculum implementation. The learners were given statement regarding their characteristics versus implementation which they were to score on a scale ranging from strongly agree to strongly disagree. The findings are presented in Table 4.12.

**Table 4.12: Learner characteristics and curriculum implementation**

Statement	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Learner's age influences their acceptance on what is taught	38	61.0	21	33.0	0	0.0	3	6.0	0	0.0	62	100.0
Mature learners know what they want in life and thus cooperate more and are more receptive to education	0	0.0	6	1.0	0	0.0	21	33.0	41	66.0	62	100.0
Learners attitude influences what they score in their studies	36	58.0	24	38.0	2	3.0	6	1.0	6	1.0	62	100.0
Learners who interact well with their peers and teachers like their studies more	41	66.0	13	21.0	3	5.0	3	4.0	3	5.0	62	100.0

The findings in Table 4.12 show that majority (61.0%) of the students indicated strong agreement with the statement that learner's age influences their acceptance on what is taught. Many (33.0%) of the students also indicated agreement with the same statement. Only 6.0% of the students disagreed with the statement that learners' age affects their acceptance with

content being taught. This finding agrees with that of Marriot and Marriot (2003) who found that many students indicated that their ages determined their acceptance levels of content.

The findings also indicate that majority (66.0%) indicated strong disagreement with the statement that “mature learners know what they want in life and thus cooperate more and are more receptive to education”. Only 1.0% of the students agree with the same statement while none strongly agreed. The finding implies that one’s age relates directly to one’s choices in life like appreciation of education. The finding concurs with that of Omas (2007) who found that the more mature learners appreciated education more than those with lower ages.

Further findings indicate that most (58.0%) respondents indicate strong agreement with the statement that learners attitude influences what they score in their studies. The implication from this finding is that the learner characteristics such as age have some effects on their acceptance of the curriculum and ultimately its implementation. This finding agrees with those of Mock and Kauffman (2002), who found a strong positive relationship between learners’ characteristics and curriculum implementation.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter presents the summary of the study, conclusions and recommendations. The chapter additionally presents suggestions for further research.

#### **5.2. Summary of the Study**

The purpose of the study was to investigate on the School based factors and implementation of primary education curriculum in APBET schools in Embakasi sub-county, Kenya. The researcher aimed at providing possible solutions to enhance the implementation of the primary education curriculum in the APBET schools in the sub county. The research was based upon four research objectives and four research questions from which the independent variables were specified. The variables included the trainers' qualifications, teaching and learning resources, instructional methods and learner characteristics and implementation of primary education curriculum. Concerning the School based factors and implementation of primary education curriculum in APBET schools, the study revealed that trainers' qualification is not an intensive enough predictor for implementation of primary curriculum. On the teaching learning resources, it was found that they do not affect implementation of the curriculum in APBET schools.

The first objective was to determine trainers' qualification and implementation of primary education curriculum in Approved Basic Education and Training

schools in Embakasi Sub-County. It was found that only 37 percent of the trainers had training on curriculum of which 24 percent by in-service training and 13 percent by pre-service training. Sixty three percent did not have any training on curriculum. Majority (50%) of the respondents agreed with the statement that teaching resources assisted teachers in teaching and also increased learners' interest in learning, instructional materials accord chances for learners to apply content learned in school, absence of appropriate training materials cause little implementation of primary school curriculum and learning materials usually motivate the total growth and development of kids. Thirty one percent of the respondents only agreed with the statements. There were 3% of them who disagreed and strongly disagreed with the statement that instructional materials motivate the whole growth and development of children.

The second objective was to determine accessibility of instructional resources on primary education curriculum implementation in Approved Basic Education and Training schools in Embakasi Sub-County. The study discovered that many of the institutions had insufficient resources and that there was text books scarcity with a ratio of 1:5. The study also discovered school facilities had a great impact on implementation of primary school curriculum, availability of school facilities influences pupils' performance, schools with stocked libraries record impressive educational results and the degree of usage of school facilities enhances implementation of primary education curriculum. It is the responsibility of the head teacher to ensure that

there is adequate classroom space to enable the teaching-learning process take place without any hitches. He should ensure that the facilities are used efficiently and effectively.

The third objective of the study was to examine on instructional methods and implementation of primary education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. The study established from 49% of the respondents that instructional methodologies had great effects on implementation of the primary education curriculum in the sub county. This also reflected on teachers' commitment to teaching activities which finally affected implementation of primary education curriculum. Fifty eight percent of the respondents indicated that their schools had inadequate resources. This affected the implementation of primary education curriculum in the sub county. Learning resources enhance learner's involvement in the classroom for actual real learning to take place. The quality and appropriateness of resources for example instructional materials affects the efficiency of curriculum implementation. The study found out from 58.1% of the respondents that primary education instructional materials were selected by subject panels. This means that the right materials may not be selected because the head teacher may not know the new primary curriculum materials that are introduced in the subjects they don't teach. This consequently affected the implementation of primary education curriculum.

The fourth objective was to determine learner characteristics and implementation of primary education curriculum in Approved Basic Education

and Training schools in Embakasi Sub-County. However, (60%) of the respondents quoted that learner characteristics influence the implementation of the primary school curriculum. This was also hammered by the researchers' observations in the age and entry behaviour that learners were predictors of the extent of curriculum implementation. The bulk (70%) of respondents pointed out that the characteristics of learners influenced the level and learning taking place in schools.

### **5.3. Conclusions**

The purpose of the study was to explore the school-based factors and implementation of primary education curriculum in APBET schools in Embakasi Sub County, Kenya. The study factors included the qualification of trainers, teaching/learning materials, instructional methods and learner characteristics. The following conclusions were therefore drawn: The findings led to the conclusion that the trainers in the APBET schools needs to be stimulated and encouraged to train in procedures of handling APBET learners. Secondly, the teaching-learning materials were inadequate and in some schools unavailable. This was a challenge to the implementation of primary curriculum in the school. Thirdly, the government should give more money to schools in order to expedite the creation and facelifts in APBET schools. The study also revealed that learner characteristics determine the level and extent of implementation of primary education in APBET schools.

#### **5.4. Recommendations of the study**

The subsequent recommendations were made in line with the study findings: Trainers' qualifications ought to be heightened. Education is the key to achievement which only comes once one is educated by an individual with knowledge and one who is vastly qualified. The Government through the ministry of education should get involved in the process of employing trainers and also confirm that only qualified trainers are assigned in the APBET schools so as to guarantee competency which leads to curriculum implementation.

The trainers should be encouraged to be innovative as well as creative in the instructional methods they adopt and ensure they rely more on the child-centered methods. Refresher courses on some of the innovative instructional methods should be adopted on both national and county levels so as to impart up to date knowledge and relevant skills.

The trainers should extemporize the teaching and learning resources such as the charts so that the schools will only buy the ones that are hard to improvise.

The school administration should come up with new and better strategies for their teachers so as to improve their curriculum implementation levels and practices.

### **5.5. Suggestions for further research**

Considering the limitations and delimitations of this study, the researcher makes the subsequent suggestions for more research:

- (i) There is necessity to carry out a study aimed at establishing the effect of socio-economic factors on implementation of primary school education curriculum in Embakasi Sub County.
- (ii) A comparable study ought to be conducted in the APBET schools which are run differently from the public schools for comparison purposes.
- (iii) The influence of head teachers' individual characteristics on the implementation of primary school education curriculum.

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## APPENDICES

### APPENDIX 1: LETTER FOR INTRODUCTION

University of Nairobi,  
College of Education and External Studies  
Department of Educational Administration and Planning  
P.O. Box, 92 - 00902  
Kikuyu  
8<sup>th</sup> March, 2018

The Directors/Administrators  
\_\_\_\_\_ Primary School,  
P. O Box \_\_\_\_\_, Nairobi

Dear Sir/Madam,

#### **REF: REQUEST FOR RESEARCH DATA IN YOUR INSTITUTION**

I am a student at the University of Nairobi wishing to carry out a research on: *school based factors and implementation of education curriculum in approved basic education and training schools in Embakasi sub-county, Kenya* in the month of January 2018. The research will focus on qualifications of trainers, teaching and learning resources, instructional methods and learners 'characteristics. The target population of the study is the administrator, trainers and upper class pupils. If offered the opportunity, I will highly appreciate to research in your institution. I assure you that the information will be used for academic purposes only.

Thank you.

Yours faithfully,

Nyaga Catherine.

## APPENDIX II: QUESTIONNAIRE FOR ADMINISTRATORS

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub County, Kenya. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of Primary education in primary schools in Kenya. I assure you confidentiality. Where there are choices, tick the appropriate.

### Section A: General information

1. What is your gender? Male (  ) Female (  )
2. Which is your highest level of qualification? PhD (  ) Med (  ) Dip (  )  
S1 (  ) P1 (  ) ECD (  ) Untrained (  )
3. What is your working experience as an administrator in the primary sector  
(a) 0-3 years (  ) (b) 4-6 years (  ) (c) 7-10 years (  ) (d) above 10 years (  )

### Section B: Level of qualifications of trainers and implementation of primary education curriculum

4. Does your professional qualification help you improve on Implementation of Primary education curriculum? Yes (  ), No (  ).

If No, give reasons

---

5. Have you attended any training and development course in primary curriculum implementation in the recent past?

Yes, ( ), No ( ). If yes, how was it significant in primary education curriculum implementation\_\_\_\_\_?

6. Are new trainers inducted in primary education curriculum implementation before service in your school?

Yes, ( ), No ( ). If No, give reasons \_\_\_\_\_

7. How often do your trainers attend in-service training courses on curriculum implementation? \_\_\_\_\_

8. How many trainers do you have in your school? Trained ( ), Untrained ( ).

**Section C: Availability of teaching and learning resources and implementation of primary education curriculum**

9. What is the textbook/pupil ratio in all subjects in the classroom?

Mathematics ( )

English ( )

Kiswahili ( )

Social Sciences ( )

Science ( )

10. What is the teacher: pupil ratio in your school? ( ).

11. Does the learning institution provide learners with: textbooks ( ), exercise books ( ), Pens/Pencils ( ), Erasers ( ).

12. What is the total number of classrooms in your school? ( )

**Section D: Instructional methods and implementation of primary education curriculum**

13. Do trainers in your school adopt the following methods of instruction:

- (a) Lecture ( )
- (b) Team teaching ( )
- (c) Peer teaching ( )

14. How effective would you rate each of the following methods of instruction in implementing the primary education curriculum in APBET schools.

<b>Method</b>	<b>Very effective</b>	<b>Effective</b>	<b>Ineffective</b>	<b>Very ineffective</b>
Lecture				
Team teaching				
Peer teaching				

15. Which other methods do trainers in your school adopt in instruction to learners?

---

**Section E: Learner characteristics and implementation of primary education curriculum**

16. What is the approximate percentage of learners transiting to secondary schools per year for the last three years? ( ).

17. How many pupils do you have in your school? ( ).



18. Are there special needs children in your school? Yes ( ), No ( ). If No, how many? ( )

19. Do you have anything else to contribute in relation to school based factors and implementation of primary education curriculum?

---

**Thank you for your cooperation.**

### **APPENDIX III: QUESTIONNAIRE FOR CLASS TRAINERS**

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub County. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of Primary education in primary schools in Kenya. I assure you confidentiality. Where there are choices, tick the appropriate.

#### **Section A: General information**

1. What is your gender? Male(  ), Female (  ).
2. Which is your highest level of qualification? Ph.D. (  ) Med (  ) Dip (  ) S1 (  ) P1 (  ) ECD(  ) Untrained (  ).
3. What is your working experience as a teacher in primary sector  
(a) 0-3 years (  ) (b) 4-6 (  ) (c) 7-10 (  ) (d) above 10 years

#### **Section B: Level of qualifications of trainers and implementation of primary education curriculum**

4. Do you have a primary education syllabus? Yes (  ) No (  ). If no which syllabus do you use?  

---

5. Do you have schemes of work Yes (  ) No (  ). If yes, how are they significant in implementation of primary education curriculum?  

---

6. Have you attended any in-service course on primary curriculum implementation in the recent past? Yes ( ), No ( ).

If yes, how was it significant in the implementation of primary education curriculum?

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**Section C: Availability of teaching and learning resources and implementation of primary education curriculum**

7. Do you have adequate teaching and learning materials in your school? Yes ( ) No ( ) If no, how does teaching and learning take place?

---

8. What types of teaching/learning aids are available for learners in your teaching subjects?

---

9. What makes you feel that the teaching/learning materials are necessary?

---

10. What is the average pupil/ textbook ratio in your subject area? ( )

**Section D: Instructional methods and implementation of primary education curriculum**

11. Which of these teaching methods do you mostly apply in the teaching and learning process? Lecture ( ), Discussion ( ), Role play ( ), Demonstration ( ), Question and answer ( ), others (specify).\_\_\_\_\_.

12. Rate the following teaching methods with No.1 as the most frequently used and No. 5 as the least used.

Teaching Method	Frequency	Reason for using the method
Lecture		
Discussion		
Role play		
Demonstration		
Others(Specify		

**Section E: Learner characteristics and implementation of primary education curriculum**

13. What is the average number of pupils in your class? Boys ( ) Girls ( )

14. What is the average age of pupils in your class? ( )

15. Do you have any special children in your class? Yes ( ) , No ( )If yes, how many ( )

16. What would you recommend to enhance implementation of primary education curriculum?

---

**Thank you for your co-operation.**

## APPENDIX IV: QUESTIONNAIRE FOR PREFECTS

This questionnaire is meant to collect information on School based factors and implementation of Education curriculum in Approved Basic Education and Training schools in Embakasi Sub-County. Your school has been chosen as one of the schools where the study will be conducted. Feel welcome to offer your contributions for this will help in elevating the status of primary education in primary schools in Kenya. I assure you of confidentiality. Where there are choices, tick the appropriate.

### Section A: General Information

1. What is your gender? Boy ( ) Girl ( ).
2. What is your age bracket (a) 10-14 years [ ] (b) 15- 19 [ ] (c) 20- 24 (d) 25-29 (e) 30- 34 [ ] (f) 35 years and above [ ]
3. Which class are you in? ( ).

### Section B: Trainers' qualification levels

4. Do you consider the trainers in your school qualified? Yes [ ] No [ ]. If no why\_\_\_\_\_

### Section C: Availability of teaching and learning resources and implementation of primary education curriculum

5. How many are you in your class? ( )
6. Do you have enough trainers for:

English	Yes ( )	Yes ( )
Kiswahili	Yes ( )	No ( )
Mathematics	Yes ( )	No ( )
Science	Yes ( )	No ( )
Social studies	Yes ( )	No ( )
CRE	Yes ( )	No ( )
7. Do you have enough books for

English	Yes ( )	No ( )
Kiswahili	Yes ( )	No ( )
Mathematics	Yes ( )	No ( )
Science	Yes ( )	No ( )

Social Studies Yes ( ) No ( )

CRE Yes ( ) No ( )

8. Does the school provide textbooks Yes ( ) No ( ) pens Yes ( ) No ( ) exercise books Yes ( ), No ( ).

9. Do you have a school Library? Yes ( ) No ( ).

10. Do you have a playing field? Yes ( ) No ( ).

11. Do you sit on chairs ( ) mats ( ). If you sit on chairs, how many pupils sit on one chair ( ).

**Section D: Instructional methods and implementation of primary education curriculum**

12. Which teaching method do your trainers often use? Lecture ( ), Discussion ( ) Role play ( ), Demonstration ( ). Tick as appropriate.

13. Do you think what you learn will be helpful in future? Yes ( ), No ( ).

14. Indicate the effectiveness of the following teaching methods if used by your trainers.

<b>Teaching Method</b>	<b>Very effective</b>	<b>Effective</b>	<b>Ineffective</b>	<b>Very ineffective</b>
Lecture				
Discussion				
Role play				
Demonstration				

**Thank you for participating in this study.**

## Appendix V: Regional Coordinator of Education Authorization Letter

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
STATE DEPARTMENT OF EDUCATION

Email: deoembakasi@gmail.com



REPUBLIC OF KENYA

SUB COUNTY EDUCATION OFFICE  
EMBAKASI SUB COUNTY  
P.O. BOX 1288-00518  
KAYOLE.

Ref.Emba/Edu/Authority/019/Vol1/74

16<sup>th</sup> August, 2018

To All APBET Schools  
Headteachers  
Embakasi Subcounty

**RE: RESEARCH AUTHORIZATION.**

This is to confirm that Catherine Wawira Nyaga a student of University of Nairobi has the authority to carry out a research on **“Influence of school based factors on implementation of education curriculum in approved basic education and training schools”** in Embakasi Sub-County Nairobi.

Please accord her the necessary assistance.

However, ensure the research activities do not interfere with the normal school routine.

A blue ink handwritten signature and date '16/8/2018' are written over a faint blue stamp. The stamp contains the text: 'FOR DISTRICT OFFICE', 'EMBAKASI', 'P.O. Box 1288', and 'KAYOLE'.  
**LUCIE OJOO**  
**SUB-COUNTY DIRECTOR OF EDUCATION.**  
**EMBAKASI.**

## Appendix VI: Regional Coordinator of Education Authorization Letter



Republic of Kenya  
MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi  
Telephone: Nairobi 020 2453699  
Email: [rcenairobi@gmail.com](mailto:rcenairobi@gmail.com)  
[cdenairobi@gmail.com](mailto:cdenairobi@gmail.com)

REGIONAL COORDINATOR OF EDUCATION  
NAIROBI REGION  
NYAYO HOUSE  
P.O. Box 74629 - 00200  
NAIROBI

When replying please quote

Ref: RCE/NRB/GEN/1/VOL. 1

Date: 8<sup>th</sup> August, 2018

Catherine Wawira Nyaga  
University of Nairobi  
P O Box 30197-00100  
KISII

**RE: RESEARCH AUTHORIZATION**

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "**Influence of school based factors on implementation of education curriculum in approved basic education and training schools in Embakasi Sub-County, Kenya**".

This office has no objection and authority is hereby granted for a period ending **30<sup>th</sup> July, 2019** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

**JAMES KIMOTHO**  
**FOR: REGIONAL COORDINATOR OF EDUCATION**  
**NAIROBI**

C.C.

Director General/CEO  
Nation Commission for Science, Technology and Innovation  
**NAIROBI**



## Appendix VII: NACOSTI Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/60755/23934**

Date: **1<sup>st</sup> August, 2018**

Catherine Wawira Nyaga  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of school based factors on implementation of education curriculum in approved basic education and training schools in Embakasi Sub-County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **30<sup>th</sup> July, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.

## Appendix VIII: Research Permit

**THIS IS TO CERTIFY THAT:**  
**MS. CATHERINE WAWIRA NYAGA**  
**of UNIVERSITY OF NAIROBI, 30197-100**  
**NAIROBI, has been permitted to conduct**  
**research in Nairobi County**

**Permit No : NACOSTI/P/18/60755/23934**  
**Date Of Issue : 1st August,2018**  
**Fee Received :Ksh 1000**

**on the topic: INFLUENCE OF SCHOOL**  
**BASED FACTORS ON IMPLEMENTATION**  
**OF EDUCATION CURRICULUM IN**  
**APPROVED BASIC EDUCATION AND**  
**TRAINING SCHOOLS IN EMBAKASI**  
**SUB-COUNTY, KENYA**

**for the period ending:**  
**30th July,2019**



  
.....  
**Applicant's**  
**Signature**

  
.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No.A 19807**

**CONDITIONS: see back page**