INFLUENCE OF SCHOOL BASED FACTORS ON IMPLEMENTATION OF CURRICULUM IN PRIMARY SCHOOLS IN   BANADIR REGION, MOGADISHU, SOMALIA

MAHAD SALAD MOHAMUD

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Dedication

This work is dedicated to my beloved parents to Salad Mohamud and Fadumo

Hassan for their support and motivation during the entire period of my life.

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ABBREVIATIONS AND ACRONYMS

EFA   Education For All

KNEC   Kenya National Examination Council

MDGS   Millennium Development Goals

MOE   Ministry of Education

SD   Sustainable Development

SSA   Sub Saharan Africa

UN   United Nation

UNAID   United Nations Agency of International Development

UNESCO   United Nations Educational Scientific and Cultural

       Organization

CBE   Curriculum Based Education

UNDP   United Nations Development Programme

NGO   Non-Governmental Organization

ABSTRACT

This study investigated school based factors influencing implementation of curriculum in primary schools in Banadir region in Mogadishu, Somalia. The study was guided by four research objectives: to examine influence of time allocation influence on implementation of curriculum in primary schools; to determine the influence of level of teacher training on implementation of curriculum in primary schools; to establish the influence of availability of teaching and learning materials on implementation of curriculum in primary schools; and to determine the influence of teacher's attitude on implementation of curriculum in primary schools in Banadir region Mogadishu Somalia; The literature review focused on the appropriate objectives, theoretical framework and conceptual framework. The theoretical framework was based on Gagne instructional theory which stipulates itself with problem solving, concepts and principles and takes into consideration strategies for problem solving and thinking on implementation of the curriculum. The study used descriptive survey design because it allowed the researcher to describe characteristics of an individual or group as they really are. The target population of this study was 48 primary schools in the Banadir region with 1520 pupils, 404 teachers and 48 head teachers. Simple random sampling used for select participating schools and teachers. Stratified random sampling was used to select 121 teachers and 152 pupils by gender. Data was collected using questionnaires for all the respondents as instruments. After data cleaning the data was coded and entered into the computer for analysis using Statistical Package for Social Sciences (SPSS) version 20. Quantitative data was analyzed using descriptive statistics; frequencies, and percentages. From the findings the study concluded that time allocation influenced curriculum implementation. It was evident from the pupils and teachers' response that allocated for education is not enough despite head teachers saying it was enough and pupils lose a lot of time on misbehaving. The study established that level of teacher training influenced implementation of curriculum in primary schools. The study also established that availability of teaching and learning materials influences implementation of curriculum in primary schools. The study finally concluded that teacher's attitude influenced implementation of curriculum in primary schools. The recommendations of the study were: The Somalia Ministry of Education should ensure additional lesson to be added to the single lesson allocated to the curriculum with at least two or more lessons per week which will enable teachers cover a wider scope of the syllabus thereby benefiting the learners tremendously. Parents and government and education stakeholders can be approached on ensuring teaching and learning materials on the curriculum are provided for to ensure enough materials are available. Recommendations for further research included: The influence of teachers' attitude on the implementation of curriculum in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The concept of curriculum implementation as the actual engagement of learners with planned learning opportunities. Marsh and Stafford (1988) also highlight three dimensions of curriculum concept. First, they explicit that curriculum includes not only syllabi or listing of contents, but also a detailed analysis of other elements such as aims and objectives, learning experiences and evaluation as well as recommendations for interrelating them for optimal effect. Second, curriculum comprises of planned or intended learning, calling attention to unexpected situations which necessarily may occur in the classroom practices. Thirdly, curriculum and instruction are inextricable. Lovat and smith (2003) rightly contend that curriculum is part of teaching, not separate from it. Therefore, the most agreed basic notion of the curriculum is that it refers to a plan for learning (Todd 1965; Neagley & Evans, 1967; Zais 1976, Marsh & Stafford, 1988; Van Den Akker, Kuiper &Hameyer, 2003 And Lovat& Smith, 2003).

In Ireland, Childs (2014) indicated that effective implementation of chemistry education is threatened by factors such as transition between levels of education, science background of students, diversity of the student body, problem of science language, and cognitive level of students. In addition, scientific misconceptions among students, impact of information technology (IT) on instruction, and

ignorance of chemistry education research amongst most lecturers also affect the implementation of chemistry curriculum.

In Germany, the notion of CBE first appeared in the 1970s. It was characterized by the specialization and a higher degree of abstract knowledge and skills (Weigel et al., 2007). By 1996, the German system of competency-based education in vocational education and training (VET) started to follow an action competence approach. Competence was "expressed as 'vocational action competence' or the readiness and capacity of the individual to act thoughtfully, individually and in a socially responsible manner in professional, societal and private situations (Weigel et al., 2007:57). The vocational action competence had three categories namely; domain/subject competence, personal competence, and social competence. This categorization formed the basis of the Germany VET. Thus, it can be seen that a competency-based curriculum requires the learner to acquire knowledge, personal competence and social competence. These competences are important in order for learners to acquire social values which are important in society and work professionally. The categorization of competences is relevant to understanding the focus of this paper as it provides information on the different types of competences which learners need to acquire in the teaching and learning process (Mutale Mulenga & Y. Malambo Kabombwe, 2019)

Time allocation influence on curriculum implementation, in Netherland curriculum renewal usually requires professional development of teachers and schools. This implies that time is needed to provide professional development

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opportunities for teachers and school leaders (Ncca, 2017, Slo, 2008). Also, initial teacher education institutes need time to prepare new teachers for the reform (Ncca, 2017; Slo, 2008). The provision of professional development opportunities for implementation is particularly relevant and time-consuming for the implementation of new subject areas (e.g. Computing) (Ncca, 2017; Brown et al., 2014). In some instances, for example when it comes to curriculum renewal towards engineering education for sustainable development, Desha et al. (2009) rightfully point at the fact that capacity building is needed over time and on many levels, requiring a process of curriculum renewal across all levels (undergraduate education, postgraduate education, PHD research and professional development for practicing engineers and educators). The time needed to adopt and implement the new curriculum in educational practice is referred to as the implementation lag. (Joke Voogt, Nienke Nieveen, 2017).

Teachers training influence on curriculum implementation, in Singapore numerous studies explore the success of education in Singapore (Deng & Gopinathan, 2016; Dimmock & Yong Tan, 2016). While little research explicitly explores the success or otherwise of the initial teacher education curriculum, an assumption could be made that ITE is a factor in Singapore's achievements. The small scale of the system of initial teacher education in Singapore, and its single provider, means that a coherent approach with a tightly defined curriculum is possible. The stated aim of the programmes of ITE is to prepare students for a 'career as a teacher', by developing the knowledge and skills required of teachers

to meet the demands and challenges of a 'dynamic' teaching career. Each route into teaching has a defined curriculum, available on the national institute for education's website (national institute of education, 2019). For example, for the postgraduate diploma for secondary teachers, the curriculum is divided into four areas (Emily Perry, Josephine Booth, David Owen & Kim Bower, 2019).

In Kenya, the education system is structured in such a manner that chemistry subject is first presented to all learners at the secondary school level of the basic education curriculum (Ituma, 2012). Although, some basic aspects of chemistry are taught at the primary school level, during this stage, those concepts are presented integratedly in science subject. At the secondary school level, the subject becomes autonomous. Its concepts, principals and skills are taught by experimental investigations; practical approach. This requires subject specific teaching, learning materials and facilities (TLMFS) such as the laboratory, apparatus, chemicals, safety equipment, record keeping books and personnel; laboratory assistant (Imonje, Ndirangu, Muse, (2018).

Availability of teaching and learning materials influence on curriculum implementation, in Rwanda the need for the availability of teaching and learning resources for teacher effective classroom management and content delivery is stressed by Eicher et.al. (1982) as they compare education to a motor-car industry. They say that like in motor-car industry teachers use techniques and tools to achieve their goals. These are like the simple tool as the blackboard and technology techniques and tools as experimentation in laboratories, drama classes

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in the school theatre, radio, television, video and audio cassettes and computers. Doff (1988) stresses the interrelation of teachers, teaching and learning resources and students in teaching and learning operational core of education. He says, "teaching is a three-way relation between the teacher, the materials he/she is using and the students."

Furthermore, Graham (1991) emphasizes, education program cannot succeed without adequate facilities like classroom, textbooks to name just a few. He goes on to say that scientific laboratories and workshops need to be well equipped and supplied with consumables and provision must be made for proper maintenance of building and equipment. Institutions should operate with well-stocked and up-to-date libraries that have sufficient study space and that cater to the teaching and research needs of the various academic departments. The quality of education and teaching institution, Graham (1991) keeps on saying, is related to an extensive use of modern educational technologies, such as 'multi-media technology network communication technology' and so on, which have increasingly become the quality of education and teaching the new 'growth points'. Effective teachers ask a lot of questions and attempt to involve students in class discussion. There should also be a mix of product questions (that is expecting a single response from students) and process questions (that is expecting students to provide explanations), but effective teachers ask more process questions. (Benjamin & Aluko Orodho, 2014).

Teacher's attitude on curriculum implementation, in Greek Karavas-Doukas (1995) in a study of factors affecting the implementation of an EFL innovation in Greek public secondary schools; identified that teachers' attitudes towards the innovation, their perception on the training they attended, and their belief in the impracticality of the innovation are among factors that hindered the implementation of innovation. Teachers' failure to deal with the demands of innovation as a result of their incompatibility with the innovation, and the failure of the innovation to accommodate the realities in the classroom were found to be important causes of teachers' resistance to the innovation (Iskandar, 2015).

Attitudes reflect a set of emotions, beliefs, and behaviors toward a particular attitude object (Eagly and Chaiken, 1993). The three component model of attitudes (Eagly and Chaiken, 1993) postulates that the evaluation of the attitude object includes three types of responses: (1) the affective component (i.e. feelings toward the attitude object), (2) the cognitive component (i.e. thoughts, knowledge and beliefs about the attitude object), and (3) the behavioral component (i.e. intended behavior toward the attitude object).

As stated by Kurġunoğlu (2006), when attitudes of employees in an organization toward change are determined, possible preventive actions can be taken and right decisions can be given about the change process and about determining, planning, implementing, and finally evaluating change. This can also be valid for teachers. It seems possible to take preventive actions and give right decisions about determining, planning, implementing and evaluating any type of change when

attitudes of teachers toward change are exactly known. They may either be willing to change or resist changing. Although echoes of events, conditions, issues or movements outside of schools that are the media by which changes in curriculum policy and practice accounted for had effect on classroom curriculum practices (Kasapoğlu, 2010).

In Somalia, the collapse of the Somali state in 1991 led to the breakdown of all formal learning systems in the country and destruction of education facilities. To date the country does not have a uniform education system as the education sector is supported by various stakeholders, including regional administrations, international NGOS, community education committees (CECS), community based organizations (CBOS), education umbrella groups and networks, NGOS, private sector, and religious groups.

As a result of this state of strife, civil war and lack of consistent good governance within the education sector, the overall adult literacy rate, which according to the 1975 population census was 54 percent, dropped to 40 percent according to PESS 2014 data. In terms of adult literacy Somalia has the third-lowest literacy rate among ten Sub Saharan neighboring counties. Somalia's rate of 40 percent is only lower than Ethiopia (39 percent) and South Sudan (27 percent).

The delayed entry into primary school is the main reason why only about half of the pupils enrolled in primary education are 6-13 years old. The phenomenon, called overage enrolment, is very common all throughout the Somali formal

school system. Delayed entry at the primary level obviously transmits to late entry at secondary and tertiary levels of education. Of the enrolled students, 35 percent are aged 14-17 years, and another 15 percent are 18 years or older. The percentages of students who have an age that is typical for the level of education in secondary school (14-17 years) and tertiary education (18-24 years) is even lower than for primary education.

Gross enrolment for primary education is very low at 30 percent; for secondary education the gross enrolment rate is 26 percent. Comparisons with neighboring countries reveal that Somalia's primary and secondary gross enrolment rates are lower than in any other country in the region. Because of huge overage enrolment, the net primary school enrolment rate (NER) is considerably lower than the comparable gross enrollment rate at 17 percent. This means that only 17 percent of the 6-13year old population is enrolled in primary school at the right grade. The sustainable development goal of reaching universal primary education (NER is close to 100 percent) currently appears as an unrealistic goal.

Generally, the male education indicators are better than the indicators for females. There is an 8 percentage point gap in the adult literacy rates in favor of males. Although the recent population estimation survey results demonstrate encouraging signs in terms of equal access for boys and girls to primary education (GPI for primary 0.986) and even in secondary education (GPI for secondary 0.916), the retention and transition rates for girls tends to be much lower, especially in rural areas. In tertiary education, boys are much more than girls (GPI for tertiary

0.688). Males beyond school going age have more favorable rates of highest level of education completed than females for all levels of education.

Urban residents consistently have the best education indicators and the nomadic population the worst ones. This applies to adult literacy rates, highest level of education completed for the out-of-school population and for school enrolment of the persons currently in school. Distance to schools appears to be the main factor that explains the observed patterns. In addition, the calendar and schedule of formal schooling is not adapted to the nomadic lifestyles. This underscores the need to develop quality alternative basic education programmes for this population.

There exist huge differences between the regions on all education indicators. Without having applied advanced statistical techniques like multivariate analysis, it is not possible to assess the role of main determinants in explaining regional variations. However, in studying the patterns two factors stand out: regions that have had relative peace appear to perform well on almost all education indicators. Another pattern is that the regions with large urban centers contain also the most reputable centers of higher learning in the country; they tend to do better, especially on indicators pertaining to tertiary education.

Moreover, qualified teachers are very limited and there are no systematic teacher training and continuous professional development programmes underway. Most of the teachers are either paid by the parents or implementing partners and the

incentive provided by development partners is often insufficient to retain qualified teachers. Teachers are currently not on government payroll affecting the sustainability of education service provision.

The current government budget to the education sector is 3% and is very insufficient to address the needs of the sector. The lack of resources in the sector has also affected the operational and maintenance costs for schools and the recruitment of qualified and provision of adequate and appropriate teaching and learning materials including text books (The Somalia National Development Plan (SNDP) – Towards Recovery, 2017 – 2019). During the NDP period, relevant policies and programmes will be developed and implemented to increase the number of primary schools offering free education. Standard, unified and inclusive curricula will be developed and text books provided that are non-discriminatory, relevant and child friendly with the specific objective of achieving age specific learning goals.

Community will be engaged to advocate increased enrollment and retention of children in primary schools and vibrant parent- teacher associations will be created for universalization of primary education. Similarly, partnership with the private will be strengthened to increase access to primary education and improve the overall learning environment. Teacher training will be instituted and classroom interactions improved. Strategy to modernize madrasa and other such educational institutions will be developed to mainstream national curricula, syllabus and teaching methods with specific attention to the education of the girl

child (The Somalia National Development Plan (SNDP) – Towards Recovery, 2017 – 2019)

1.2 Statement of the problem

After 1991 there has been some progress in providing formal primary education in Somalia, but schools generally lack vital resources and materials and rely on a very large number of untrained teachers (for primary and secondary education). The Somali people have one of the lowest primary school enrolment rates and the highest levels of estimated adult illiteracy in Africa (UNDP, 2008) Education begins with early childhood education (including pre-schools and kindergartens), then progresses to primary and secondary schooling, and finally to post-secondary education. This study focuses on primary which comprises eight years of primary (grades 1-8).

The resulting Somali curriculum was issued in 2000 and brought together elements from various existing curricula from Kenya, Saudi Arabia, emirate and Egypt. Curriculum development and implementation today presents both a strategic process challenge as well as a policy challenge. Somalia in general has been suffering from different types of syllabuses produced by different NGOS and institutions causing confusion in the curriculum in schools. Further confirmation is by the global study carried out by the UNESCO (2006) whose findings state that curriculum is under -utilized due to teachers incompetence on curriculum due to lack of training on curriculum and discomfort in using sensitive

materials. There seems to be several factors influencing the curriculum implementation process in Somalia and how to implement new a national curriculum launched 2018 in Somalia has been a challenge (Moe Somalia 2019). The structure, term times, text books and even the language of teaching have all been changed to bring about a "Somali-owned system". Unfortunately, no systematic research addressing the problem has been carried out in Somalia in general and Banadir region Mogadishu in particular. It is view of this gap that the researcher designed and conducted this study, which focused on the influence of school based factors on implementation of curriculum in primary schools in Banadir region Mogadishu Somalia.

Therefore, the aim of this study was to investigate the influence of school based factors on implementation of curriculum in primary schools in Banadir region Mogadishu Somalia,

1.3 Purpose of the study

Purpose of the study was to investigate influence of school based factors on implementation of curriculum in primary schools in Banadir region Mogadishu Somalia,

1.4 Research objectives

This study was guided by the following objectives:

i. To examine influence of time allocation on implementation of curriculum in primary schools in Banadir region Mogadishu Somalia.

ii. To determine influence of level of teacher training on implementation of curriculum in primary schools in Banadir region Mogadishu Somalia,

iii. To establish influence of availability of teaching and learning materials on implementation of curriculum in primary schools in Banadir region Mogadishu Somalia,

iv. To determine influence of teacher's attitude on implementation of curriculum in primary schools in Banadir region Mogadishu Somalia,

1.5 Research questions

The following questions guided this study

i. In which ways does time allocation influence implementation of curriculum in primary schools in Banadir region Mogadishu Somalia?

ii. How does level teacher training influence implementation of curriculum in primary schools in Banadir region Mogadishu Somalia?

iii. In what ways does availability of teaching and learning materials influence implementation of curriculum in primary schools in Banadir region Mogadishu Somalia?

iv. To what extent does teachers' attitude influence implementation of curriculum in primary schools in Banadir region Mogadishu Somalia?

1.6 Significance of the study

The findings of the study could provide an insight into the curriculum development and implementation process in primary education in Somalia and the Ministry of Education (MoE would use the findings to guide that process. Since curriculum implementation is a continuous process, necessary changes are part and parcel of the process in order to make the curriculum more responsive to the changing demands and to ensure its relevancy.

It is beyond doubt that an effective curriculum implementation process can enhance the learning of the learners therefore the findings would be used to effect changes in the curriculum.

In order to improve planning and implementation of current and future activities toward curriculum development process, the findings may be helpful to meet most of the queries raised by the Ministry of Education who may use them to guide curriculum development process. Further the study may form a basis for further research by scholars interested in furthering the body of knowledge on the challenges of curriculum implementation in faith based primary schools in Somalia. This study may help the primary schools' teachers to realize the related factors that affect their performance in schools, lastly, the findings of this study may help the policy makers formulate guidelines which can be used to improve the standards of curriculum implementation in Somalia.

1.7 Limitation of the study

Best and Khan (2008) define limitations as conditions beyond the control of the researcher. Limited research has been carried out on implementation of curriculum in primary education in Banadir Region. The respondents shared information in the process of filling the questionnaires hence affecting the objectivity of the findings. The findings limited to primary schools. Language barrier existed to pose a significant challenge during data collection; the researcher addressed this limitation by requesting the teachers and research assistant to guide the learners in providing information through the questionnaire.

1.8 Delimitation of the study

This study focused on influence of school based factors on implementation of curriculum in primary schools in Banadir region Mogadishu Somalia. This study was delimited to the pupils, teachers and head teachers to investigate the influence of school based factors on implementation of curriculum in primary education. The study was conducted in Banadir region Mogadishu Somalia.

1.9 Basic assumption of the study

The study was based on the following assumptions

i.   The pupils, teachers and head teachers in primary education had sufficient knowledge to respond to the study instruments adequately.

ii.   The researcher assumed that all respondents would cooperate and provided true and accurate information upon which the findings, recommendations and conclusions of the study would be based.

iii.   The information given by the respondents were free from any external influence from the school management.

1.10 Definition of significant terms

Curriculum: refers to the lessons and academic content taught in a school or in a specific course or program. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn.

Factors: refers to things that influence the implementation of curriculum which include teacher training, availability of teaching and learning materials, time allocation, innovative classroom practices and integration of into other subjects.

Implementation: refers to making something that has been officially decided to start or happen or to be used, in this case, the curriculum.

Teaching and learning materials: refers to educational materials that teachers use in classroom to support specific learning objectives.

Teacher training: refers to the process of education and skill development that teacher trainees undergo as part of their formal teacher education process

Allocated time: refers the amount of time specified for an activity or event. When educators and educational researchers speak of allocated time, school time - the amount of time spent in school. When used this way, allocated time may refer to the number of school days in a year or the number of hours in a school day.

1.11 Organization of study

The study is organized into five chapters. Chapter one is with introduction covering; background to the study, statement of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study and definition of significant terms. Chapter two was cover literature review on factors influencing implementation of curriculum in primary schools with an overview of impact of on education in Africa, core teaching and learning themes and implementation of the curriculum. It focuses on variables such as teacher training on curriculum, teaching and learning materials on, time allocation for curriculum, and teacher's attitude on the implementation of curriculum. Also covered are theoretical framework and conceptual framework. Chapter three is on research methodology which deals with introduction, research design, sample size and sampling procedure, Research Instruments, Validity and Reliability of the Instrument, Data collection procedures, data analysis and ethical considerations. Chapter four deals with data presentation, interpretation and discussion, while chapter five cover summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provided the reviewed literature of the studies that have been done on the factors influencing the implementation of curriculum in primary schools in Mogadishu Somalia. The chapter deals with factors related to time allocation, teacher training, availability of teaching and learning materials and teacher's attitude into other subjects. Theoretical framework and conceptual framework based on the study are thereafter present.

2.2 The concept of curriculum implementation

Studies reviewed indicated that the history of curriculum implementation dates back to the ancient times with the Egyptians, Greeks and romans having a rich conception on childhood. Plato and Aristotle spoke about on the need to educate the young children. The ancient romans would begin educating their children as soon as they could speak. Studies done globally and in Kenya especially by Githinji and Kanga, (2011), indicates that curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner.

Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. Viewed from this perspective, curriculum implementation also refers to the stage when the curriculum itself, as an educational program, is put into effect. Putting the curriculum into operation required an implementing agent (Tanner et al, 1995). She Identifies the teacher as the agent in the curriculum implementation process. She argued that implementation is the manner in which the teacher selected and mixed the various aspects of knowledge contained in a curriculum document or syllabus. Implementation takes place when the teacher-constructed syllabus, the teacher's personality, the teaching materials and the teaching environment interact with the learner curriculum implementation therefore refers to how the planned or officially designed course of study was translated by the teacher into syllabuses, schemes of work and lessons to be delivered to learners.

2.3 An overview on curriculum implementation in Somalia

Morrison (2007) defines curriculum implementation as a process of actualizing or putting into use the developed curriculum. It is the adopting of the planned, tried and revised curriculum in learning institutions. Implementation of curriculum involves interaction of students, teachers and school physical resources to produce the desired objectives.

The policy of the ministry of education of federal government of Somalia is to revive and promote education at all levels and to give every child and citizen equal access to free public education as well as affordable private education. With the many internally displaced Somalis throughout the country, it is planned to provide emergency education where we can reach people and services are possible. Somali remains the language of instruction for primary schools, while English and Arabic are commonly used in secondary schools and institutes of higher learning. More than a dozen distinct curricula are currently utilized throughout the country and steps are in place to unify and develop the existing curriculum in secondary education, school calendar, leaving certificates and the introduction of school uniforms in public and private schools. (report of education from MOE, 2011)

Curriculum implementation requires teamwork that starts from curriculum development Centre (Headquarters) down to teachers, learners, parents and the general public. Curriculum implementation involves putting the developed curriculum into use in order to achieve the objectives for which it was designed for. According to Carl (2002), curriculum implementation can be defined as delivering planned activities of curriculum in a purposeful way. Good performance by students or pupils in an examination is an indication that curriculum objectives have been achieved (Morrison, 2007).

Ministry of Education responsibilities for implementing and monitoring the curriculum the ministry remains the body responsible for developing curriculum policy through its curriculum department. Delivering the curriculum and monitoring the quality of delivery through its quality assurance department. Ensuring appropriate assessment of outcomes through the formal examination system and through continuous assessment procedures, All formal examinations will be the responsibility of the examination board. Ensuring that the education system maintains the standards that will be specified for each learning area at each level across all educational institutions. This will be monitored both by the exam board and the quality assurance department. (Somalia MoE Curriculum framework, 2014).

2.4 Time allocation and implementation of curriculum

Time allocation is one of the major concerns in curriculum planning. It is for individual schools to decide how the curriculum is to be organized in terms of content and time allocation. Basically, flexibility should be allowed so that the varied needs of different schools, classes and individual children can be met. In designing a time-table, apart from classroom availability, options, etc. Other variables such as the children's abilities and learning needs, should be given prior consideration.

At different stages of development, the children require different skills to help them cope with those needs which are characteristic of a particular developmental

stage. Priority of learning should therefore be given to these skills and emphasis in training should vary according to the present and future goals of these children. The understanding of the children's needs will facilitate time-table arrangements, with due weight given to various subject areas.

Apart from basic and functional academics, the children also need to develop their capacity to respond appropriately to sensory and social experiences, regardless of their ages and abilities. This involves the exploration and understanding of aesthetic and creative experiences, which may be integrated in any part of the curriculum. Music, art and craft and physical education contribute particularly to such development. The children also need to acquire these skills as leisure time activities. In considering the allocation of time to these areas of learning for both the junior and senior sections of the school, similar emphasis should be given.

An important shortcoming of much of the education on is that there is not specific time allocation and that teaching-learning on the subject is fragmented and irregular. It is important when integrating education into the curriculum that a specific amount of time be allocated to the subject and that it be clearly scheduled in the school timetable (Miedema, 1996). Deciding on the time that will be allocated to education can be guided by the following considerations. The IBE-UNESCO curriculum manual on education provides guidelines for the minimum time required to complete the four different thematic modules during an average school year (160 days or 32 weeks). It is important to note that this minimum time

should not be seen as time added to the existing curriculum and school calendar, but as part of the curriculum.

In response the ministry changed the implementation strategy following the 2003 curriculum review and introduced a dual strategy. The revised syllabi have infused and integrated content, information and messages in the majority of subjects, which ensures that content, will be taught and examined within the carrier subjects just like any other subject. The revised curriculum contains most of the content from the old stand-alone syllabus (Moe, 2003). The time allocated for conducting education is inadequate. This is supported by a study conducted by Samia (2013) which state that inadequate allocation of time for conducting the class was found to be barriers to education. The MoE recognized that was not getting the attention it deserved on the timetable since it was not an examinable subject. In Banadir region, education stakeholders have pointed out time allocation as one of the factors affecting implementation of curriculum. However, no known studies have been done in Banadir region to confirm this fact. The current study sought to fill this gap in knowledge by determining the attitude of teachers towards curriculum implementation in Banadir Region Mogadishu Somalia.

2.5 Teachers training levels and implementation of curriculum

 Implementation plays a key role in determining whether an intended curriculum achieves its desired outcomes (Mclaughlin, 1990). Introducing a curriculum

change at a school, district, or national level does not guarantee that those charged with implementation will implement the curriculum in ways that lead to deep changes to classroom practice. Instead, decades of implementation show that implementation variability is the norm. Educators may implement with fidelity by following the curriculum as prescribed, adapt the curriculum to the needs of their local context while adhering to its core principles, comply with the curriculum by only implementing surface-level changes, coopt the curriculum to fit with existing practices, or not implement the curriculum at all (Wagner et al., 2018).

African countries have expressed commitment to prevention messages in schools as have teachers in other parts of the world. A study in Zimbabwe and several studies outside Africa have shown that training programs can improve teachers' knowledge, attitudes and readiness to offer prevention programs to their students. (Kathleen, 2005).

This study supports the study carried out in 2004 which states that teachers in some Sub Saharan African countries lack the training to educate and convince other adults on the importance of teaching HIV prevention. Thus, teachers are often inclined to limit themselves on the transfer of knowledge. Teachers are the backbone of education and have the capacity to provide hundreds of learners with essential prevention skills on daily basis as long as they are well trained on curriculum and possess positive attitude towards the subject (education international (EI), 2006). Attitude is the willingness to work with other persons to achieve common ends through commonly – agreed – upon means - according to

oxford advanced learner's dictionary, attitude is defined as the way one thinks and feels about something or somebody. Banu (1985), defines it as a learnt tendency or predisposition to think or act in a particular way either negatively or positively. It has been found that teachers with a solid understanding of the subject content are better able to teach in participatory learner centered manner (Miedema, 1996). During training (trainee) teachers will also need to become familiar with the teaching learning materials designed for education. Finally, where pre-service training will need to focus on enabling trainees to teach related curriculum, in-service will need to focus on enabling teachers to teach the modified curriculum (i.e. Following integration of into other subjects (Miedema, 1996).

In conclusion, the adequacy of qualified teachers has been a concern to education stakeholders in Somalia. Previous studies have been conducted on the adequacy of qualified teachers in primary schools in Somalia, as revealed in the reviewed literature. One of the factors that Abdulkadir Hussein Hassan, Moses Wekesa (2017) identified to influence the quality education in Mogadishu Somalia, the poor performance in curriculum among primary pupils in certificates had persisted year after year. Education stakeholders had blamed this poor performance on inadequate qualified teachers. However, no known research has been done to determine the adequacy of qualified teachers in the Banadir region. The current study sought to fill this gap in knowledge by determining the adequacy of qualified teachers in primary schools of Banadir region Mogadishu Somalia.

2.6 Availability of teaching and learning materials and implementation of curriculum

According to Owoko (2010), the term resources refers not only to teaching methods and materials but also the time available for instruction, the knowledge and skills of teachers acquired through training and experience. Teaching pupils with special needs in the inclusive classroom deviates from the "regular" programme. Pupils with special needs may require more instruction time, other learning methods and professional knowledge. This can be achieved by an increase in resources or by re-arranging available resources. Children with special needs are not required to meet the classroom standards rather the classroom meets the individual needs of all children (Bargsma, 2000).

Puri and Abraham (2004) argues that school management and teachers should make efforts to identify and attend to learners with special learning needs for instance dietary needs especially pre-school. Oyugi and Nyaga (2010) note that teaching and learning resources include; peripatetic services, support staff (sign language interpreters and braille transcribers), community involvement, regular and special teachers among others. Inadequate trained special education teachers and professional's acts as an obstacle to implementation of inclusive education. Teaching and learning resources refer to teaching aids that teachers use to assist learning and enhance students" participation in class (Twoli, 2007).

In 2003, the government of Kenya introduced free primary education and in 2008, the subsidized free secondary school education program was also implemented.

Since then, the government of Kenya, through the ministry of education, has been sending funds to both primary and secondary schools to support the two programs. The aim of this is to provide text books and other learning support resources to help attain quality education (ROK, 2005). Availability and quality of instructional materials like text books, stationeries, and teaching aids determine the extent to which curriculum is implemented (Okongo, Ngao, Rop, & Nyongesa, 2015).

It has emerged from the study that teaching and learning resource has an impact on curriculum implementation. However, the adequacy of teaching and learning resources for in primary school in Banadir region Mogadishu Somalia, has not yet been explained. The current study sought to fill this gap in knowledge by investigating the influence of teaching and learning resources in curriculum implementation in Banadir region Mogadishu Somalia.

2.7 Teacher's attitude and implementation of curriculum

Attitudes reflect a set of emotions, beliefs, and behaviors toward a particular attitude object (Eagly and Chaiken, 1993). The three component model of attitudes (Eagly and Chaiken, 1993) postulates that the evaluation of the attitude object includes three types of responses: The affective component (i.e., feelings toward the attitude object), the cognitive component (i.e., thoughts, knowledge and beliefs about the attitude object), and the behavioral component (i.e., intended behavior toward the attitude object). The cognitive component of attitude

encompasses the evaluative thoughts and beliefs that a person has about the attitude object. These beliefs range from a positive to a negative evaluation of attributes along a continuum. The second component of attitude is affect. This component consists of feelings and moods that a person experiences in relation to the attitude object. A positive attitude is characterized by the experience of positive reactions (physical or otherwise) and emotions when confronted with the object, whereas a negative attitude is accompanied by negative affective reactions. The third component of this tripartite division of attitude is behavior, which constitutes the behavioral responses or actions of a person when confronted with the attitude object. This response can be either overt (with the person actually acting out the behavioral response or action) or covert (with the person intending to act out the behavior, although the action has yet to take place). In addition to referring to the attitudinal responses a person may have, these three components of attitude refer to the different processes underlying the formation of an attitude. In the literature, these components have also been labeled as dimensions, classes, or categories (Eagly & Chaiken, 1993; Klop, 2008)

Research which has investigated teachers' attitudes to curriculum innovation seems to be rather deficient in many ways (Benett, 2011). For example, some researchers do not always make explicit enough how resistance to change is conceptualized, whilst others do not provide the rationale for including personality variables in their explanatory schemes for their correlation studies. Admittedly, there are exceptions to this broad generalization. But even in

researches which go beyond a raw kind of empiricism there has been no serious attempt to discuss the psychological processes involved in the dynamics of teachers' attitudes to curriculum innovation. Thus, the process by which the various effects of an initial resistance to change on the part of certain teachers might be counteracted by, say, their increasing familiarity with curriculum innovation has not received much attention. (Iskandar, 2015).

Hogg and Vaughan (2005) defined attitude as a relatively enduring organizational beliefs, feelings and behavioral tendencies towards socially significant objects, groups, events, or symbols. Attitude therefore is the feeling that a person may have towards someone or something. This means attitude is a tendency to have a positive or negative response towards stimuli. The stimuli may be challenges, rewards or incentives. Seyyed and Delaram (2013), defines attitude as a disposition or tendency to respond positively or negatively towards certain things such as idea, object, person, or situation. The choice an individual makes in life is influenced by his or her attitude. The attitude affects how a person reacts towards an object, situation, or something and is usually accompanied by feelings.

In Banadir region, education stakeholders have pointed out attitude as one of the factors affecting implementation of curriculum. However, no known studies have been done in Banadir region to confirm this fact. The current study sought to fill this gap in knowledge by determining the attitude of teachers towards curriculum implementation in Banadir region Mogadishu Somalia.

2.8 Summary of literature

Summary of the literature review has shown that factors influencing implementation of curriculum in primary schools in, the time allocation, teacher training, availability of teaching and learning materials and teacher's attitude into other subjects, teaching and learning resources arouse interest, stimulate learner's imagination and promote retention and memory (Ngaroga, 2007). It is also evident that trained teachers do make a different in terms of implementation of curriculum and the right kind of attitude is mandatory for both teacher and student in curriculum as well. The study also shown that; the most powerful variable is teacher's attitude towards implementation of curriculum. Therefore, teaching and learning resources, qualified teachers, time allocation, and attitude of teachers and pupils towards curriculum implementation in different parts of the world and the country.

However, no known research has been done to determine the school based factors influencing implementation of curriculum in the Banadir region. The current study sought to fill this gap in knowledge by determining the school based factors influencing implementation of curriculum in primary schools of Banadir region Mogadishu Somalia.

2.9 Theoretical framework

It is the 'blueprint' or guided for a research (Grant & Osanloo, 2014). It is a blueprint that is often 'borrowed' by the researcher to build his/her own house or

research inquiry. The study was based on the Gagne instructional theory (1965) the theory concerns its self with problem solving, concepts and principles and takes into consideration strategies for problem solving and thinking. He also postulates that verbal information is important to present facts of knowledge. In addition, attitude of a person dictates actions that a person chooses to complete. In the learning of mathematics problem solving and the correct strategies are important and attitudes of learners will affect learning positively or negatively.

2.10 Conceptual Framework

A conceptual framework is a diagrammatic representation showing the relationship between the independent variables and the dependent variable. Conceptual framework
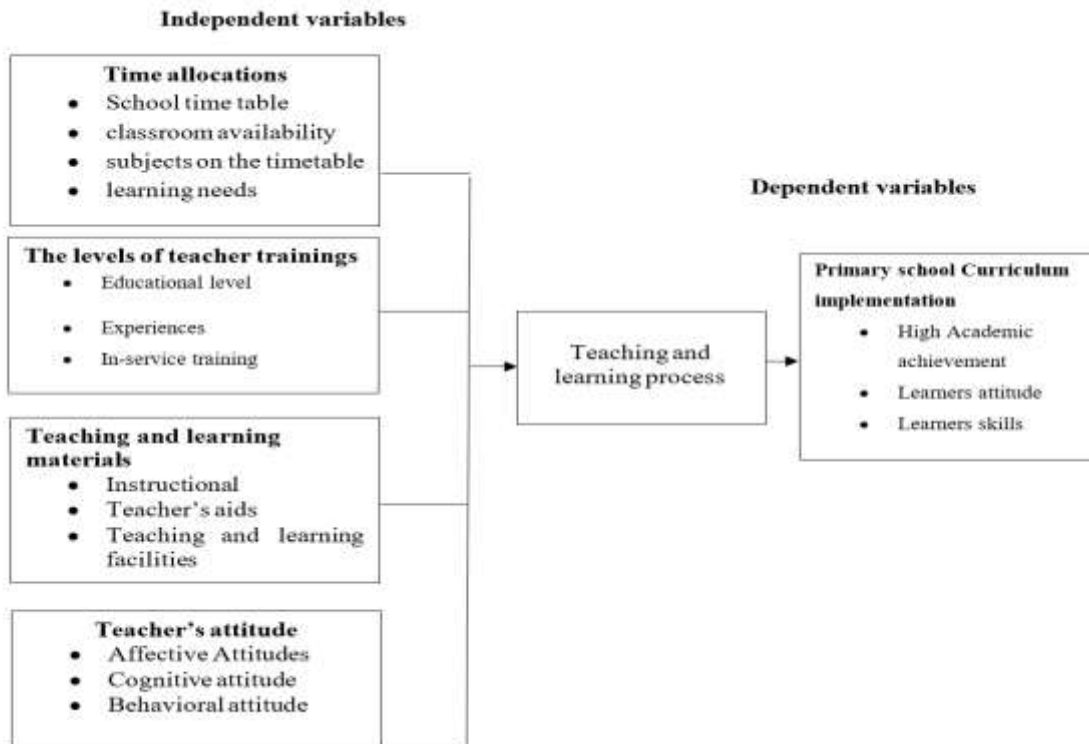
Figure 1. Conceptual framework

Conceptual framework showing the relationship between school based factors and the implementation primary school curriculum.

In this context, the school based factors are independent variables while primary school curriculum implementation is the dependent variable. Based on the conceptual framework are time allocation, teacher training, teaching and learning materials and teacher's attitude influence primary school curriculum implementation

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the research methodology, which was used to carry out the study. This chapter includes research design, population, sample and sampling procedures, instrumentation, reliability and validity, data collection, data analysis procedures and ethical considerations.

3.2 Research Design

Descriptive survey research design was adopted to study the factors influencing implementation of curriculum in primary schools in Mogadishu Somalia, as it is deemed appropriate for this study (Pearson, 2010). According to Mugenda and Mugenda (1999), the aim of survey was to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behavior or values. Qualitative research paradigm was used in order to capture relevant information. The design was appropriate because the respondents was contacted and met at their locations due to time limitation. The study was used quantitative approaches in data collection, analysis and presentation. The researcher opted for this design as a way of collecting first hand data from respondents so as to formulate rational and sound conclusions and recommendations for the study.

3.3 Target population

Mugenda and Mugenda (2003) states that a target population is that population which the researcher wants to generalize result from. The target population of this study was 48 primary schools in the Banadir region with 1520 pupils, 404 teachers and 48 head teachers.

3.4 Sample size and sampling procedure

Pearson (2010) states that; sampling is the process by which a researcher selects a group of participants (the sample) from a larger population. Mugenda and Mugenda (2003) states that to arrive at a reasonable sample size, take 10% of the accessible population if the population is large and 30% if the population is small. Based on these authorities, sample size from this study was 287 respondents constituted as follows: 152 (10%) pupils, 121 (30%) teachers, and 14, (30%) head teachers from 14 primary schools in Banadir region. For the purpose of this study, the following techniques were used: simple random sampling for selected participating schools by writing all the names of the 48 primary school in 48 pieces of paper with each school's name, folded, placed in a container, mixed, then the required number (14) randomly picked from the container. Stratified random sampling was used to select 121 teachers and 152 pupils by gender.

Table 3: 1 Sample size framework

Description	Target population	Sample size
Pupils	1520	152
Teachers	404	121
Head teachers	48	14
Total	**1972**	**287**

3.5 Research Instruments

Burns and Grove (1999) defined data collection as the accurate and systematic gathering of information relevant to the specific objectives and questions of the study. A questionnaire according to Mugenda and Mugenda (2003) is a list of standard questions prepared to fit a certain inquiry. The research instrument was used for this study were three questionnaires. The set of questionnaires were designed on factors influencing the implementation of curriculum in primary schools. The study used the questionnaire to collect primary data from respondents. The key areas covering the questionnaire included the respondents' background information while the remaining concentrated on the questions that related to the variables of the study. The questionnaires had closed items because they were easy and convenient when it came to the process of distributing,

collecting, analyzing and overall cost effectiveness in terms of resource mobilization and usage. A questionnaire was used in this study because it was considered to be the most feasible method of data collection and it was also bias free and gave the respondents more time in responding to the research questions.

3.5.1 Validity of the Instrument

Validity is a measure of how well a test measures what it is supposed to measure (Kombo & Tromp, 2011). Instrument validity was ensured by the researcher by constructing questions carefully to avoid ambiguity and in order to answer all the research questions. The piloted questionnaire was scrutinized to identify items that seemed unclear or ambiguous to the respondents. Such items were reviewed and rewarded, thereby improving the face validity of the instruments. The study was used test retest to assess the of the validity instrument. The researcher also ensured validity by allowing supervisors to thoroughly scrutinize the research instruments. Corrections according to the supervisor's guidelines were made to ensure that the questions were in accordance of the objectives of the study.

3.5.2 Reliability of the Instrument

Reliability is a measure of the degree to which the research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). The tendency towards consistency found in repeated measurements is referred to as reliability. An alpha of reliability of above 0.65 was acceptable. Reliability coefficients below 0.65 are poor, those in the 0.7 range are good while those above 0.8 are considered best (Sekaran, 2006). The questionnaires used had a

Likert scale item that was responded to. For reliability analyzing Cronbach's alpha was calculated by application of SPSS. This involved analysis the various questions on the Likert scale to establish the reliability of the scale used. Cronbach's alpha is the most common measure of internal consistency and reliability. It is most common used when you have multiple Likert questions in a survey/questionnaire that form a scale and you wish to determine if the scale is reliable. The value of the alpha coefficient ranges from 0 to 1 and may be used to describe the reliability of factors extracted from dichotomous (that is questions with two possible answers) and or multi-point formatted questionnaires or scales.

Table 3: 2 Reliability test

No	Variables	Num. Items	Cronbach's alpha
1.	Pupils Questionnaire	5	.921
2.	Teachers Questionnaire	5	.870
3.	Head teachers Questionnaire	5	.864

The findings established that pupils' questionnaire had the coefficient of Cronbach alpha of 0.921, followed by teachers' questionnaire with a Cronbach alpha of 0.870 and head teachers' questionnaire had a Cronbach alpha of 0.864. These results indicate that all the variables had a Cronbach alpha coefficient above 0.7 which means that the instruments were reliable. The findings are in support of (Sekaran, 2006). Who states that co-efficient value above 0.7 is

sufficient to confirm the reliability of research instruments and pave way for the commencement of data collection using the instruments?

3.6 Data collection procedures

Before carrying out this research, the researcher acquired a letter of introduction from department of educational administration and planning confirming that was student of the University of Nairobi. The researcher then proceeded to Somalia Ministry of Education, Culture and Higher Education (MOECHE) to obtain research permit. The importance of the research was clarified to the relevant authorities and their permission sought to conduct the research required. Questionnaire were administered by the researcher with help of research assistant who were properly trained for the task and were collected immediately after they filled. The respondents were guided and requested to respond to the questions accordingly. They were assured of confidentiality of their identities. Respondents were given enough time to fill in the questionnaire.

3.7 Data analysis technique

The Data obtained from the respondents were recorded in readiness for analysis. Qualitative data according to Mugenda and Mugenda (2003) does not produce discrete numerical data. Data from the field was collected, cleaned, coded and recorded. Data collected by use of the questionnaire, was coded, and analyzed, using statistical package for social scientists (SPSS) analysis procedures to be employed was involve both quantitative and qualitative techniques. Qualitative

data was analyzed thematically, whereby similar responses were tallied to come up with frequency counts and then percentages calculated based on the total number of responses. Quantitative data was analyzed using descriptive statistics including frequency counts, percentages, means and standard deviation. Data presented in summary form using the frequency distribution tables.

3.8 Ethical Considerations

Ethical consideration in research gives researcher guidelines to ensure that research is carried out in the best interest of the respondents (Cardwell, 2009). Informed consent is an ethical requirement which demands that respondents in a research be allowed to choose whether to participate or not participate in a research after receiving full information about the possible risks and benefits of their participation (Urombo, 2000). In this study the researcher was informed the respondents on the purpose of the study. The respondents were given freedom to choose whether to participate or not to participate in the study. Confidentiality denotes the researcher's ethical obligation to keep the respondents' identity and responses private (Newman, 2005). In this study the respondents were assured of confidentiality of the information they will give. To maintain this confidentiality, anonymity of the respondents, respondents was asked not to write their names in the questionnaire and by grouping the data rather than presenting individual responses.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the analyzed research findings and discussions based on the objectives of the study. It contains; introduction, questionnaire return rate, demographic information of the respondents, influence of time allocation influence, level of teacher training, availability of teaching and learning materials and teacher's attitude on implementation of curriculum in primary schools. The data collected is presented by use of frequency tables and parentages.

4.2 Questionnaire return rate

There were 152, 121 and 14 questionnaire administrated to the pupils, teachers and head teachers respectively for the primary school. Table 4.1 the questionnaire return rate.

Table 4: 1 Questionnaire return rate

Category of respondents	Issued Questionnaires	Returned questionnaires	Response rate (%)
Pupils	152	135	88.8
Teachers	121	117	96.7
head teachers	14	14	100
Total	**287**	**266**	**92.7**

Out of 152 pupils, 135 returned in the questionnaires representing 88.8 percent. Out of 121 targeted teachers' only 117 completed the questionnaires representing 96.7percent. All the 14 head teachers' all filled in the questionnaires making a response rate of 100 percent. This response rate was excellent for statistical inference as it conforms to Mugenda and Mugenda (2003) stipulation that a response rate of 50 percent is adequate for analysis and reporting, a rate of 60 percent is good and a response rate of 70 percent and over is excellent. The researcher sought to identify the personal characteristics of the pupils, teachers and head teachers, who participated in the study as shown in table 4.1

4.3 Demographic characteristics of the respondents

The researcher sought to collect the background information of the respondents covering their gender, class, age and level of experience, teacher's qualification and training levels. Table 4.2 show pupils gender

Table 4: 2 pupils' gender

Gender	Frequency	Percentage
Males	90	66.7
Females	45	33.3
Total	135	100

The findings in table 4.2 indicate that Majority (66.7%) of the respondents were male while 33.3% were female. This means that there was gender diversity in the views that respondents. The results suggest that perhaps, there was gender

imbalance in the pupils in the primary schools in the Banadir region. There is need to investigate the root cause of the gender imbalance in primary school's pupils. Although this study does not provide evidence of how gender of pupils' influence in implementation of curriculum in the Banadir region, this issue is worth investigating. Table 4.3 show pupils class age

Table 4: 3 pupils' age

Age	Frequency	Percentage
5-10	52	38.5
10-15	70	51.9
15 and above	13	9.6
Total	135	100

The results in table 4.3 show that out 135 respondents who participated in the study 52(38.5%) fell in the age bracket of 5-10 years, 70(51.9%) were in the age bracket of 10-15years, while 13(9.6%) fell in the age bracket of 15 years and above. This implies that the majority respondents' age was between 10-15years primary schools. Overall, over 51% percent of the pupils were within the age bracket of 10-15 years. The recommended chronological age for primary education in Somalia from 6-15 years for primary education. These findings indicated that; there were over age pupils in primary schools. Table 4.4 shows pupils class age.

Table 4: 4 Pupils' class age

Class	Frequency	Percentage
Class 6th	8	5.9
Class 7th	28	20.7
Class 8th	99	73.3
Total	135	100

The results in table 4.4 show that out 135 respondents who participated in the study 8(5.9 %) were class 6th, 28(20.7%) were class 7th while 99(73.3%) were class 8th. The result shows that the majority were class 8th. Overall, over 72% percent of the pupils were in class 8th because they can read and write and also they understood the instruments of the study. The recommended chronological age for primary education in Somalia from 6-15 years for primary education. These findings indicated that; there were over age pupils in primary schools.

Table 4.5 show teachers' Gender

Table 4: 5 Teacher's gender

Gender	Frequency	Percentage
Male	104	88.9
Female	13	11.1
Total	117	100

The findings in table 4.5 indicate that Majority (88.9%) of the respondents were male while 11.1% were female. This may imply the existence of gender inequality in the teaching industry. The results suggest that; there was gender imbalance in the teachers in the primary schools in the Banadir region. Teaching is hard work need physical and emotionally to be ready that's why female not interesting teaching in Somalia. There is need to investigate the root cause of the gender imbalance in primary school's pupils. this issue is worth investigating. The study of Anyango (2012), also found that the number of female teacher's positions in Homa Bay district is low. Table 4.6 show teachers' age

Table 4: 6 Teacher's age

Age	Frequency	Percentage
20-25	20	17.1
25-30	39	33.3
30-35	29	24.8
35-40	21	17.9
40 and above	8	6.8
Total	117	100

The results in table 4.3 show that out 117 respondents who participated in the study 20(17.1%) fell in the age bracket of 20-25 years, 39(33.3%) were in the age bracket of 25-30 years, 29(24.8%) were in the age bracket of 30-35 years, 21(17.9%) were in the age bracket of 35-40 years, while 8(6.8%) fell in the age bracket of 40 years and above. This implies that the respondents were well distributed across the age. According to Otago (2011) the age of the school teachers is correlated with experience and ability to work professionally in the institutions. Age brings with it greater competence, self-confidence, self-esteem and a high level of responsibility in which a person may feel a greater sense of accomplishment. These traits are critical ingredients of implementation of the school curriculum in primary schools. Table 4.7 show teachers' qualification level.

Table 4: 7 Teacher's qualification level

Qualification	Frequency	Percentage
Diploma	20	17.1
Bachelors	56	47.9
Master	20	17.1
Others	21	17.9
Total	117	100

The results in table 4.7 indicate that 17.1% of the respondents had diploma, 47.9% had bachelor, 17.1% had master and 17.9% had others. Thus, majority of the respondents were teachers had bachelor. The implementation of learning curriculum in schools is greatly dependent on the professional qualifications of the curriculum implementers such include teachers in primary school. These findings are consistent with MOEST (2005) observations that teachers' employment has not been based on performance, but on qualifications. This implies that the respondents were well educated. Table 4.8 show teachers level of experience.

Table 4: 8: Teacher's level of experience

Experiences	Frequency	Percentage
1-2	20	17.1
2-4	56	47.9
4-6	20	17.1
6 and above	21	17.9
Total	117	100

Table 4.8 show level of experience of the respondents that 17.1% are 1-2 years, 47.9% are 2-4 years, 17.1% are 4-6 years and 17.9% were 6 years and above this means that most of respondents are 2-4years. This implies that the respondents were well experienced. Work experience is as important as the professional experience, since the skills are perfected through practice. Table 4.9 show teachers training level.

Table 4: 9 Teacher's training level

Training Level	Frequency	Percentage
Pre-Service	29	24.8
In service	71	60.7
Seminars/Workshops	5	4.3
Non-trained	12	10.3
Total	117	100

Table 4.9 show level of teacher training of the respondents were 24.8% are pre-service, 60.7% were in-service, 4.3% were seminars/workshops and 10.3% were non-trained this means that most of respondents are in-service. The findings agree with the findings of the study by United Nations agency for international development (UNAID) of 2004 which stated that teachers in Sub-Saharan African (SSA) countries lack the training to advocate and convince other adults on the importance of teaching. This implies that the respondents were poor pre-service training and also that impact implementation of curriculum because teachers are implementers of curriculum. Table 4.10 Head teachers' gender

Table 4: 10 Head teachers' gender

Gender	Frequency	Percentage
Male	11	78.6
Female	3	21.4
Total	14	100

The findings in table 4.10 indicate that Majority (78.6 %) of the respondents were male while 21.4% were female. This may imply the existence of gender inequality in the teaching industry. The results suggest that; there was gender imbalance of head teachers in the primary schools in the Banadir region. Although this study does not provide evidence of how gender of head teachers influence in implementation of curriculum in the Banadir region, this issue is worth investigating. The study of Anyango (2012), also found that the number of female

teachers especially in administrative positions in Homa Bay district is low. Table 4.11 Head teachers age

Table 4: 11 Head teacher's age

Age	Frequency	Percentage
25-30	2	14.3
30-35	5	35.7
35-40	2	14.3
40 and above	5	35.7
Total	14	100

The results in table 4.11 show that out 14 respondents who participated in the study 14.3% fell in the age bracket of 25-30 years, 35.7% were in the age bracket of 30-35 years, 14.3% were in the age bracket of 35-40 years, while 35.7% fell in the age bracket of 40 years and above. This implies that the respondents were well distributed across the age. According to Otago (2011) the age of the school teachers is correlated with experience and ability to work professionally in the institutions. Age brings with it greater competence, self-confidence, self-esteem and a high level of responsibility in which a person may feel a greater sense of accomplishment. These traits are critical ingredients of implementation of the school curriculum in primary schools. Table 4.12 Head teachers' qualification.

Table 4: 12: Head teachers' qualification

Qualification	Frequency	Percentage
Diploma	2	14.3
Bachelors	5	35.7
Masters	5	35.7
Others	2	14.3
Total	14	100

The results in table 4.12 indicate that 14.3% of the respondents had diploma, 35.7% had bachelor, 35.7% had master, and 14.3% had others. Thus, majority of the respondents had bachelor and master qualifications. The implementation of learning curriculum in schools is greatly dependent on the professional qualifications of the curriculum implementers such include head teachers in primary school. Table 4.13 show responses on head teachers' level of experience.

Table 4: 13 Head teachers' level of experience

Experiences	Frequency	Percentage
1-2	3	21.4
2-4	5	35.7
4-6	4	28.6
6 and above	2	14.3
Total	14	100

Table 4.13 show head teachers' experience of the respondents that 21.4% were 1-2 years, 35.7% were 2-4 years, 28.6% were 4-6 years and 14.3% were 6 years and above this means that most of respondents are 2-4years. This implies that the respondents were well experienced. Work experience is as important as the professional experience, since the skills are perfected through practice. Table 4.14 show Head teachers' duties

Table 4: 14 Head teachers' duties

Duties (Years)	Frequency	Percentage
1-3 years	2	14.3
3-6	5	35.7
6-9	4	28.6
9 and above	3	21.4
Total	14	100

Table 4.14 show duties as a head teacher in this school of the respondents that 14.3% were 1-3 years, 35.7% were 3-6 years, 28.6% are 6-9 years and 21.4% were 9 years and above this means that most of respondents are 3-6years. This implies that the respondents were well experienced duties their school.

4.4. Time allocation and curriculum implementation

Time allocated on pupils' lesson is very important since it determines their level of understanding. Table 4.15 show pupils' response on time allocation.

Table 4: 15 Pupil's response on time allocation

Statements	Strongly agree	agree	Neutral	Disagree	Strongly Disagree
	%	%	%	%	%
Pupils participate regularly in class activities	60.5	20.0	3.4	10.1	6.0
Time allocation on implementation of curriculum is not enough	50.5	35.0	4.1	5.4	5.0
My school time table does not match to cover school year books	70.5	20.0	2.1	4.6	2.8
The single lesson allocated for learning on is an adequate.	55.3	26.0	3.9	8.0	6.8
We lose time because of student misbehavior	56.8	30.0	3.3	5.2	4.7

The results in table 4.16 show that majority 60.5% strongly agreed that pupils participated regularly in class activities while 20.0% agreed. 50.5% strongly agreed that time allocation on implementation of curriculum is not enough while

35.0% agreed. 70.5% strongly agreed that the school time table does not match to cover school yearbooks while 20.0% agreed. 55.3% strongly agreed that the single lesson allocated for learning on is an adequate while 26.0% agreed. 56.8% strongly agreed that we lose time because of student misbehavior while 30.0% agreed. findings concur with those of Abadie & Bista, (2018) who indicates that lack of adequate time by both teachers and administrators is an obstacle to implementation of curriculum. This implies time allocation influences on implementation of primary school curriculum negatively. Therefore, there is need for this to be improved or reviewed. Table 4.16 show teachers' response on time allocation

Table 4:16 Teachers' response on time allocation

Statements	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
Pupils participate regularly in class activities	67.5	8.0	2.4	11.1	1.1
Time allocation on implementation of curriculum is not enough	55.5	30.0	2.1	7.4	5.0
My school time table does not match to cover school year books	68.5	22.0	2.5	3.5	3.5
The single lesson allocated for learning on is an adequate.	58.0	25.0	4.5	7.0	5.5
We lose time because of student misbehavior	60.3	27.0	2.3	5.5	4.9

The results in table 4.16 show that majority 67.5% of the teachers strongly agreed that pupils participated regularly in class activities while 18.0% agreed. 55.5% strongly agreed that time allocation on implementation of curriculum is not enough while 30.0% agreed. 68.5% strongly agreed that the school time table does not match to cover school yearbooks while 22.0% agreed. 58.0% strongly agreed that the single lesson allocated for learning on is adequate while 25.0% agreed. 60.3% strongly agreed that we lose time because of student misbehavior while 27.0% agreed. to examine influence of time allocation influence on implementation of curriculum in primary schools the findings concur with those of Chapman, Wright, & Pascoe, (2018) who indicates that lack of adequate time by both teachers and administrators is an obstacle to implementation of curriculum. This implies time allocation influences implementation of primary school curriculum negatively. Therefore, there is need for this to be improved or reviewed. Table 4.17 show head teachers' response on time allocation

Table 4: 17 Head teacher's response on time allocation

Do you think the time allocated education is adequate enough?	F	%
Yes	8	57.2
No	6	42.8
Total	14	100

The results in Table 4.17 show that majority 57.2% of the head teachers answered yes while 42.8% said no. Time allocated for education is inadequate as confirmed in the review of literature by Miedema (1996) who states that an important shortcoming of education is that there is no specific time allocation for the subject. Based on the findings from head teachers, it was obvious that primary schools, time allocation is an adequate. This implies time allocation were not enough to implement the curriculum contents primary schools in Banadir region.

4.5. levels of teacher training and Curriculum implementation

Studies have made it clear that significant differences in ability to improve student achievement exist among fully trained and experienced teachers (Feng, & Sass, 2013). It is argued that these differences reflect the education community's view that student achievement is not public education's highest priority. Rather, achievement is only one valued outcome among many, and it often suffers from inattention. The education community's priorities are consistent with ideals that have been taught in teacher training programs for decades, but especially since the sixties. They have come to constitute a pedagogical orthodoxy that the vast majority of educators treat as unquestionable. The pedagogical concepts in which teachers are indoctrinated shape the education community's preference for schooling that is relatively ineffective and inefficient (Christou, 2012). Teachers are taught that it is more important to use stimulating and engaging practices than

to use effective ones (Darling-Hammond, 2013). Table 4.18 show pupils' response on levels of teacher training

Table 4: 18 Pupils' response on levels of teacher training

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
	%	%	%	%	%
My teachers freely and openly discuss with us topics on.	45.9	28.6	2.1	11.0	12.4
My school staff are well trained on their duties.	50.2	28.6	2.7	8.5	10.0
The teachers are not oriented on new curriculum.	50.7	28.1	3.0	10.1	8.1
We have challenges from either the school administration or parents concerning the teaching.	44.8	34.5	4.0	8.5	8.2
Knowledge, skills and attitude gained from lessons will help me to improve my future.	53.8	30.2	1.0	9.0	6.0

The results in table 4.18 show that 45.9% strongly agreed that My teachers freely and openly discuss with us topics while 28.6% agreed. On my school staff are well trained on their duties 50.2% strongly agreed while 28.6% agreed. On The teachers are not oriented on new curriculum 50.7% strongly agreed while 28.1% agreed. 44.8% strongly agreed that they have challenges from either the school administration or parents concerning the teaching while 34.5% agreed. 53.8% strongly agreed that Knowledge, skills and attitude gained from lessons helps to improve my future. while 30.2% agreed. Table 4.19 show teachers' response on level of teacher training.

Table 4: 19 Teachers' response levels of teacher training

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
	%	%	%	%	%
Teachers freely and openly discuss with us topics on.	40.2	18.4	5.6	20.0	15.8
My school staff are well trained their duties.	46.7	15.6	5.2	10.5	22.0
The teachers are not oriented new curriculum.	50.0	21.4	4.0	20.5	4.1
We have challenges from either the school administration or parents concerning the teaching.	48.3	25.0	4.0	14.5	8.2
Knowledge, skills and attitude gained from lessons will help to improve my future.	49.8	30.5	4.5	9.7	5.5

The results in table 4.19 show that 40.2% strongly agreed that My teachers freely and openly discuss with us topics while 18.4% agreed. On my school staff are well trained on their duties 46.7% strongly agreed while 15.6% agreed. On The teachers are not oriented on new curriculum 50.0% strongly agreed while 21.4% agreed. 48.3% strongly agreed that they have challenges from either the school administration or parents concerning the teaching while 25.0% agreed. 49.8% strongly agreed that Knowledge, skills and attitude gained from lessons helps to improve my future. while 30.5% agreed. Table 4.20 shows head teachers' response on levels of teacher training

Table 4: 20 Head teachers' response levels of teacher training

Are all your school teachers trained in education	F	%
Yes	5	35.7
No	9	64.3
Total	14	100

The results in Table 4.20 show that majority 64.3% of the head teachers answered No on are all your teachers trained in education while 35.7% said Yes. This concurs with Akarkshay, (2010) who found out that a well-trained teacher is able to guide the learning process of children, making learning relevant and stimulating. Such a teacher is able to impart knowledge and life skills that are essential in the development of a child.

4.6. Teaching and Learning Materials and Curriculum Implementation

A teacher is viewed as the central organizer of learning process; hence the teachers' use of instructional materials is paramount. Wasiche (2006) states that the best way of organizing teaching and learning is to use a variety of instructional methods. Instruction related factors are also identified as influencing the process of curriculum implementation and the learning environment. Table 4.21 shows pupils' response on teaching and learning materials.

Table 4: 21 Pupils' response on teaching and learning materials

Statements	Strongly agree	Agree	neutral	Disagree	Strongly Disagree
	%	%	%	%	%
Teachers do not have film projectors or videos in our school which would make lessons on more realistic.	62.5	20.0	2.1	9.1	6.3
My school teaching and learning materials are not enough	58.5	31.0	5.0	2.5	3.0
I do not have enough textbooks and other learning materials on.	69.5	18.0	1.9	5.6	5.0
Our new school curriculum is based on our environmental needs	59.3	23.0	1.8	7.9	8.0
Teaching/learning materials need to be adequately available in schools to help implement	57.8	29.0	2.0	7.5	3.7
We do not have film projectors or videos in our school which would make lessons more realistic.	51.5	34.0	3.0	5.5	6.0
Teachers should use the available facilities to effectively implement	52.5	33.0	1.3	6.2	7.0
Difficult to implement due to lack of materials, equipment and facilities	72.5	17.0	1.0	6.5	3.0

The results in table 4.21 show that majority 62.5% strongly agreed that Teachers do not have film projectors or videos in our school which would make lessons on more realistic while 20.0% agreed. On My school teaching and learning materials are not enough 58.5% strongly agreed while 31.0% agreed. On I do not have enough textbooks and other learning materials 69.5% strongly agreed while 18.0% agreed. 57.8% strongly agreed that Teaching/learning materials need to be adequately available in schools to help implement while 29.0% agreed. 51.5% strongly agreed that they do not have film projectors or videos in our school which would make lessons more realistic while 34.0% agreed. On teachers should use the available facilities to effectively implement52.5% strongly agreed while 33.0% agreed. On Difficult to implement due to lack of materials, equipment and facilities 72.5% strongly agreed while 17.0 agreed respectively. On Table 4.22 show teachers' response on teaching and learning material.

Table 4: 22 Teachers' response on teaching and learning materials

Statements	Strongly agree	Agree	neutral	Disagree	Strongly Disagree
	%	%	%	%	%
Teachers do not have film projectors or videos in our school which would make lessons on more realistic.	65.5	21.4	3.0	7.1	3.0
My school teaching and learning materials are not enough	55.2	25.0	5.8	4.0	10.0

Statement					
I do not have enough textbooks and other learning materials on.	25.5	31.8	10.0	12.7	20.0
Our new school curriculum is based on our environmental needs	20.3	23.0	7.9	23.0	25.8
Teaching/learning materials need to be adequately available in schools to help implement	53.8	24.0	8.0	9.5	4.7
We do not have film projectors or videos in our school which would make lessons on more realistic.	56.5	20.3	7.0	8.5	7.7
Teachers should use the available facilities to effectively implement	52.0	13.8	8.6	10.2	15.4
Difficult to implement due to lack of materials, equipment and facilities.	69.5	17.0	3.5	7.0	3.0

The results in table 4.22 show that majority 65.5% of the teachers strongly agreed that Teachers do not have film projectors or videos in our school which would make lessons on more realistic while 21.4% agreed. On My school teaching and learning materials are not enough 55.2% strongly agreed while 25.0% agree. On I do not have enough textbooks and other learning materials majority 31.8% agreed

while 25.5% strongly agreed. On Our new school curriculum is based on our environmental needs majority 25.8% strongly disagreed while 23.0% agreed and disagreed respectively. 53.8% of the teachers strongly agreed that Teaching/learning materials need to be adequately available in schools to help implement while 24.0% agreed. 56.5% strongly agreed that they do not have film projectors or videos in our school which would make lessons more realistic while 20.3% agreed. On teachers should use the available facilities to effectively implement 52.0% strongly agreed while 15.4% strongly disagreed. On Difficult to implement due to lack of materials, equipment and facilities 69.5% strongly agreed while 17.0 agreed respectively. On Table 4.23 show head teachers' response on teaching and learning material.

Table 4: 23 Head teacher's response on teaching and learning materials

Does your school have enough teaching and learning materials on?	F	%
Yes	10	71.4
No	4	28.6
Total	14	100

The results in Table 4.23 show that majority 71.4% of the head teachers answered Yes on whether the school has enough teaching and learning materials while 28.6% said No. This is in agreement with a study by Achola, (2003) on the impact

of availability of educational resources on pupil performance confirmed that, among other factors, instructional materials influenced performance mostly with textbooks having the greatest impact.

4.7. Teachers attitude and Curriculum Implementation

The choice an individual makes in life is influenced by his or her attitude. The attitude affects how a person reacts towards an object, situation, or something and is usually accompanied by feelings. Table 4.24 shows pupils' response on teachers' attitude.

Table 4: 24 Pupils' response on Teacher's attitude

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
	%	%	%	%	%
Knowledge, skills and attitude gained from lessons will help me to improve my future.	54.1	37.5	1.6	4.0	2.8
My attitude towards the implementation of new curriculum is positive.	50.9	28.6	2.8	10.0	7.7
Teacher's perception of implementation is not good	56.3	25.8	3.0	7.0	7.9
Teacher's attitude towards implementation is negative because lack of enough information in curriculum.	49.8	34.5	2.7	8.0	5.0
Teachers prepare adequately for lessons prior to moving into the classroom	54.8	30.2	1.7	5.3	8.0

The results in Table 4.24 show that majority 54.1% of the pupils strongly agreed that Knowledge, skills and attitude gained from lessons will help me to improve my future while 37.5% agreed. On My attitude towards the implementation of new curriculum is positive 50.9% strongly agreed while 28.6% agree. On Teacher's perception of implementation is not good majority 56.3% strongly agreed while 25.8% agreed. On Teacher's attitude towards implementation is negative because lack of enough information in curriculum majority 49.8% strongly agreed while 34.5% agreed. 54.8% of the pupils strongly agreed that Teachers prepare adequately for lessons prior to moving into the classroom while 30.2% agreed. Table 4.25 shows teachers' response on teachers' attitude.

Table 4: 25 Teachers' response on Teacher's attitude

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
	%	%	%	%	%
Knowledge, skills and attitude gained from lessons will help me to improve my future.	51.1	27.5	2.6	6.0	12.8
My attitude towards the implementation of new curriculum is positive.	45.8	20.3	1.8	8.0	24.1
Teacher's perception of implementation is not good	35.7	18.8	7.0	10.0	28.5
Teacher's attitude towards implementation is negative because lack of enough information in curriculum.	69.8	24.5	1.2	3.0	1.5
Teachers prepare adequately for lessons prior to moving into the classroom	56.5	28.4	2.1	9.4	3.6

The results in table 4.25 show that majority 51.1% of the teachers strongly agreed that Knowledge, skills and attitude gained from lessons will help me to improve my future while 27.5% agreed. On My attitude towards the implementation of new curriculum is positive 45.8% strongly agreed while 24.1% strongly disagreed. On Teacher's perception of implementation is not good majority 35.7%

strongly agreed while 25.8% strongly disagreed. On Teacher's attitude towards implementation is negative because lack of enough information in curriculum majority 69.8% strongly agreed while 24.5% agreed. 56.5% of the pupils strongly agreed that Teachers prepare adequately for lessons prior to moving into the classroom while 28.4% agreed. Table 4.26 shows head teachers' response on teachers' attitude.

Table 4.26. Head Teachers' response on teacher's attitude

Does curriculum implementation improve learners' attitude ?	F	%
Yes	7	50.0
No	7	50.0
Total	14	100

Table 4.26 show majority 50% of the head teachers said Yes that teachers' attitude influences curriculum implementation while 50% said No. the findings concur with, Makokha, Bunyasi, and Masinde (2014) who did a study in Kakamega County where they explained that the right kind of attitude is mandatory in the teaching of Kiswahili language. Makokha et al (2014) emphasize that a teacher who possess a positive attitude towards the learner and the subject imparts a similar attitude to them.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter is set out to present a summary of the findings based on the specific objectives. The conclusions and recommendations are provided and the areas that require further research.

5.2 Summary of the findings

The purpose of this study was to investigate the school based factors influencing implementation of curriculum in primary schools in Banadir region in Mogadishu, Somalia. The study was guided by four research objectives: to examine influence of time allocation influence on implementation of curriculum in primary schools, to determine the influence of level of teacher training on implementation of curriculum in primary schools, to establish the influence of availability of teaching and learning materials on implementation of curriculum in primary schools and to determine the influence of teacher's attitude on implementation of curriculum in primary schools in Banadir region Mogadishu Somalia. The literature review focused on the appropriate objectives, theoretical framework and conceptual framework.

The theoretical framework was based on Gagne instructional theory (1965) which stipulates its self with problem solving, concepts and principles and takes into consideration strategies for problem solving and thinking on implementation of the curriculum. The study used descriptive survey design because it allowed the

researcher to describe characteristics of an individual or group as they really are. The target population of this study was 48 primary schools in the Banadir region with 1520 pupils, 404 teachers and 48 head teachers. Simple random sampling for selected participating schools by writing all the names of the 48 primary school in 48 pieces of paper with each school's name, folded, placed in a container, mixed, then the required number 14 randomly picked from the container. Stratified random sampling was used to select 121 teachers and 152 pupils by gender.

Data was collected using questionnaires for all the respondents as instruments. After data cleaning the data was coded and entered into the computer for analysis using Statistical Package for Social Sciences (SPSS) version 20. Quantitative data was analyzed using descriptive statistics such as frequencies, and percentages. The findings, analysis and interpretations of the data are summarized in chapter four. The following section discusses the findings analysis and interpretation on each of the objectives.

5.2.1 Time allocation and implementation of curriculum
On the first objective was to examine influence of time allocation on implementation of curriculum in primary schools' majority 60.5% strongly agreed that pupils participated regularly in class activities. 50.5% strongly agreed that time allocation on implementation of curriculum is not enough .70.5% strongly agreed that the school time table does not match to cover school yearbooks. 55.3% strongly agreed that the single lesson allocated for learning on is an adequate. 56.8% strongly agreed that we lose time because of student

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misbehavior. Teachers response was that majority 67.5% of the teachers strongly agreed that pupils participated regularly in class activities. 55.5% strongly agreed that time allocation on implementation of curriculum is not enough. 68.5% strongly agreed that the school time table does not match to cover school yearbooks. 58.0% strongly agreed that the single lesson allocated for learning on is adequate. 60.3% strongly agreed that we lose time because of student misbehavior. On head teachers' response on time allocated on education is adequate, majority 57.2% of the head teachers answered "Yes" while 42.8% said "No".

5.2.2 Level of teacher training and implementation of curriculum

The second objective was to determine the influence of level of teacher training on implementation of curriculum in primary schools shows that majority 45.9% of the pupils strongly agreed that My teachers freely and openly discuss with us topics. On my school staff are well trained on their duties 50.2% strongly agreed. On The teachers are not oriented on new curriculum 50.7% strongly agreed. 44.8% strongly agreed that they have challenges from either the school administration or parents concerning the teaching. 53.8% strongly agreed that Knowledge, skills and attitude gained from lessons helps to improve my future.

On teachers' response it shows that majority 40.2% of the teachers strongly agreed that My teachers freely and openly discuss with us topics. On my school staff are well trained on their duties 46.7% strongly agreed. On The teachers are not oriented on new curriculum 50.0% strongly agreed. 48.3% strongly agreed

that they have challenges from either the school administration or parents concerning the teaching. 49.8% strongly agreed that Knowledge, skills and attitude gained from lessons helps to improve my future. The head teachers responded that majority 64.3% of the head teachers answered "No" on are all your teachers trained in education while 35.7% said "Yes".

5.2.3 Availability of teaching and learning materials and implementation of curriculum

The third objective was to establish the influence of availability of teaching and learning materials on implementation of curriculum in primary schools. The findings showed that majority 62.5% of the pupils strongly agreed that Teachers do not have film projectors or videos in our school which would make lessons on more realistic. On My school teaching and learning materials are not enough 58.5% strongly agreed. On I do not have enough textbooks and other learning materials 69.5% strongly agreed. 57.8% strongly agreed that Teaching/learning materials need to be adequately available in schools to help implement. 51.5% strongly agreed that they do not have film projectors or videos in our school which would make lessons more realistic. On teachers should use the available facilities to effectively implement 52.5% strongly agreed. On Difficult to implement due to lack of materials, equipment and facilities 72.5% strongly agreed.

Teachers responded that majority 65.5% of the teachers strongly agreed that Teachers do not have film projectors or videos in our school which would make lessons on more realistic. On My school teaching and learning materials are not enough 55.2% strongly agreed. On I do not have enough textbooks and other learning materials majority 31.8% agreed. On Our new school curriculum is based on our environmental needs majority 25.8% strongly disagreed. 53.8% of the teachers strongly agreed that Teaching/learning materials need to be adequately available in schools to help implement. 56.5% strongly agreed that they do not have film projectors or videos in our school which would make lessons more realistic. On teachers should use the available facilities to effectively implement 52.0% strongly agreed. On Difficult to implement due to lack of materials, equipment and facilities 69.5% strongly agreed. Majority 71.4% of the head teachers answered "Yes" on whether the school has enough teaching and learning materials while 28.6% said "No".

5.2 4 Teacher's attitude and implementation of Curriculum

The fourth objective was to determine the influence of teacher's attitude on implementation of curriculum in primary schools in Banadir region Mogadishu Somalia. The pupils' response was 54.1% of the pupils strongly agreed that Knowledge, skills and attitude gained from lessons will help me to improve my future. On My attitude towards the implementation of new curriculum is positive 50.9% strongly agreed. On Teacher's perception of implementation is not good majority 56.3% strongly agreed. On Teacher's attitude towards implementation is

negative because lack of enough information in curriculum majority 49.8% strongly agreed. 54.8% of the pupils strongly agreed that Teachers prepare adequately for lessons prior to moving into the classroom.

The teachers' response on influence of teachers' attitude on implementation of curriculum 51.1% of the teachers strongly agreed that Knowledge, skills and attitude gained from lessons will help me to improve my future. On My attitude towards the implementation of new curriculum is positive 45.8% strongly agreed while 24.1% strongly disagreed. On Teacher's perception of implementation is not good majority 35.7% strongly agreed. On Teacher's attitude towards implementation is negative because lack of enough information in curriculum majority 69.8% strongly agreed. 56.5% of the pupils strongly agreed that Teachers prepare adequately for lessons prior to moving into the classroom. 50% of the head teachers said "Yes" that teachers' attitude influences curriculum implementation while 50% said "No" respectively.

5.3 Conclusion

The purpose of this study was to investigate the school based factors influencing implementation of curriculum in primary schools in Banadir region in Mogadishu, Somalia

From the findings the study concluded that time allocation influenced curriculum implementation. It was evident from the pupils and teachers' response who said time allocated for education is not enough despite principals saying it was enough

but pupils lose a lot of time on misbehaving. Implying that more time should be created on education activities both by the pupils, teachers and head teachers.

The study established that level of teacher training influenced implementation of curriculum in primary schools. It was evident from the teachers and head teachers' response that teachers were lack training on implementation of curriculum. It was evident that when training is not done teachers are unable to perform their duties.

The study also established that availability of teaching and learning materials influenced implementation of curriculum in primary schools. This was evident with teaching and learning materials not being enough. this implies that since teaching and learning materials are not enough curriculum implementation would not be implemented correctly.

The study finally concluded that teacher's attitude influenced implementation of curriculum in primary schools negatively. It was evident from the teachers and head teachers' response that teachers had negative attitude toward implementation of curriculum. Implying that teachers were not participated the plan and design of the curriculum.

5.4 Recommendation of the study

From the research findings received by the researcher of school based factors influence implementation of curriculum in primary schools in Banadir region Mogadishu Somalia.

The study recommends the following;

1). The Ministry of Education should ensure additional lesson to be added to the single lesson allocated to the curriculum with at least two or more lessons per week which will enable teachers cover a wider scope of the syllabus thereby benefiting the learners tremendously.

2) Parents and government and education stakeholders can be approached on ensuring teaching and learning materials on the curriculum are provided for to ensure enough materials are available.

3) The Somali's Institute of Curriculum development should ensure in-service and refresher courses are done for teachers to improve their effectiveness in terms of curriculum implementation.

4) Ministry of Education and other agencies in education sector should make training on teachers on the teacher's attitudes on implementation of curriculum.

5.5 Suggestions for further research

The following are some of the areas that could be considered for further research.

1)The influence of teachers' attitude on the implementation of curriculum in secondary schools Banadir region.

2) The influence of teaching methodology on the implementation of ICT curriculum in primary schools Mogadishu Somalia.

3)The school based factors influence on the implementation of secondary school curriculum Galmudug state of Somalia.

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APPENDICES

Appendix I: Letter of Introduction

MAHAD SALAD MOHAMUD,

UNIVERSITY OF NAIROBI,

P.O.BOX 30169

NAIROBI.

30 October 2020

UNIVERSITY OF NAIROBI,

DEPARTMENT OF EDUCATIONAL

ADMINISTRATION & PLANNING

P.O.BOX 30169

NAIROBI

Dear sir/ madam,

The study aims at determining the factors influencing implementation of curriculum in primary schools in Mogadishu Somalia. Your school has been selected to participate in the study. Your views will be useful in this study. You are therefore requested to fill in the questionnaire according to the instruction given in each part. Your co-operation and honesty will be highly appreciated. The identity of the respondents will be treated with absolute confidentiality.

Yours sincerely,

Mahad Salad Mohamud

Appendix II: Questionnaire for pupils

The questionnaire attempts to find out the factors that influencing the implementation of curriculum in primary schools. The information given shall be used purely for research purposes land nothing else. So please be very honest in answering each of these questions. Please put a tick (√) in the box to the right response.

Section a: Demographic profile

This section of the questionnaire contains three statements of the demographic profile or respondents' profile (RP). The respondent is required to tick in the relevant boxes below:

1. Indicate your gender?   A) male { }   b) female { }

2. What is your age bracket? A) 10 – 15 years{ }   b)15-20 years { }   c) 20 and above { }

3. In which class are you? In bracket. A) class 6th { }   b) class 7th   { } c) class 8th { }

Section B: Factors influencing implementation of curriculum

this section of the questionnaire contains 4 to 15 statements of the factors influencing implementation of curriculum, please state your views concerning each of the statement. Put a tick (√) below the right column against the statement.

If you strongly agree with the statement, put a tick under column sa. If you agree with the statement, tick under column a. If you disagree with the statement, tick under column d and when you strongly disagree with the statement, then tick under column. SA-strongly agree, A-agree,　N-neutral, D-disagree,　SD-strongly disagree, SD-strongly disagree

Time allocation

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I participate regularly in class activities					
2. Time allocation on implementation of curriculum is not enough					
3. My school time table not matching to cover school year books					

Levels of teacher training

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4. My teachers freely and openly discuss with us topics on.					
5. My school staff are well trained their duties.					
6. The teachers are not oriented new curriculum					

Teaching and learning materials

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7. I do not have film projectors or videos in our school which would make lessons on more realistic.					
8. My school teaching and learning materials are not enough					
9. I do not have enough textbooks and other learning materials on.					

Teacher's attitude

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
10. Knowledge, skills and attitude gained from lessons will help me to improve my future.					
11. My attitude towards the implementation of new curriculum is positive.					
12. Our new school curriculum is based on our environmental needs					

The questionnaire attempts to find out the factors that influencing the implementation of curriculum in primary schools. The information given shall be used purely for research purposes land nothing else. So please be very honest in answering each of these questions. Please put a tick (√) in the box to the right response.

Section A: Demographic profile

This section of the questionnaire contains 5 statements of the demographic profile or respondents' profile (RP). The respondent is required to tick in the relevant boxes below:

1. **Indicate your gender**   **a)** male   { }   b) female   { }

2. **What is your age? In bracket**   a) 20 – 25 years   { }

   B) 25-30 years   { }   c) 30-35   { }   d) 35-40   { }

   e) 40 and above { }

3. **Indicate your highest professional qualification**

   A) diploma   { }   b) bachelor   { }   c)   master   { }

   d) others   { }

4. **Indicate your professional experience in years.**

   a) 1 –2   { }   b) 2–4   { }   c) 4 – 6   { }   d) 6 and above{ }

5. **Have you undergone any kind of training on curriculum?**

a) pre-service   { }   b) in-service   { }c) seminars/workshops { }

d) other{ }

Section B: Factors influencing implementation of curriculum

This section of the questionnaire contains 6 to 15 statements of the factors influencing implementation of curriculum, please state your views concerning each of the statement. Put a tick (√) below the right column against the statement. If you strongly agree with the statement, put a tick under column. If you agree with the statement, tick under column a. If you disagree with the statement, tick under column d and when you strongly disagree with the statement, then tick under column.   SA-strongly agree, A-agree, N-neutral, D-disagree,   SD-strongly disagree.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6. We have challenges from either the school administration or parents concerning the teaching.					
7. Teaching/learning materials need to be adequately available in schools to help implement curriculum					
8. Teacher's perception of implementation is not good					
9. We do not have film projectors or videos in our school which would make lessons on more realistic.					
10. teachers should use the available facilities to effectively implement the curriculum					
11. The single lesson allocated for learning on is an adequate.					
12. Difficult to implement due to lack of materials, equipment and facilities					
13. Teachers prepare adequately for lessons prior to moving into the classroom.					
14. We lose time because of student misbehavior					
15. Teacher's attitude towards implementation is negative because lack of enough information in curriculum.					

Appendix IV: Questionnaire for head teachers

The questionnaire attempts to find out the factors that influencing the implementation of curriculum in primary schools. The information given shall be used purely for research purposes land nothing else. So please be very honest in answering each of these questions. Please put a tick (√) in the box to the right response.

Section a: Demographic profile

This section of the questionnaire contains five statements of the demographic profile or respondents' profile (RP). The respondent is required to tick in the relevant boxes below:

1.   Indicate your gender   a) male   { }   b) female   { }

2.   What is your age bracket?   a) 20 – 25 years { }   b) 25-30 years{ }

 c) 30-35 years { }   d) 35-40 years { }   e) 40 and above{ }

3.Indicate your highest professional qualification

a) diploma { }   b) bachelor { }   c) master { }   d) others { }

4.   Indicate your professional experience in years.

  a) 1 –2   { }   b) 2 – 4 { }   c) 4 – 6{ }   d) 6 and above { }

5.   For how long have you performed your duties as a head teacher in this school (in years)

a) 1 - 3 { }   b) 3 - 6 { }   c) 6 - 9 { }   d) 9 and above { }

Section B: Factors influencing implementation of curriculum

This section of the questionnaire contains 6 to 9 statements of the factors influencing implementation of curriculum, please state your views concerning each of the statement. Put a tick (√) below the right bracket against the statement.

6. Do you think the time allocated education is adequate enough?

   A) Yes   { }   b) No { }

7. Are all your school teachers trained in education?

   A) Yes   { }   b) No { }

8. Does your school have enough teaching and learning materials on?

   a) Yes   { }   b) No { }

9. Does curriculum implementation improve learners' attitude?

   a) Yes   { }   b) No { }

Thank you for participating in the study

Appendix V: Introductory letter from the department of educational administration and planning to carry out data collection

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

September 24, 2020

OUR REF: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: MOHAD SALAD MOHAMUD – REG NO. E55/12684/2018

This is to confirm that **Mohad Salad Mohamud** is a Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. He is currently working on his research proposal entitled **"Influence of School Factors on Implementation of Curriculum in Primary Schools in Banadir Region Mogadishu Somalia".** His area of specialization is Curriculum Studies.

Any assistance accorded to him will be highly appreciated

PROF.JEREMIAH M. KALAI
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Appendix VI: Research permit from Somalia ministry of education

JAMHUURIYADDA FEDERALKA SOOMAALIYA
WasaaraddaWaxbarashada, Hiddaha
iyo Tacliinta Sare

جمهورية الصومال الفيدرالية
وزارة التربية والثقافة والتعليم العالي
مكتب المدير العام

Xafiiska Agaasimaha Guud **Somali Federal Republic**
Ministry Of Education, Culture & Higher Education
Office of the Director General

Ref: WWHTS/1443/10/2020   Date: 10/10/2020

To whom it may concern,

Subject: Permission Letter of Research

Dear **Mahad Salad Mohamud**

Following your application dated Monday 5th October 2020. Regarding the

authority to carry research on: INFLUENCE OF SCHOOL BASED FACTORS

ON IMPLEMENTATION OF CURRICULUM IN PRIMARY SCHOOLS IN

BANADIR REGION MOGADISHU.

The Ministry of Education Culture and Higher Education is very pleased to inform
that you are fully authorized to carry out all research in the location of Mogadishu,
from the date signed this letter you can go ahead to carry out all your topic research
activation on ethical manner in the Area mentioned above.

Your advised to report the above mentioned direction communication and direct
education Officers before you start the work after have done it. We really appreciate
the good work that you have done during the course work.

Yours sincerely

Ahmed Hassan Yusuf
Director General