

**INFLUENCE OF PROVISION OF RESOURCES ON THE  
IMPLEMENTATION OF CURRICULUM IN PUBLIC SECONDARY  
SCHOOLS IN DAGORETTI SUB COUNTY, KENYA**



**EDWIN THOME GITAU**

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## DECLARATION

This research project is my own original work and has not been submitted for award of a degree in any other University.



**Edwin Thome Gitao**

E55/83713/2015

This research project has been submitted for examination with our approval as

University Supervisors:

 17/11/2022

**Dr. Dorice Khatete**

**Lecturer**

Department of Educational Management, Policy and Curriculum Studies

University of Nairobi



16/11/2022

**Dr. Rosemary Imonje**

**Senior Lecturer**

Department of Educational Management, Policy and Curriculum Studies

University of Nairobi

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## ABSTRACT

The study sought to investigate the influence of government provision of resources on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya. Specifically, the study sought to: assess the influence of funding on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya; analyze the influence of provision of teaching and learning materials on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya; determine the influence of provision of ICT on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya; and examine the influence of provision of teaching staff on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya. A descriptive survey research design was adopted for this study. The study involved 133 teachers and 13 principals in the public secondary schools in Dagoretti sub county, Kenya as well as 1 sub-County Education Officer. Simple random sampling was used to select the respondents for the study. The study relied on primary data collected using a questionnaire and interview guide to meet the study objectives. Responses were summarized, coded, tabulated and checked for any errors and omissions, then analyzed using SPSS computer programme and presented in tables, figures and charts. The study found that the government funding such as funding grants, donations, bursaries and scholarships are released by the government and this influences the curriculum implementation in public secondary schools. The study also found out that even though the teaching and learning materials are provided on time, they are not adequate. In addition, the study revealed that there is no internet connection in the school and that the teaching staff have adequate knowledge on ICT. Lastly, the study respondents disagreed that strongly disagreed that the government is doing enough in capacitating teachers when a new curriculum has to be implemented and the staff is adequate. Thus, the study concludes that government provision of resources (Government Funding, Teaching and Learning Materials, ICT and teaching staff) influences the implementation of curriculum in public secondary schools in Dagoretti sub-county, Kenya at  $p < 0.05$ . The study recommends that the sub-county education department should organize for more in-service trainings for the teachers on the curriculum. There is a need to replicate these findings in other counties in Kenya so as to compare the findings and establish the robustness of the conclusions, recommendations and formulation.

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## **ABBREVIATIONS AND ACRONYMS**

APBET	Alternative Provision of Basic Education and Training
CBC	Competence-Based Curriculum
CDF	Community Development Fund
FBOs	Faith Based Organizations
FRPC	Forum for Research and Policy in Communication
FSE	Free Secondary Education
GoK	Government of Kenya
HCT	Human Capital Theory
ICT	Information Communication and Technology
KICD	Kenya Institute for Curriculum Development
KNEC	Kenya National Examination Council
NESP	National Education Sector Plan
NGOs	Non-governmental Organizations
NPE	National Policy of Education
PISA	Programme for International Student Assessment
PTA	Parents Teachers Association
TLR	Teaching and Learning Resources
TVET	Technical, Vocational Education Training

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development, and reduce social inequality (Mongare & Ayienda, 2020). Learning resources give children first-hand experience. Hence, to promote children's social, emotional, intellectual, and physical development, it is necessary to provide appropriate equipment and materials for variety of activities (Assefa, 2014).

Obilo and Saugoleye (2015) maintained that curriculum implementation is the actual engagement of the learner with planned learning opportunities; this planning includes the instructional materials that will be used for its implementation at the appropriate stages. In implementation of the curriculum, the central government must also provide physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create an environment in which implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation.

Quality education hinges on physical facilities that are the ultimate predictors of students' academic achievements (Yara & Otieno, 2019; Moochi, 2012). Furthermore, research shows that having an appropriate level of basic school resources can greatly improve student achievement (Benbow, Mizrachi, Oliver, & Said-Moshiro, 2017). Availability of Teaching and Learning Resources (TLR) enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students (Akungu, 2014). Maicibi (2013) opined that all institutions or organization are made up of human beings (workers) and other non-human resources. He further asserts that when the right quantity and quality of human resources is brought together, it can manipulate other resources towards realizing institutional goals and objectives. Consequently, every institution should strive to attract and retain the best of human resource. The economic austerity in recent times, coupled with the need for expansion of access to education, have combined to present educational planners worldwide with increasingly difficult choices in the allocation of available resources.

Provision and utilization of facilities is the responsibility of stakeholders in education, one of them being the Ministry of Education (MoE) (National Policy on Education, 2012). The Kenyan government ensures the implementation of the national policy on education by providing an enabling environment. With the introduction of Free Secondary Education (FSE), the government has experienced

challenges with provision of TLR in schools. The Kamunge Report (1988) cited in Akungu (2014) recommended the establishment of public secondary schools as a way of expanding quality day secondary education, despite all these, planning and provision for TLR has remained a challenge in today's free secondary education with low learning outcomes over the years (James, Simiyu, & Riechi, 2016).

Teaching and Learning Resources (TLR) are the most visible components of government educational provision and their absence is often noted by stakeholders. The Kenyan government has taken a number of measures in the previous years to improve and promote free secondary education; this is evident in the increased expenditure channeled to this program. One of the policy statements is that a great proportion of education expenditure should be channeled to TLR. (National Policy of Education (NPE), 2012). If this policy were properly planned for and implemented, there should be enough TLR in most if not all secondary schools. In as much as the Government of Kenya has ensured provision of teaching staff, ICT, funding and teaching and learning material, the resources are not enough to cater for the increasing number of students and thus majority of the public secondary schools have had to rely on donor funds from the private sector, FBOs, NGOs and CBOs and school fees paid by the parents to be able to survive and continue enrolling and teaching students (Republic of Kenya, 2012).

The Ministry of Education's provision of teaching and learning materials looks at funding, provision of teaching and learning materials, provision of ICT, and provision of teaching staff. Provision of funding helps the school to be able to move forward in terms of providing the requirements and necessities for teaching. Without funds, it is difficult for the schools to provide learning to the students and pay its staff. The World Bank (2001) cited in Oryema and Odubaker (2015) noted that provision of teaching and learning materials is to ensure the schools meet the minimum quality standards of teaching and learning; including equipping all secondary schools with science laboratories and science equipment. The provision of ICT focuses on ICT infrastructure, hardware and software that should be more readily available since schools use ICT as a pedagogical tool to enhance teaching and learning. ICT provides a mechanism for pedagogical improvement through enhanced data collection on and analysis of student learning and teaching. The provision of teaching staff focuses on hiring of teachers and principals who are involved in the daily school duties. The government is also responsible for shuffling and firing of principals as it tries to make the school environment better for the students.

In Kenya, the National Education Sector Plan (NESP) ensures that there is equitable school environment as it sets out goals and objectives for the fair provision of infrastructural, teaching and learning resources and support systems



to benefit all learners. Policies such as National ICT Strategy for Education and Training (2006), Kenya Institute for Curriculum Development (KICD), Kenya National Examination Council (KNEC), Alternative Provision of Basic Education and Training (APBET) (2009) seek to improve quality of teaching and learning including the learning environment to enhance their learning achievements (GoK, 2015).

Several researchers found that inadequacy of infrastructure, facilities and equipment affects curriculum implementation in schools (Hooker et. al., 2011; Indoshi, Wagah, & Agak, 2017; Mupinga, et al., 2016; Ayuba & Gatabazi, 2018). Furthermore, reliance on obsolete equipment compromises effective training of youth for a modern economy (UNESCO, 2010). Ayuba and Gatabazi (2018) link the inadequacy of these facilities to inadequate finances in the institutions. Inadequate finances, in turn, shrink the budgets for procuring up- to-date tools and equipment, repairing old equipment and developing training materials (Sharma, 2018). This is echoed in the Taskforce Report (2012) on education in Kenya, which finds that the high costs of training materials and text books, the inadequate physical facilities and the insufficient availability of modern equipment in most public secondary schools adversely affects curriculum implementation.

Furthermore, inadequacy of teaching and learning resources is a constraint to implementation of public secondary schools (Hailu, 2011). In particular, a lack of

standard workshops and modern instructional materials affects the teaching in public secondary schools (Bandeke & Faremi, 2012). A corollary effect is the low acquisition of practical skills among students due to ineffective instructional delivery (Dasman, 2011). In many developing nations, inadequate curriculum resources and outdated equipment hinder effective implementation of training and teaching programs (Maino, 2013). However, in most of these nations, instructional materials are inadequate for effective teaching in public secondary schools (Wondaferew, 2012); such institutions may have insufficient equipment and lack specialist rooms for practical teaching (Tshabalala Ncube, 2014). Similarly, in Kenya, inadequacy of teaching and learning resources hinders public secondary school's curriculum implementation (Indoshi, et al., 2017). This inadequacy is expressed in terms of obsolete equipment (Hooker et. al, 2011), shortage of material resources (Mupinga, et al., 2016) and insufficient time allocation (Indoshi, et al., 2017). Automobile engines, sewing machines, computers, computer software, textbooks, stationery and internet access are among the resources that are most often inadequate or unavailable (Mupinga et al., 2016).

Most secondary schools in Dagoretti Sub-County have inadequate classrooms, libraries, laboratories, insufficient teaching staff, lack of ICT, and some have no administration blocks. The inadequacy of the above resources shows that the

school funds received from the government are not enough or not well utilized by the managers or are inadequate to cater for the needs of the public secondary schools. Moreover, the fees paid by parents are not enough to enable BOM members to come up with all required facilities of the school. Most parents are poor and hence are unable to pay the required amount thus leaving schools to continue accumulating unpaid fees arrears. Therefore, schools have had to contend with high debts in fees arrears which often affect the supply of goods and services. The overreliance on government provision of funds and resources has left many secondary schools with less teaching and learning resources and they have to utilize the little available so as to achieve their academic performance. It is for this reasons that this study sought to investigate the influence of government provision of teaching resources on the implementation of curriculum in public secondary schools in Dagoretti Sub County, Kenya

## **1.2 Statement of the Problem**

For the formally designed curriculum to be fully implemented as in step with the plan, the government or ministry of education have to deliver schools with enough teaching and learning materials including textbooks, coaching aids and stationery so that one can allow instructors and learners to play their position satisfactorily in the curriculum implementation systems (Chepkonga, 2020). Chemagosi (2020) noted that inadequate government funding in schools manifest

in congested classrooms, inadequate laboratories, libraries and lavatories. These manifest into poor teaching and learning environment, occurrence of discipline problems and job dissatisfaction among the teaching staff. This leads to ineffective curriculum implementation and failure to achieve the curriculum objectives and goals. Mutai (2018) noted that there is a shortage of teaching and learning materials in many secondary schools meaning that a book ratio of one to five (one textbook to five students) is predominant in curriculum implementation. This is also noted in the Table 1.1 below that shows poor KCSE performance in Dagoretti sub county which is attributed to lack of sufficient resources for curriculum implementation. Therefore, this study sought to examine the influence of government provision of teaching resources on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya.

**Table 1.1: Academic Results for Dagoretti Sub-County**

Year	KCSE Results
2021	D+
2020	D
2019	D+
2018	D
2017	D+

(KNEC, 2022)

Omondi (2014) studied the factors influencing implementation of curriculum in public primary schools in Ukwala Division, Siaya County, Kenya and concluded that lack of teacher training on curriculum, in adequate time allocation, and

insufficient teaching and learning materials on the subject impacted negatively on the implementation of curriculum. Kigwilu and Akala (2017) investigated resource utilization and curriculum implementation in community colleges in Kenya and found that while some physical facilities and teaching and learning resources are adequate, their underutilization and the inadequacy of other core facilities and resources, such as libraries and course textbooks, hinder effective teaching and learning in these community colleges. Other studies, such as Akungu (2014), Indoshi, et al, (2017), Edabu and Onyango (2018) and Mongare and Ayienda (2020) found that provision of teaching and learning resources are very critical for curriculum implementation. The reviewed studies, except those by Mupinga et al. (2016) and Simiyu (2019), lack specificity regarding the physical facilities or teaching and learning resources that affect curriculum implementation. Neither do they describe the levels of adequacy and utilization of these facilities and teaching and learning resources in public secondary schools. Moreover, the cited studies have been either purely quantitative or purely qualitative in approach, lacking triangulation of the two approaches. These are the empty spaces that the current study focused on filling.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the influence of government provision of resources on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya

### **1.4 Objectives of the Study**

Specifically, this study sought:

- i. To assess the influence of grants on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya
- ii. To analyze the influence of provision of teaching and learning materials on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya
- iii. To determine the influence of provision of technology on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya
- iv. To examine the influence of provision of teachers on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya

### **1.5 Research Questions**

Specifically, this study sought to:

- i. What is the influence of grants on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya?

- ii. How does provision of teaching and learning materials influence the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya?
- iii. What is the influence of provision of technology on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya?
- iv. To what extent does provision of teachers influence the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya?

### **1.6 Significance of the Study**

The research aims at investigating the influence of government provision of resources on the implementation of curriculum in public secondary schools whose results may be useful to various institutions and education authorities involved in policy formulation, development, implementation and more so personnel in the MoEST in formulating policies to improve adequacy of teaching and learning resources in schools. It is also hoped that the study may consequently increase literature on availability of teaching and learning resources to assist education evaluators establish ongoing education quality monitoring networks and improvement processes, to guide teachers to improve use of teaching and learning resources by using instructional strategies for appropriate delivery of curriculum; hence inform policies in teacher education. The research findings may also be used to form a basis for further research involved in provision of resources for implementation of curriculum in secondary schools

### **1.7 Limitations of the Study**

Limitations are factors which may affect the study (Nachmias & Nachmias, 2009). Since the study aimed at examining the influence of government provision of resources on the implementation of curriculum in public secondary schools, respondents may have reservations to share information with regard to adequacy of resources in their schools in relation to implementation of curriculum since they may mistake the researcher to be on a fault-finding mission. But the researcher physically visited the schools and explained that the study's aim is only for academic purposes.

### **1.8 Delimitations of the Study**

This study was delimited to public secondary schools in Dagoretti sub county, Kenya. It was also delimited to four main independent variables that influence the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya. These are: grants, provision of teaching and learning materials, provision of technology, and provision of teachers.

### **1.9 Assumptions of the Study**

This study assumed that government provision of teaching resources (grants, provision of teaching and learning materials, provision of technology, and provision of teachers) on the implementation of curriculum in public secondary schools in Dagoretti sub-county, Kenya. The study also assumed that the



respondents gave the information required voluntarily and honestly. The study further assumed that the information gathered during this study will be used to improve provision of resources by the government to aid in improving implementation of curriculum in public secondary schools in Kenya.

### **1.10 Definition of Significant Terms**

**Resources** refer to teaching materials that can be drawn on by a person or organization in order to function effectively.

**Grants** refers to an amount of money given by the government to a school based on the number of students per school

**Teaching and learning materials** refer to equipment and facilities used in the teaching and learning process like charts, textbooks, chemicals and equipment

**Technology** refers to computing and networking facilities (e.g. computers, fixed-line telecommunications, mobile phones and other wireless networks, and other networking technologies) that link together enabling students, teachers, principals and other stakeholders at large to communicate and share information.

**Teachers** refers to personnel or a workforce of an institution that implements a school program so as to meet set goals

**Curriculum** refers to a plan or programme of all experiences which the learner encounters under the direction of a school

**Implementation of the curriculum** refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students.

### **1.11 Organization of the Study**

The study was organized into five chapters. Chapter one dealt with introduction to the study covering; background to the study, statement of the problem, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two covered the literature review on factors influencing implementation of curriculum in public primary schools with an overview of impact of on education in Sub-Saharan Africa, core teaching and learning themes and; implementation of the curriculum. It focuses on variables such as influence of grants, provision of teaching and learning materials, provision of technology, and provision of teachers on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya. Also covered are theoretical framework and conceptual framework. Chapter three presented on research methodology which deals with introduction, research design, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis. Chapter four dealt with data analysis, discussion, presentation and interpretation

while chapter five presented on summary of the study, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **RELATED LITERATURE REVIEW**

#### **2.1 Introduction**

This section highlights the related literature review on government provision of resources and implementation of curriculum. 2.2 covers concept of implementation of curriculum, 2.3 covers Government Grants and Implementation of Curriculum, 2.4 covers Government Provision of Teaching and Learning Materials and Implementation of Curriculum, 2.5 covers Government Provision of technology and Implementation of Curriculum, 2.6 covers Government Provision of teachers and Implementation of Curriculum, 2.7 covers Summary of Literature Review, 2.8 focuses on Theoretical Framework and 2.9 covers Conceptual Framework.

#### **2.2 Concept of Implementation of Curriculum**

Curriculum implementation refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum (Rakes & Dunn, 2015). Jadhav and Patankar (2013) defined curriculum implementation as a participatory process that needs an all-inclusive approach. Therefore, all stakeholders are brought on board for its successful implementation. Implementation takes place as the learner acquires the expertise,

abilities, ideas and attitudes expected or anticipated to enable the same learner to work efficiently in a community (McNeill et al. 2016).

Curriculum designs generally provide instructional suggestions, scripts, lesson plans, and assessment options related to a set of objectives. Such designs focus on consistency to help teachers successfully implement and maintain the curricular structure in order to meet various objectives (Wiles & Bondi, 2014). A Competence-Based Curriculum (CBC) is a set of courses, which promote learning areas in which the learner is gifted and skilled (Tweedie & Kim, 2015).

A study done in Canada by Christensen and Lane (2016) on a change in standard awareness dependent on the demonstration of education skills led to the creation of more learning opportunities for all learners. This study further pointed out that the Canadian government implemented the CBC in 1992 (Forum for Research and Policy in Communication - FRPC, 2020). Technology, Reading and Mathematics were also successfully completed in the United States on a Programme for International Student Assessment (PISA) tests. The government of Scotland also implemented the competence-based curriculum and the evaluation was above average on PISA tests which were successful (Michel, 2017). Competence-based in Finland was successful and ranked top globally in 2016.

According to Wanjohi (2018), the 8-4-4 system was based on the national goals of education, amongst them, promoting national growth, social, economic, technical,

and industrial needs. Secondly, it was to encourage human growth and self-fulfilment, talents, and gifts for learners of Kenyan citizens. Thirdly was to promote religious values and sound morals. Unfortunately, these aims were not fully satisfied because of massive exam irregularities and non-self-reliant citizens. Council of Governors with support of the Ministry of Education and the Kenya Institute of Curriculum Development have been providing technical support to the County Governments in the implementation of competence-based curriculum (2-6-6-3) to achieve the targets that were not met by the 8-4-4 curriculum (Ngeno, Mweru & Mwoma, 2021).

According to Muasya and Waweru (2019), when a new curriculum is being implemented, there is need for regular evaluations as a process of gathering and using information to detect problems and modify implementation strategies. Implementation of a new curriculum is expected to be faced with challenges. It has been reported that some of the curriculum implementation challenges may include poor infrastructure, low quality textbooks, teachers' competencies, insufficient teaching aids, not enough textbooks, low government support, inadequate school administration support and challenges during instructional planning relating to huge classes and inspectorate not effective in monitoring and evaluating the process (Republic of Kenya, 2012).

### **2.3 Grants and Implementation of Curriculum**

Financing of education in Kenya is also outlined in the Basic Education Act 2012, where secondary education is currently financed through capitation grants from the government under FDSE programme and boarding user fees by households (Republic of Kenya, 2012). Under government funding, the resources mobilized are allocated according to guidelines issued by the Ministry of Education. Capitation is used to purchase the required teaching and learning facilities such as desks, books, building class in friendly environment. If the funding is not enough and reliable, teaching and learning process will be affected negatively and hence intended education goals and objectives will not be achieved (Ngeno, Mweru & Mwoma, 2021).

According to NESP (2015), the government spends around 6.5% of GDP on education, or 20% of its total budget. This is a relatively high amount compared to other sub-Saharan African countries, and has been at a similar level for the past decade. Spending is mainly financed through taxes. The central government pays wages and salaries for education sector personnel (teachers and administration staff) at all levels in the public sector, provides funding grants to schools (for FPE and FDSE), bursaries for the needy, and administration and management costs. CDF and county resources are mainly invested in infrastructure development and bursaries for students. For the 2021 academic year, the Kenyan government

released 17 billion Kenya shillings to public schools as funding for all learners, with Ksh 14.85 billion to support secondary schools (Agutu, 2021).

The financial flows to schools are however not only erratic but have also become inadequate to cover school needs. Nwagwu (2013) noted that inadequate government funding in schools manifest in congested classrooms, inadequate laboratories, libraries and lavatories. These manifest into poor teaching and learning environment, occurrence of disciplinary problems and job dissatisfaction among the teaching staff. This leads to ineffective curriculum implementation and failure to achieve the curriculum objectives and goals.

A study by Ngowi, (2015) on examining impact of unreliable government disbursement of government funding on academic performance in public secondary schools, involving head teachers as respondents and using qualitative data analysis technique found out that; government funding helped improve quality in some areas and not others, its provision was insufficient and was delayed and reached schools late that made it hard for schools to implement plans on time and maintain sustainability. The study recommended that the government increase the government funding amount in budgetary allocation to make it more sustainable and adequate. Kangethe (2019) in the study on challenges of teaching/learning materials in public secondary schools established that as a result of inadequate teaching and learning resources there was ineffective teaching and



learning process. The researcher also established that, there are inadequate funds for purchase of teaching and learning resources

#### **2.4 Provision of Teaching and Learning Materials and Implementation of Curriculum**

One of the key contributions in curriculum implementation is the provision and distribution of materials that will enhance the achievement of the teaching and learning objectives. Such materials include: textbooks, instructional, desks etc. this is because for the curriculum contents to be effectively implemented at any stage of the educational system, some materials which are expected to compliment the classroom activities of the teacher should be provided for effective implementation at the classroom levels of any of the educational programmes (Zumwalt & Akwesi, 2012). For the officially designed curriculum to be fully implemented as per plan, the government or Ministry of Education should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process (Jeruto & Okirima, 2020).

In curriculum implementation, it is suggested that the central government must also provide physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create an environment in which

implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation. Sometimes the curriculum is implemented without these resources making it difficult for learners to assimilate lessons (Jeruto & Okirima, 2020). Alebiosu, (2015), argued that, if obstacles to implementation were not removed, instead of moving ahead from the implementation phase to the continuation phase, a change would suffer from the failure to be used in the intended manner and the rejection by decision-makers. Inadequate teaching and learning resource materials have negative impact on curriculum implementation as noted by Abdiaziz, (2019). In their study, Ondimu (2018) noted that there was a feeling that to some extent the government was failing especially in the provision of teaching and learning materials.

Hanushek, Kain and Rivkin (2018) carried out a study on the roles of school, teachers and academic performance. In this study, the effect of teaching and learning materials was tested with the quantity and quality of these materials on learners. The study concluded that the quality of teaching and learning materials affected the academic performance of learners. Schools that had more teaching and learning materials per learner posted better results compared to schools that had fewer materials per learner. A study carried out by Wanjiru (2018) in Kamukunji County, Nairobi, Kenya noted that the Kenya Institute of Education should avail necessary and adequate teaching and learning materials for easier

implementation of programme since TLR are available in quantities that are not enough.

## **2.5 Provision of Technology and Implementation of Curriculum**

Technology has brought many changes in the 21<sup>st</sup> century and continues to affect many sectors in our modern society (Ondimu, 2018). According to Buageng-Andoh (2012), there is an increasing demand in the use of technology in schools in delivery and teaching of knowledge and skills required for the 21<sup>st</sup> Century. However, to affect these critical changes, the adoption of technology is crucial in facilitating the teaching and learning process and making it to more productive (Tomei, 2015).

Information Communication and Technology (ICT) is a combination of resources and tools used to generate spread, communicate, keep and control information. Therefore, ICT encompasses devices like radio, television, projector, cellular phones, computer and satellite systems among other devices (Tinio, 2013). The Kenya government in realizing vision 2030 envisages a technologically empowered nation as basis on which Kenya can gain the status of a knowledge economy. There is a government policy that all schools should integrate ICT at all levels of learning to facilitate curriculum delivery in line with vision 2030 (Ministry of Education Strategic Plan, 2006 cited in Odimu, 2018).

Provision and availability of technology in schools is fundamental for successful adoption and implementation of technology into the learning and teaching activities and curriculum (Singh & Chan, 2014; Summaka, Baghbel & Samancioglu, 2012). This also includes the preparedness and readiness of teachers to implement the technology in schools. A study carried out by Higgins and Moseley (2011), found that when teachers lack an understanding of why they should use ICT in teaching and how to use it hinders its implementation. Most educational and training institutions focus more on what ICT is rather focusing on how to use or apply it during classroom instruction. Thus, in-service training for teachers, by the government bodies, already in the profession should offer teachers basic ICT skills and train them on how to use it during learning (Al-Awidi & Aldhafeeri, 2017). A study by Hennessy, Harrison and Wamakote (2012), observed that the main hindrance in implementation of ICT was due to low levels of teachers' ICT knowledge and skills.

## **2.6 Provision of Teachers and Implementation of Curriculum**

Another name for the teacher is curriculum implementer. The teacher is the one who translates the curriculum document into operating curriculum through a joint effort of his/her learners and other interest groups as viewed by Mkpá (2015). This implies that the task of implementing the curriculum lies on the teacher. The

teacher does not just implement the content as it is; rather he breaks the content into teachable units (Jeruto & Okirima, 2020).

A study conducted by Muasya and Waweru (2019) focused on constraints facing successful implementation of the CBC in Kenya and found that the teachers were not fully prepared for the CBC implementation; and that the government hurriedly implemented CBC in schools without first addressing challenges such as understaffing, inadequacy of teaching and learning material and unfriendly teaching and learning environment. Njeru, (2013) further identified that the problem of inadequate number of qualified teachers comes out strongly because it is not only significant but also positively related to failure rate. This really affects performance and hence leads to poor implementation of the curriculum set by the national government.

According to Joint ILO/UNESCO report (2009) cited in Chemagosi (2020), most developing nations in the world face problem of overcrowding in classrooms that undermine teacher's competency in curriculum delivery of quality education. A small class size enables teachers to be competent enough in classroom delivery and pupil's better performance. Teachers are confronted with immense workloads and high teacher: pupil ratio that affects their effectiveness in daily teaching and learning process. Watitwa (2017) recommended for more employment of teachers in order to reduce teacher's workload and allow teachers to thoroughly prepare for

practical daily lessons. Odumbe, Simatwa and Ayodo (2015) study on factors affecting students' performance in day secondary schools in Migori district, Kenya noted that reduced teacher-pupil ratio improves students' learning outcome. In addition, Mayeku (2019) noted that understaffing which cause high teacher: pupil ratio in most schools made teachers incompetent in curriculum delivery.

## **2.7 Summary of Literature Review**

The chapter attempted to review relevant literature on government provision of resources and implementation of the curriculum. Availability of teaching and learning resources enhances the effectiveness of schools for good curriculum implementation (Wanyama, 2013; McIlrath & Lyons, 2012). Studies on effective government provision of teaching and learning resources in Botswana found that lack of relevant teaching materials caused dismal students' academic performance thus poor implementation of the curriculum (Laurillard, 2013). Further, Atieno (2014) recommended that states should allocate more funds for improving the status and condition of physical facilities and employment of more teachers for the FDSE to be effective. In Kenya, there is a direct relationship between the provision of teaching and learning resources and curriculum implementation (Wanjala & Malechwanzi, 2016). This is in line with Mwangi and Nyagah (2019) who argued that good curriculum implementation is contributed to by the

availability of grants, teaching and learning materials, technology and teachers thus resulting in effective teaching and learning activities. Lack of enough teaching and learning resources greatly influences the implementation of curriculum. Therefore, the researcher believes there is a need to investigate the influence of government provision of resources on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya.

## **2.8 Theoretical Framework**

This study is guided by the Human Capital Theory (HCT). The theory of HCT dates back to the seventeenth century; about 1691, Sir William Petty had placed value on workers; he estimated the worth of human capital to show the power of England and estimated the cost of life lost in battle and other deaths. Farr (1853) asserted that the present worth of a person's net future returns, which he described as earnings less living expenses, correspond to wealth in the same way as did physical assets. According to Olaniyan and Okemakinde (2008), the HCT can be viewed as the base for improving skills and knowledge capability which can essentially lead to improved work setting and eventually supporting entrepreneurial growth. Government provision and especially through provision of teaching and learning resources is one way of improving skills of the learners for future improved knowledge.

With HCT, the foundation for nation's government structural policies frame work is the lifting up of skill levels by means of supplementary savings in education and training, employment plan together with immigration that is focused on enticing human capital that is superior. An individual's education is his/her future earnings, which comprises expenses in terms of direct expenditure on education and the opportunity expenses in terms of student's time (Omega, 2019).

Human capital makes the person more productive and accrues her/him future benefits, superior productivity, higher wages and other non-monetary paybacks to the society even the individual person. The theory of HCT has been applied in public policy in many nations. This includes spheres such as investments in economic advancement, investment and education policy. This theory is therefore appropriate in justifying the government funding on education of its youth through provision of teaching and learning resources. The rationality behind spending on textbooks is to empower learners with basic skills and knowledge that will translate to national and individual development. Through education, society is transformed for common good. Through the provision of TLR, the government aims at increasing schooling which will later reduce population pressure.

The HCT is very relevant to this study since it is anchored on the cost of the TLR channeled to the education system, that is, through government provision to



public secondary schools which is an investment by the government in human capital thus the knowledge and skills acquired through TLR, prepares the students for future individual and national development in all aspects of life. When the scarce resources are adequately utilized towards purchase of TLR, students learning is boosted which will in long run make them attain the education goals of the country. Through interaction with TLR, the learners are likely to develop entrepreneurial skills conserve the environment and lead a healthy lifestyle which is an investment to the government.

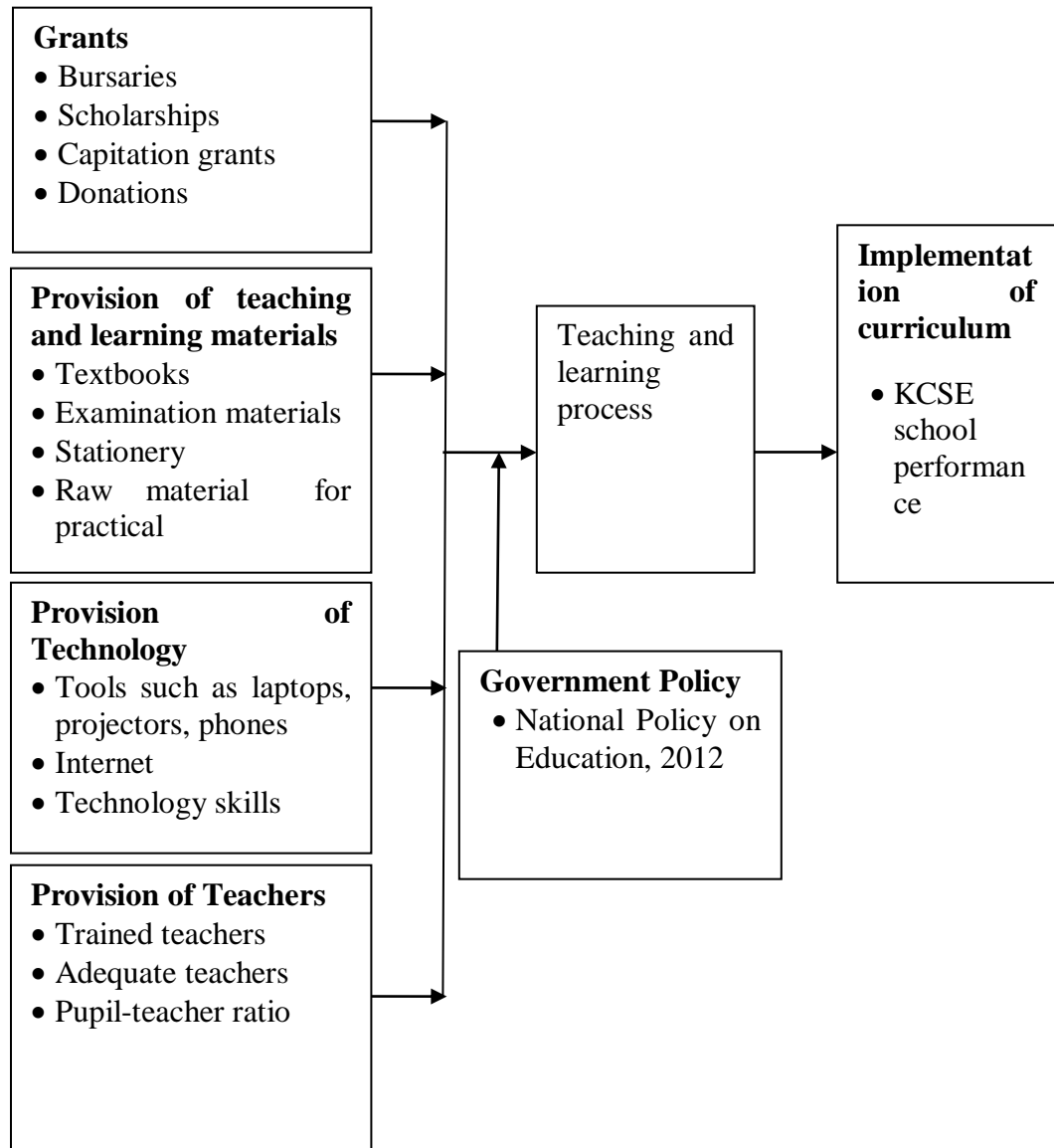
## **2.9 Conceptual Framework**

This study was guided by the following conceptual framework shown in Figure

2.1

Independent Variables

Dependent Variables



**Figure 2.1: Conceptual Framework**

The conceptual framework for this study was based on the notion that the dependent variable (curriculum implementation) depends upon the provision and

utilization of various independent variables (provision of resources) which include grants, provision of teaching and learning materials, provision of technology, and provision of teachers. This means that if the teaching resources are not adequately provided for teaching-learning process in the schools, then it will lead to poor curriculum implementation hence poor KCSE performance. If the availability of teaching resources is complemented with execution of the government policies like the National Policy on Education (2012), then the implementation of the curriculum would lead to good performance in KCSE and thus a higher number of graduates in education institutions.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the method that was used to collect data pertinent in answering the research questions. The sub-sections covered in this chapter are: research design, target population, sample size and sampling procedure, research instruments, data collection methods, data collection procedures, pre testing of instruments, and data analysis.

#### **3.2 Research Design**

A descriptive survey research design was adopted for this study. A descriptive research design was best for this study as it describes characteristics associated with the subject population, and in particular factors that make them behave the way they do (Gandeebo 2015). The study used a descriptive design because it enabled the researcher to collect a large quantity of in-depth information about the population being studied.

#### **3.3 Target Population**

From the total number of the 45 secondary schools in this sub-County, 13 are public secondary schools which formed the target population for this study. The study targeted 13 principals, 200 teachers and 1 sub-County Education Officer in

Dagoretti sub-County, Nairobi County. The total number of target population was 214 respondents.

### **3.4 Sample Size and Sampling Procedure**

Using the Taro (1967) formulae, the study interviewed 133 teachers in Dagoretti sub-County. This means that 10 teachers per public secondary school were interviewed.

$$n = \frac{N}{1 + Ne^2} = \frac{200}{1 + 200(0.05)^2}$$

Where n= sample size, N=target population and e=maximum acceptable error margin (5%)

The study also interviewed the 13 principals from the public secondary schools as well as 1 sub-County Education Officer. Simple random sampling was used to select the respondents for the study.

### **3.5 Research Instruments**

Primary data was collected using a questionnaire that targeted the principals and teachers in the public secondary schools. According to Kallio et al. (2016), a questionnaire has the ability to collect a large amount of information in a reasonably quick span of time. The questionnaire was divided into six sections covering the demographics of the respondents and the study variables. An

interview guide was also used to collect data from the sub-County Education Officer

### **3.6 Validity of the Instrument**

In order to establish content validity and make adjustments and/or additions to the research instruments, consultations and discussions with the supervisors was done (Gandeebo, 2015). Any abstruseness in the questionnaire item was amended before the questionnaire was used.

### **3.7 Reliability of the Instrument**

Piloting was done on 13 teachers and 2 principals using the questionnaire so as to check if the instrument is reliable. Cronbach's Coefficient Alpha approach, recommended by Cohen, Manion and Morrison (2007), was used to measure internal consistency of the research instruments. Computation of Cronbach's Alpha was done using SPSS for windows version 23.0 programme.

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where: N = the number of items;  $\bar{c}$  = average covariance between item-pairs; and  $\bar{v}$  = average variance.

The questionnaires were accepted at reliability indices of 0.70 and above (If below 0.70, the questions were replaced or paraphrased so as to raise reliability).

### **3.8 Data Collection Procedure**

The researcher first obtained a transmittal letter from the University department offices and a permit from the National Council for Science and Technology (NACOSTI) in order to aid get authorization to collect data from the respondents in the schools. The researcher visited the schools to get permission and then administer the questionnaires to the principals and teachers and interview them. The researcher also visited the sub-County Education offices and interviewed the sub-County Education officer. To ensure that the purpose of the study is achieved, the researcher gathered information from one person at a time in a period about ten minutes each. They were therefore requested to provide the information truthfully and honestly.

### **3.9 Data Analysis Techniques**

Data collected from the completed questionnaires was summarized, coded, tabulated and checked for any errors and omissions. Responses in the questionnaires were entered by use of a computer Statistical Package for Social Science (SPSS) version 23.0 programme to analyze the data. Quantitative data was analyzed using descriptive statistics including frequencies, percentages, means and standard deviations. Correlation and regression analysis were used to examine the relationship between the dependent and independent variables. The

data was presented using graphs, tables and charts. Qualitative data (open-ended questions) was analyzed thematically and presented in continuous prose.

### **3.10 Ethical Considerations**

As this research aims at adding to the knowledge of implementation of curriculum in public secondary schools, it upheld utmost confidentiality about the respondents. The researcher made certain that all respondents were given free will to participate and contribute voluntarily to the study. A verbal consent was sought from the respondents before being interviewed. In addition, necessary research authorities were consulted and consent approved and appropriate explanations specified to the respondents before commencement of the study. In addition, all forms of plagiarism were avoided through proper referencing of all authors cited.



## CHAPTER FOUR

### DATA PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

In this chapter the key issues related to data analysis, presentation and interpretation have been discussed. This chapter presents responses from principals, teachers and county Education Officer of public secondary schools in Dagoretti sub-county, Nairobi County, Kenya regarding the influence of government provision of resources on the implementation of curriculum in public secondary schools in Dagoretti sub-county, Kenya. First, the response rate has been computed and presented. Secondly, the demographic characteristics of the participants have been described. Thirdly, the findings of the key objectives of the study have been presented and interpreted. The responses are analyzed using descriptive and inferential statistics and presented in tables, graphs and charts.

#### 4.2 Instrument Response Rate

The table 4.1 shows the response rate. Overall, the response rate was considered very high and sufficient for the study as shown in Table 4.1.

**Table 4.1: Response Rate**

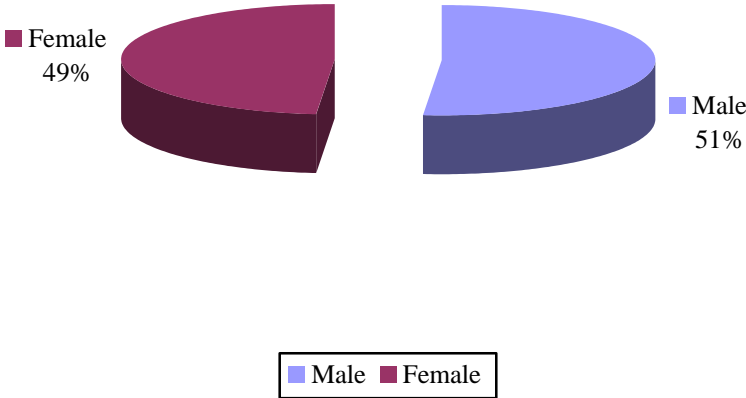
<b>Response Rate</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
Returned (Teachers)	113	84.9
Not returned (Teachers)	20	15.1

Returned (Principals)	10	76.9
Not returned (Principals)	3	23.1

**4.3 Demographic Characteristics of the Respondents**

**4.3.1 Gender of the Respondents**

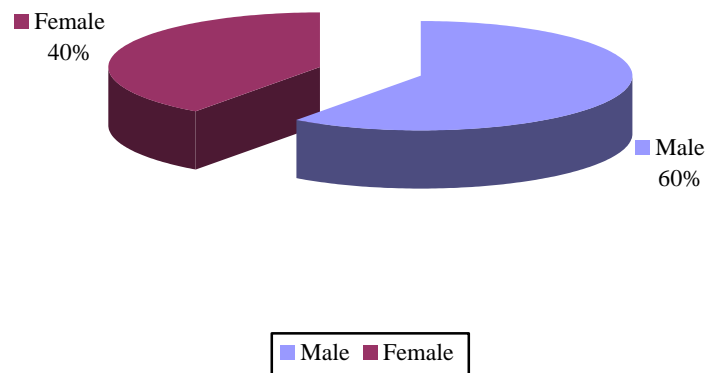
The study sought to find out the gender of the teachers and the principals. The findings are shown in figures 4.1 and Figure 4.2.



**Figure 4.1: Distribution of Teachers by Gender**

The findings reveal that majority of the teachers in public secondary schools in Dagoretti sub-county are male (51.0%) while 49.0% are female. The findings support Rowan et al., (2017) who found that the gender of teachers has a great

influence on the implementation of curriculum and performance of students as the male teachers were found to be the majority in secondary schools.



**Figure 4.2: Distribution of Principals by Gender**

The findings reveal that majority of the principals in public secondary schools in Dagoretti sub-county are male (60.0%) while 40.0% are female. The findings disagree with findings by Owolabi and Adedayo (2018) who noted that gender has no effect on the ability to impart knowledge on the students and implementation of the curriculum.

#### **4.3.2 Age of the Respondents**

The study sought to find out the age of the principals and teachers. The findings are shown in Table 4.2.

**Table 4.2: Distribution of the Respondents by Age**

Age	Teachers		Principals	
	Frequency	Percentage	Frequency	Percentage
31-40 years	57	50.4	0	0.0
40-50 years	47	41.6	6	60.0
51 years and above	9	8.0	4	40.0

The findings revealed that majority of the teachers are aged between 31-40 years (50.4%, 40-50 years (41.6%) and 51 years and above (8.0%). Majority of the teachers and principals are aged 40-50 years (60.0%) and 51 years and above (40.0%). This could be an indication that majority of the teachers in public secondary schools in Dagoretti sub-county are middle aged and therefore can be able to implement the curriculum in the schools. Ashton (2016) noted that middle-aged teachers are able to relate well with students since they are able to understand their needs and interact with them better than the young teachers.

#### **4.3.3 Education Level of the Respondents**

The study sought to find out the level of education of the respondents. The findings are shown below:

**Table 4.3: Distribution of the Teachers by Education level**

Education level	Frequency (F)	Percentage (%)
Diploma in Education	34	30.1
Bachelor's degree	72	63.7
Masters	7	6.2

<b>Total</b>	<b>113</b>	<b>100.0</b>
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The data shown in Table 4.3 reveals that majority of the teachers (63.7%) have attained bachelor’s degree, diploma level of education, (30.1%) and Masters’ degree (6.2%). This could be an indication that majority of the teachers in public secondary schools in Dagoretti sub-county have attained basic education. These findings are in line with Ruhland and Bremer (2019) who found that a qualified a successful teacher is able to organize interactive learning with students and thus are able to influence the students’ success than those who are not qualified. This helps in improvement of academic performance of the students since they are able to comprehend the curriculum and implement it.

**Table 4.4: Distribution of the Principals by Education level**

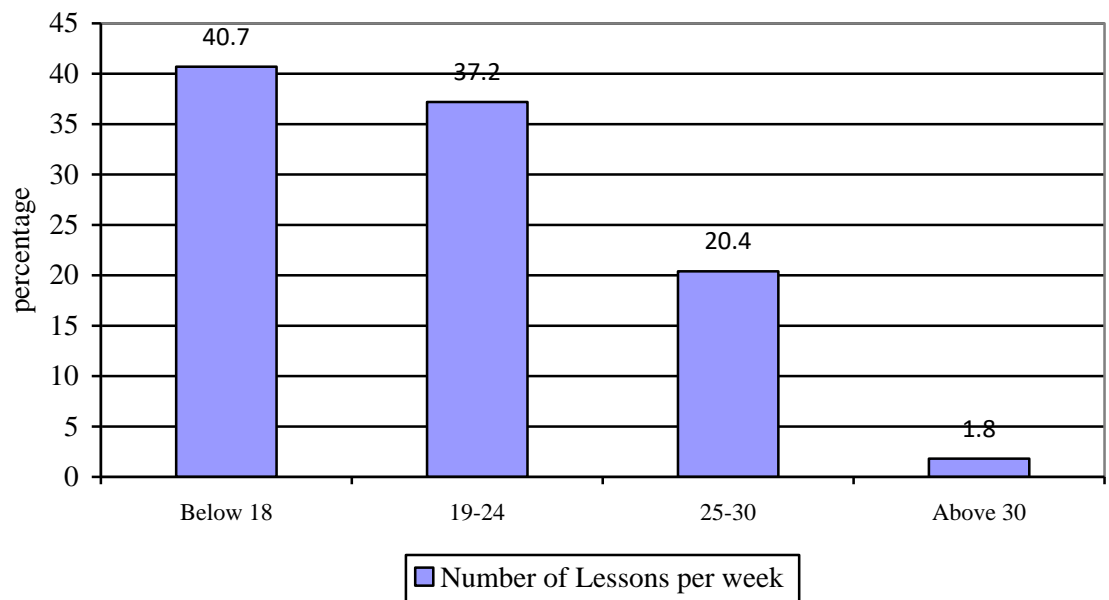
<b>Education level</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
Diploma	3	30.0
Bachelor’s degree	6	60.0
Masters	1	10.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

The data shown in Table 4.4 reveals that more than half of the respondents (60.0%) have attained bachelor’s degree, diploma level of education (30.0%) and Masters’ degree (10.0%). This could be an indication that majority of the principals in public secondary schools in Dagoretti sub-county have attained basic education. These findings concur with Monk and King (2017) found that

principals' qualification positively influences the students' performance and implementation of curriculum since they are able to manage the schools and the students in a professional manner.

#### 4.3.4 Number of lessons taught per Week

The study sought to find out how many lessons the teacher teaches per week. The findings are shown below:



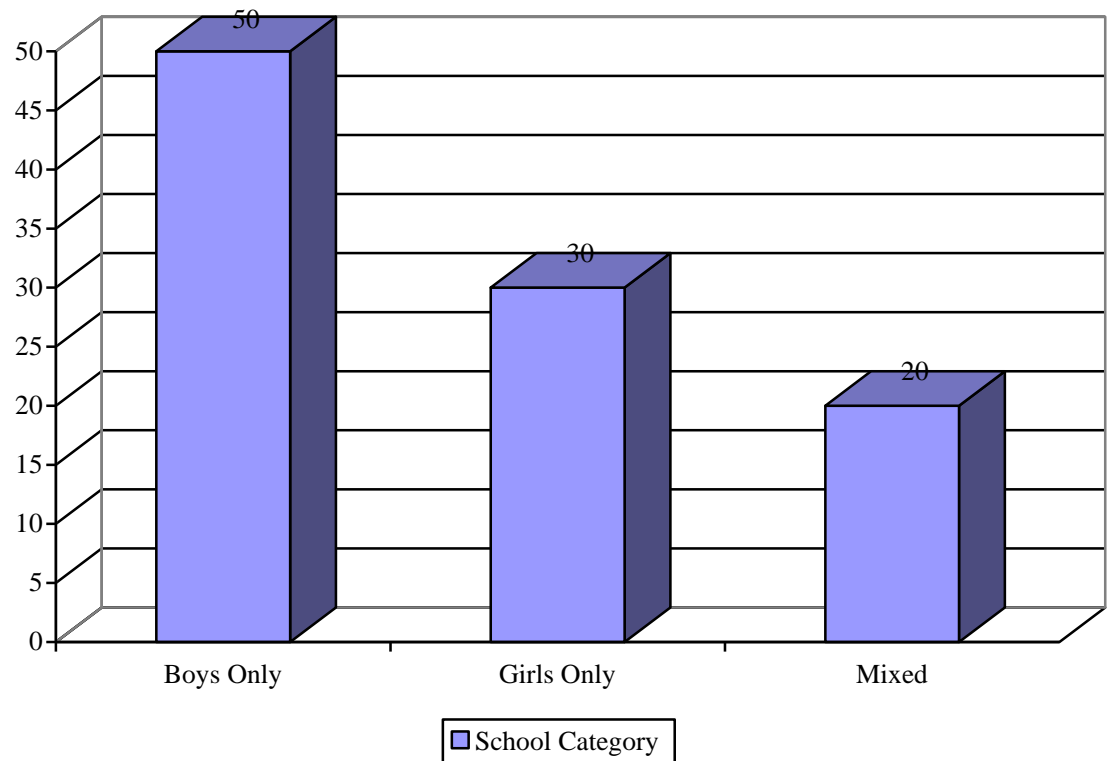
**Figure 4.3: Number of lessons per week**

The figure reveals that majority of the teachers teach below 18 lessons per week (40.7%), 19-24 lessons per week (37.2%), 25-30 lessons per week (20.4%) and above 30 lessons per week (1.8%). Laczko and Berliner (2019) posited that the

number of lessons a teacher teaches per week helps them to interact more with the students and thus they can be able to understand the challenges that the students face in a certain subject and topic and be able to spend more time on it and help them in understanding it better. This ensures that the curriculum is implemented in a good way and thus overall improvement in the subject at hand.

#### 4.3.5 Category of School

The study sought to find the category of school. The findings are shown in Figure 4.4 below.



#### Figure 4.4: School Category

The study revealed that majority of the schools are boys only schools (50.0%), girls only (30.0%) and mixed schools (20.0%).

#### 4.3.6 Duration Worked in the School

The study sought to find out the duration the respondents have worked in the school. The findings are shown below:

**Table 4.5: Duration the Principal has been in the position**

<b>Duration</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
Less than 1 year	14	12.4
1-5 years	34	30.1
6-10 years	56	49.6
More than 10 years	9	8.0
<b>Total</b>	<b>113</b>	<b>100.0</b>

The data shown in Table 4.5 reveals that majority of the teachers (49.6%) have been in the school for 6-10 years, 1-5 years (30.1%), less than 1 year (12.4%), and more than 10 years (8.0%). Sakiyo and Sofeme (2018) posited that the longer the teachers have been in the school, the better they understand the school and its performance and thus they know ways in which they can improve the school's performance and how they can implement the curriculum in a better manner.

**Table 4.6: Duration the Principals have been in the position**

<b>Duration</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
Less than 1 year	1	10.0



1-5 years	2	20.0
6-10 years	6	60.0
More than 10 years	1	10.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

The data shown in Table 4.6 reveals that majority of the respondents (36.2%) have been in the school for 6-10 years, 1-5 years (20.0%), less than 1 year (10.0%) and more than 10 years (10.0%). These findings concur with Ngada (2018) who found that when principals have been in a school for a long time, they are able to understand the challenges faced in performance and therefore they can be able to devise ways to handle the challenges and thus end up improving the school's performance.

#### 4.4 Provision of Grants and the Implementation of Curriculum

**Table 4.7: Influence of Provision of Grants on the Implementation of Curriculum (Teachers)**

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
The government has ensured that the bursaries are released on time	0.0	10.6	6.2	46.9	36.3	4.09	.922
The government provides scholarships to the needy students	0.0	7.1	21.2	53.1	18.6	3.83	.812
Funding grants are provided annually by the government	7.1	19.5	20.4	16.8	36.3	3.56	1.343
The government provides timely and adequate donations to our school	10.6	28.3	24.8	15.9	20.4	3.07	1.301

The Table reveals that majority of the teachers agreed that the government provides scholarships to the needy students (53.1%) and the government has ensured that the bursaries are released on time (46.9%) as statements regarding the influence of grants provision on the implementation of curriculum. The table further reveals that the respondents disagreed that the government provides timely and adequate donations to their school (28.3%) and funding grants are provided annually by the government (19.5%) as statements regarding influence of grants provision on the implementation of curriculum. These findings support Ngeno, Mweru & Mwoma (2021) who posited that if the funding is not enough and reliable, teaching and learning process will be affected negatively and hence intended education goals and objectives will not be achieved. Nwagwu (2013) noted that inadequate government funding in schools manifest in congested classrooms, inadequate laboratories, libraries and lavatories. These manifest into poor teaching and learning environment, occurrence of disciplinary problems and job dissatisfaction among the teaching staff. This leads to ineffective curriculum implementation and failure to achieve the curriculum objectives and goals.

**Table 4.8 Influence of Provision of Grants on the Implementation of Curriculum (Principals)**

	<b>Strongly Disagree (%)</b>	<b>Disagree (%)</b>	<b>Neutral (%)</b>	<b>Agree (%)</b>	<b>Strongly Agree (%)</b>	<b>Mean</b>	<b>SD</b>
The government has ensured that the bursaries	0.0	30.0	10.0	10.0	50.0	3.80	1.398

are released on time							
The government provides scholarships to the needy students	0.0	0.0	20.0	50.0	30.0	4.10	.738
Funding grants are provided annually by the government	30.0	40.0	0.0	0.0	30.0	2.60	1.713
The government provides timely and adequate donations to our school	10.0	70.0	0.0	0.0	20.0	2.50	1.354

The Table reveals that majority of the principals strongly agreed that the government has ensured that the bursaries are released on time (50.0%), the government provides scholarships to the needy students (30.0%) and Funding grants are provided annually by the government (30.0%) as statements regarding the influence of grants provision on the implementation of curriculum. The table further reveals that the principals disagreed that the government provides timely and adequate donations to their school (70.0%) and funding grants are provided annually by the government (40.0%) as statements regarding influence of grants provision on the implementation of curriculum.

The sub-county education officer noted that the grants provision is not enough to cater for all the secondary school's needs. This means that some of the expenses incurred by the schools with regard to implementation of the curriculum cannot be catered for. Thus, some of the schools end up having challenges and lagging behind.

These findings support a study by Ngowi, (2015) who found out that government funding helped improve quality in some areas and not others, its provision was insufficient and was delayed and reached schools late that made it hard for schools to implement plans on time and maintain sustainability.

#### 4.5 Provision of Teaching and Learning Materials and Implementation of Curriculum

**Table 4.9: Influence of Provision on the Teaching and Learning Materials and Implementation of Curriculum (Teachers)**

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
The Ministry of Education has been able to provide sufficient raw materials for Sciences practical	21.2	23.0	16.8	31.0	8.0	2.81	1.299
The government provides enough textbooks to cater for all the learning needs of the students	14.2	33.6	16.8	23.0	12.4	2.86	1.274
The examination materials are adequate and are provided on time	0.0	10.0	6.2	39.8	45.1	4.21	.911
A program of events that is adhered to enables provision of required teaching and learning materials	8.8	19.5	8.0	29.2	34.5	3.61	1.366

The Table reveals that majority of the teachers strongly agreed that the examination materials are adequate and are provided on time (45.1%) and A

program of events that is adhered to enables provision of required teaching and learning materials (34.5%) as statements related to the influence of provision on the teaching and learning materials and implementation of curriculum. However, a large proportion of the teachers disagreed that the government provides enough textbooks to cater for all the learning needs of the students (33.6%) and the Ministry of Education has been able to provide sufficient raw materials for Sciences practical (23.0%) as statements related to the influence of provision on the teaching and learning materials and implementation of curriculum. These findings are in agreement with Jeruto & Okirima (2020) who noted that for the officially designed curriculum to be fully implemented as per plan, the government or Ministry of Education should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. Inadequate teaching and learning resource materials have negative impact on curriculum implementation as noted by Abdiaziz, (2019).

**Table 4.10: Influence of Provision on the Teaching and Learning Materials and Implementation of Curriculum (Principals)**

	Available and Adequate	Available but not adequate	Not Available
Raw materials for Sciences practical	10.0	90.0	10.0
Textbooks	10.0	60.0	30.0

Examination material	0.0	90.0	10.0
Charts	0.0	80.0	20.0
Chalks	00	80.0	20.0
Stationery	00	80.0	20.0
Exercise books	00	80.0	20.0

The table reveals that majority of the principals noted that the teaching materials are available and not adequate. These include: Raw materials for Sciences practical (90.0%), examination materials (90.0%), charts (80.0%), chalks (80.0%), stationery (80.0%) and exercise books (80.0%). The sub-county education officer stated that the materials provided by the Ministry of Education include examination materials, laboratory materials, stationery, chalks, exercise books and textbooks among others.

These findings are in agreement with Ondimu (2018) who noted that there was a feeling that to some extent the government was failing especially in the provision of teaching and learning materials. Hanushek, Kain and Rivkin (2018) concluded that the quality of teaching and learning materials affected the academic performance of learners. Schools that had more teaching and learning materials per learner posted better results compared to schools that had fewer materials per learner.

#### 4.6 Provision of Technology and the Implementation of Curriculum

**Table 4.11: Influence of Provision of Technology on the Implementation of Curriculum (Teachers)**

	<b>Strongly Disagree (%)</b>	<b>Disagree (%)</b>	<b>Neutral (%)</b>	<b>Agree (%)</b>	<b>Strongly Agree (%)</b>	<b>Mean</b>	<b>SD</b>
The government has ensured there are technology tools such as laptops, projectors, phones	38.1	28.3	20.4	8.8	4.4	2.13	1.153
The teaching staff have adequate knowledge on technology	27.4	30.1	15.9	21.2	5.3	2.47	1.247
There is an internet connection in the school	14.2	70.8	15.0	0.0	0.0	2.01	.543
The government provides technology training to the teachers	15.0	13.3	19.5	32.7	19.5	3.28	1.333

The Table reveals that majority of the teachers disagreed that: There is an internet connection in the school (70.8%), The teaching staff have adequate knowledge on technology (30.1%) and the government has ensured there are technology tools such as laptops, projectors, phones (28.3%) as statements regarding influence of provision of technology on the implementation of curriculum. These findings concur with Singh and Chan (2014) who found that Provision and availability of technology in schools is fundamental for successful adoption and implementation of technology into the learning and teaching activities and curriculum.

**Table 4.12: Influence of Provision of Technology on the Implementation of Curriculum (Principals)**

	<b>Strongly Disagree (%)</b>	<b>Disagree (%)</b>	<b>Neutral (%)</b>	<b>Agree (%)</b>	<b>Strongly Agree (%)</b>	<b>Mean</b>	<b>SD</b>
The government has ensured there are technology tools such as laptops, projectors, phones	40.0	10.0	20.0	10.0	20.0	2.60	1.647
The teaching staff have adequate knowledge on technology	20.0	40.0	10.0	30.0	0.0	2.50	1.179
There is an internet connection in the school	10.0	40.0	30.0	10.0	0.0	2.60	.966
The government provides technology training to the teachers	20.0	10.0	30.0	20.0	20.0	3.10	1.449

The Table reveals that majority of the principals disagreed that There is an internet connection in the school (40.0%) and the teaching staff have adequate knowledge on technology (40.0%) as statements regarding influence of government provision of technology on the implementation of curriculum. However, 30.0% of the principals agreed that the teaching staff have adequate knowledge on technology as a statement regarding influence of provision of technology on the implementation of curriculum.

The sub-county education officer noted that technology provided by the government is not adequate and thus the government has a long way to go in ensuring that all the public secondary schools have technology as well as providing training to the teachers and the principals so that they have enough knowledge on the usage of technology .



These findings concur with a study carried out by Higgins and Moseley (2011) who found that when teachers lack an understanding of why they should use technology in teaching and how to use it hinders its implementation. A study by Hennessy, Harrison and Wamakote (2012), observed that the main hindrance in implementation of ICT was due to low levels of teachers' ICT knowledge and skills.

#### 4.7 Provision of Teachers on the Implementation of Curriculum

**Table 4.11: Influence of Provision of Teachers on the Implementation of Curriculum (Teachers)**

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
The pupil-teacher ratio is sufficient	36.3	38.9	14.2	10.6	0.0	1.99	.968
The government provides training to the teachers and principals	6.2	13.3	20.4	36.3	23.9	3.58	1.171
The staff is adequate	9.7	37.2	26.5	12.4	14.2	2.84	1.199
The government is doing enough in capacitating teachers when a new curriculum has to be implemented	2.7	41.6	15.0	8.8	31.9	3.26	1.355

The table reveals that majority of the teachers disagreed that the government is doing enough in capacitating teachers when a new curriculum has to be implemented (41.6%), the pupil-teacher ratio is sufficient (38.9%) and the staff is adequate as statements regarding influence of provision of teaching staff on the implementation of curriculum. However, 36.3% of the teachers agreed that the

government provides training to the teachers and principals as a statement regarding influence of provision of teaching staff on the implementation of curriculum. The sub-county education officer noted that while the government has provided teaching staff to secondary schools, the ration of pupil-teacher is still inadequate and thus one may find some of the classes being too crowded as the student enrollment increases day by day. Thus, the government should recruit more teachers to cater for the growing number of students. And they should also train the teachers to equip them with sufficient knowledge regarding the new curriculum. These findings support Muasya and Waweru (2019) who found that the teachers were not fully prepared for the CBC implementation; and that the government hurriedly implemented CBC in schools without first addressing challenges such as understaffing, inadequacy of teaching and learning material and unfriendly teaching and learning environment.

**Table 4.12: Influence of Provision of Teachers on the Implementation of Curriculum (Principals)**

	<b>Strongly Disagree (%)</b>	<b>Disagree (%)</b>	<b>Neutral (%)</b>	<b>Agree (%)</b>	<b>Strongly Agree (%)</b>	<b>Mean</b>	<b>SD</b>
The pupil-teacher ratio is sufficient	10.0	40.0	40.0	10.0	0.0	2.50	.850
The government provides training to the teachers and principals	0.0	20.0	20.0	40.0	20.0	3.60	1.075
The staff is adequate	40.0	30.0	20.0	0.0	10.0	2.10	1.287
The government is doing enough in capacitating	40.0	20.0	10.0	10.0	20.0	2.50	1.650

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teachers when a new curriculum has to be implemented

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The table reveals that majority of the principals strongly disagreed that the government is doing enough in capacitating teachers when a new curriculum has to be implemented (40.0%) and the staff is adequate (40.0%) as statements regarding influence of provision of teaching staff on the implementation of curriculum. The findings further reveal that 40.0% of the principals agreed that the government provides training to the teachers and principals as a statement regarding influence of provision of teaching staff on the implementation of curriculum.

These findings support Njeru, (2013) who identified that the problem of inadequate number of qualified teachers comes out strongly because it is not only significant but also positively related to failure rate. This really affects performance and hence leads to poor implementation of the curriculum set by the national government. Mayeku (2019) noted that understaffing which cause high teacher: pupil ratio in most schools made teachers incompetent in curriculum delivery.

#### 4.8 Implementation of Curriculum

**Table 4.13: Implementation of Curriculum (Teachers)**

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	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
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Improved performance	KCSE	1.8	10.6	28.3	22.1	37.2	3.82	1.104
Improved individual performance		2.7	12.4	19.5	9.7	55.8	4.04	1.224
Learner competencies in application of knowledge, skills and values		0.0	0.9	5.3	18.6	75.2	4.68	.616

The table reveals that majority of the teachers strongly agreed that there are Learner competencies in application of knowledge, skills and values (75.2%), Improved individual performance (55.8%) and Improved KCSE performance (37.2%) as statements regarding implementation of curriculum.

**Table 4.14: Implementation of Curriculum (Principals)**

		Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
Improved performance	KCSE	0.0	0.0	30.0	50.0	20.0	3.90	.738
Improved individual performance		0.0	0.0	30.0	20.0	50.0	4.10	.994
Learner competencies in application of knowledge, skills and values		0.0	0.0	10.0	20.0	70.0	4.60	.699

The Table reveals that majority of the principals strongly agreed that there are learner competencies in application of knowledge, skills and values (70.0%) and improved individual performance (50.0%) as statements regarding Implementation of Curriculum. In addition, 50.0% of the principals further agreed that there is improved KCSE performance.

## 4.9 Correlation Analysis

**Table 4.15: Correlation Analysis**

		Correlations				
		Implementation of Curriculum	Funding	Teaching and Learning Materials	ICT	Teaching staff
Implementation of Curriculum	Pearson	1				
	Correlation					
	Sig. (2-tailed)					
	N	113				
Grants	Pearson	.652*	1			
	Correlation					
	Sig. (2-tailed)	.007				
	N	113	113			
Teaching and Learning Materials	Pearson	.572	.426	1		
	Correlation					
	Sig. (2-tailed)	.029	.183			
	N	113	113	113		
Technology	Pearson	.482	.527	.338	1	
	Correlation					
	Sig. (2-tailed)	.011	.179	.690		
	N	113	113	113	113	
Teachers	Pearson	.673*	.313	.223*	.100	1
	Correlation					
	Sig. (2-tailed)	.003	.135	.017	.499	
	N	113	113	113	113	113

\*. Correlation is significant at the 0.05 level (2-tailed).

The table highlights a positive correlation between grants provision (0.652), Teaching and Learning Materials (0.572), Provision of technology (0.482) and provision of teachers (0.673) and Implementation of Curriculum in public

secondary schools in Dagoretti sub-county, Nairobi County, Kenya. This means that there is a positive and significant relationship between government provision of resources (provision of grants, provision of teaching and learning materials, provision of technology, and provision of teachers) and the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya. The findings concur with Omondi (2014) who studied the factors influencing implementation of curriculum in public primary schools in Ukwala Division, Siaya County, Kenya and concluded that lack of teacher training on curriculum, in adequate time allocation, and insufficient teaching and learning materials on the subject impacted negatively on the implementation of curriculum. Kigwilu and Akala (2017) investigated resource utilization and curriculum implementation in community colleges in Kenya and found that while some physical facilities and teaching and learning resources are adequate, their underutilization and the inadequacy of other core facilities and resources, such as libraries and course textbooks, hinder effective teaching and learning in these community colleges.

#### 4.10 Regression Analysis

**Table 4.16: Model Summary**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.785 <sup>a</sup>	.648	.616	2.74073

a. Predictors: (Constant), Teachers, Technology, Grants, Teaching and Learning Materials

The results in Table 4.16 reveal that the government provision of resources gave a value of 0.648 for r-square revealing that teachers, technology, grants, and Teaching and Learning Materials explain 64.8% of the variations in implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya.

**Table 4.17: ANOVA**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56.814	4	14.203	4.687	.002 <sup>b</sup>
	Residual	327.257	108	3.030		
	Total	384.071	112			

a. Dependent Variable: Implementation of Curriculum

b. Predictors: (Constant), Teachers, Technology, Grants, Teaching and Learning Materials

For the relationship between government provision of resources (Teachers, Technology, Grants, Teaching and Learning Materials) and the implementation of curriculum in public secondary schools in Dagoretti sub-county, Kenya, Table 4.17 shows a statistically significant F-statistic of 4.687 (4.108) and a p-value of  $0.002 < 0.05$ . This means that government provision of resources (Grants, Teaching and Learning Materials, Technology and Teachers) influences the

implementation of curriculum in public secondary schools in Dagoretti sub-county, Kenya.

**Table 4.18: Regression Coefficients**

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	10.552	1.742		6.059	.000
Grants	.633	.059	.204	2.252	.026
Teaching and Learning Materials	.593	.059	.004	.043	.033
Technology	.353	.088	.156	1.742	.014
Teachers	.627	.046	.251	2.739	.007

a. Dependent Variable: Implementation of Curriculum

The regression analysis yielded a regression coefficient of 0.633 (p-value = 0.026<0.05) for funding, 0.593 (p-value = 0.033<0.05) for Teaching and Learning Materials, 0.353 (p-value = 0.014<0.05) for ICT and 0.627 (p-value = 0.007<0.05) for teaching staff. This reveals that government provision of resources (Government Funding, Teaching and Learning Materials, ICT and teaching staff) influence the implementation of curriculum in public secondary schools in Dagoretti sub-county, Kenya. The findings concur with Akungu (2014), Indoshi, et al, (2017), Edabu and Onyango (2018) and Mongare and Ayienda (2020) who found that provision of teaching and learning resources are very critical for curriculum implementation.





**CHAPTER FIVE**  
**SUMMARY OF THE STUDY, CONCLUSIONS AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

This chapter presents the summary of the study findings, the conclusions, recommendation as well as the suggestions for further research.

**5.2 Summary of the Study**

The study sought to investigate the influence of government provision of resources on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya. Specifically, the study sought to: assess the influence of grants on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya; analyze the influence of provision of teaching and learning materials on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya; determine the influence of provision of technology on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya; and examine the influence of provision of teachers on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya.

A descriptive survey research design was adopted for this study. The study involved 133 teachers and 13 principals in the public secondary schools in

Dagoretti sub county, Kenya as well as 1 sub-County Education Officer. Simple random sampling was used to select the respondents for the study. The study relied on primary data collected using a questionnaire and interview guide to meet the study objectives. Responses were summarized, coded, tabulated and checked for any errors and omissions, then analyzed using SPSS computer programme and presented in tables, figures and charts.

The study revealed that majority of the teachers and principals in public secondary schools in Dagoretti sub-county are male. Majority of the teachers are aged between 31-40 years while majority of the teachers and principals in public secondary schools in Dagoretti sub-county have attained bachelors' degree of education and have been in the positions for 6-10 years. The findings also reveal that majority of the teachers teach below 18 lessons per week while majority of the schools are boys only schools.

### **5.2.1 Influence of Provision of Grants on the Implementation of Curriculum**

The study findings showed that majority of the teachers agreed that the government provides scholarships to the needy students and the government has ensured that the bursaries are released on time as statements regarding the influence of grants provision on the implementation of curriculum. The findings further reveals that the teachers disagreed that the government provides timely and adequate donations to their school and funding grants are provided annually

by the government as statements regarding influence of grants provision on the implementation of curriculum.

The study findings revealed that majority of the principals strongly agreed that the government has ensured that the bursaries are released on time, the government provides scholarships to the needy students and Funding grants are provided annually by the government as statements regarding the influence of grants provision on the implementation of curriculum. The findings further reveals that the principals disagreed that the government provides timely and adequate donations to their school and funding grants are provided annually by the government as statements regarding influence of grants provision on the implementation of curriculum. The sub-county education officer noted that the grants provision is not enough to cater for all the secondary school's needs. This means that some of the expenses incurred by the schools with regard to implementation of the curriculum cannot be catered for. Thus, some of the schools end up having challenges and lagging behind.

### **5.2.2 Influence of Provision on the Teaching and Learning Materials and Implementation of Curriculum**

The findings revealed that majority of the teachers strongly agreed that the examination materials are adequate and are provided on time and A program of events that is adhered to enables provision of required teaching and learning

materials as statements related to the influence of provision on the teaching and learning materials and implementation of curriculum. However, a large proportion of the teachers disagreed that the government provides enough textbooks to cater for all the learning needs of the students and the Ministry of Education has been able to provide sufficient raw materials for Sciences practical as statements related to the influence of provision on the teaching and learning materials and implementation of curriculum.

The findings revealed further revealed that majority of the principals noted that the teaching materials are available and not adequate. These include: Raw materials for Sciences practical, examination materials, charts, chalks, stationery and exercise books. The sub-county education officer stated that the materials provided by the government include examination materials, laboratory materials, stationery, chalks, exercise books and textbooks among others.

### **5.2.3 Influence of Provision of Technology on the Implementation of Curriculum**

The study findings revealed that majority of the teachers disagreed that: There is an internet connection in the school, The teaching staff have adequate knowledge on technology and the government has ensured there are technology tools such as laptops, projectors, phones as statements regarding influence of provision of technology on the implementation of curriculum.

The results revealed that majority of the principals disagreed that There is an internet connection in the school and the teaching staff have adequate knowledge on technology (40.0%) as statements regarding influence of provision of technology on the implementation of curriculum. However, a proportion of the principals agreed that the teaching staff have adequate knowledge on technology as a statement regarding influence of provision of technology on the implementation of curriculum. The sub-county education officer noted that technology provided by the government is not adequate and thus the government has a long way to go in ensuring that all the public secondary schools have technology as well as providing training to the teachers and the principals so that they have enough knowledge on the usage of technology.

#### **5.2.4 Influence of Provision of Teachers on the Implementation of Curriculum**

The table reveals that majority of the teachers disagreed that the government is doing enough in capacitating teachers when a new curriculum has to be implemented, the pupil-teacher ratio is sufficient and the staff is adequate as statements regarding influence of provision of teaching staff on the implementation of curriculum. However, a proportion of the teachers agreed that the government provides training to the teachers and principals as a statement regarding influence of provision of teaching staff on the implementation of

curriculum. The sub-county education officer noted that while the government has provided teaching staff to secondary schools, the ration of pupil-teacher is still inadequate and thus one may find some of the classes being too crowded as the student enrollment increases day by day. Thus, the government should recruit more teachers to cater for the growing number of students. And they should also train the teachers to equip them with sufficient knowledge regarding the new curriculum.

The table reveals that majority of the principals strongly disagreed that the government is doing enough in capacitating teachers when a new curriculum has to be implemented and the staff is adequate as statements regarding influence of government provision of teaching staff on the implementation of curriculum. The findings further reveal that almost half of the principals agreed that the government provides training to the teachers and principals as a statement regarding influence of government provision of teaching staff on the implementation of curriculum.

### **5.2.5 Implementation of Curriculum**

The findings revealed that majority of the teachers strongly agreed that there are Learner competencies in application of knowledge, skills and values, Improved individual performance and Improved KCSE performance as statements regarding implementation of curriculum. The results further revealed that majority of the

principals strongly agreed that there are learner competencies in application of knowledge, skills and values and improved individual performance as statements regarding implementation of curriculum. In addition, half of the principals further agreed that there is improved KCSE performance.

The correlation analysis revealed that there is a positive and significant relationship between government provision of resources (Grants, Teaching and Learning Materials, Technology and Teachers) and the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya. Regression analysis results showed that provision of resources (Grants, Teaching and Learning Materials, Technology and Teachers) influence the implementation of curriculum in public secondary schools in Dagoretti sub-county, Kenya at  $p < 0.05$ .

### **5.3 Conclusion**

#### **5.3.1 Influence of Provision of Funding on the Implementation of Curriculum**

The study findings revealed that the principals and teachers acknowledged that funding provision influences the implementation of curriculum in schools. These findings support Ngeno, Mweru & Mwoma (2021) who posited that if the funding is not enough and reliable, teaching and learning process will be affected negatively and hence intended education goals and objectives will not be



achieved. Nwagwu (2013) noted that inadequate government funding in schools manifest in congested classrooms, inadequate laboratories, libraries and lavatories. These manifest into poor teaching and learning environment, occurrence of disciplinary problems and job dissatisfaction among the teaching staff. This leads to ineffective curriculum implementation and failure to achieve the curriculum objectives and goals. A study by Ngowi, (2015) found out that government funding helped improve quality in some areas and not others, its provision was insufficient and was delayed and reached schools late that made it hard for schools to implement plans on time and maintain sustainability.

### **5.3.2 Influence of Provision on the Teaching and Learning Materials and Implementation of Curriculum**

The study findings revealed that the principals and teachers acknowledged that provision on the teaching and learning materials influences the implementation of curriculum in schools. These findings are in agreement with Jeruto & Okirima (2020) who noted that for the officially designed curriculum to be fully implemented as per plan, the government or Ministry of Education should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. Inadequate teaching and learning resource materials have negative impact on curriculum implementation as noted

by Abdiaziz, (2019). In their study, Ondimu (2018) noted that there was a feeling that to some extent the government was failing especially in the provision of teaching and learning materials. Hanushek, Kain and Rivkin (2018) concluded that the quality of teaching and learning materials affected the academic performance of learners. Schools that had more teaching and learning materials per learner posted better results compared to schools that had fewer materials per learner.

### **5.3.3 Influence of Provision of Technology on the Implementation of Curriculum**

The study findings revealed that the principals and teachers acknowledged that provision of technology influences the implementation of curriculum in schools. These findings concur with Singh and Chan (2014) who found that provision and availability of technology in schools is fundamental for successful adoption and implementation of Technology into the learning and teaching activities and curriculum. A study carried out by Higgins and Moseley (2011), found that when teachers lack an understanding of why they should use technology in teaching and how to use it hinders its implementation. A study by Hennessy, Harrison and Wamakote (2012), observed that the main hindrance in implementation of ICT was due to low levels of teachers' ICT knowledge and skills.

#### **5.3.4 Influence of Provision of Teachers on the Implementation of Curriculum**

The study findings revealed that the principals and teachers acknowledged that provision of teaching staff influences the implementation of curriculum in schools. These findings support Muasya and Waweru (2019) who found that the teachers were not fully prepared for the CBC implementation; and that the government hurriedly implemented CBC in schools without first addressing challenges such as understaffing, inadequacy of teaching and learning material and unfriendly teaching and learning environment. Njeru, (2013) further identified that the problem of inadequate number of qualified teachers comes out strongly because it is not only significant but also positively related to failure rate. This really affects performance and hence leads to poor implementation of the curriculum set by the national government. Mayeku (2019) noted that understaffing which cause high teacher: pupil ratio in most schools made teachers incompetent in curriculum delivery.

#### **5.3.5 Implementation of Curriculum**

The findings revealed that learner competencies in application of knowledge, skills and values, improved individual performance and improved KCSE performance are statements regarding implementation of curriculum. The study concludes that government provision of resources (Grants, Teaching and Learning

Materials, Technology and Teachers) influences the implementation of curriculum in public secondary schools in Dagoretti sub-county, Kenya at  $p < 0.05$ . These findings concur with Akungu (2014), Indoshi, et al, (2017), Edabu and Onyango (2018) and Mongare and Ayienda (2020) who found that provision of teaching and learning resources are very critical for curriculum implementation.

#### **5.4 Recommendations**

The study recommends that the government needs to increase the government funding amount in budgetary allocation to make it more sustainable and adequate. The Ministry of Education should seriously think about this issue. Four, teachers should make use of information, communication and Technology (ICT) during lesson presentation. What the children see and feel last longer than what they hear such as when teachers use lecture and group discussion methods. Parents, stakeholders within the community and Non-Governmental Organizations (NGO's) can be involved, by the school managers, to provide these facilities and help in school funding. The Ministry of Education should organize for more in-service trainings for the teachers on the curriculum. Furthermore, the Ministry of Education should build more classrooms in all public schools to accommodate the high enrolment rates in public primary schools for successful curriculum implementation. The government should also ensure there is adequate provision

of instructional materials like textbooks for effective implementation of the competency-based-curriculum

### **5.5 Suggestions for Further Research**

The study sought to examine the influence of government provision of resources on the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya. The study only focused on one area, Dagoretti sub-county. There is a need to replicate these findings in other regions so as to compare the findings and establish the robustness of the conclusions, recommendations and formulation. There is also a need to conduct a study focusing on the challenges facing curriculum implementation in public secondary schools in Kenya.

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## APPENDICES

### APPENDIX 1: LETTER OF INTRODUCTION

Edwin Gitao  
P.O Box 21784,  
Nairobi, Kenya  
15<sup>th</sup> February, 2022.

Dear Sir/Madam,

RE: **DATA COLLECTION**

I am a student at University of Nairobi currently undertaking a study to fulfill the requirements of the Award of Masters of Educational Administration. The topic is: “**Influence of Government Provision of Resources on the Implementation of Curriculum in Public Secondary Schools in Dagoretti Sub County, Kenya**”. Please allow me to collect data. I would largely appreciate your participation as you have been randomly selected by answering all the questions honestly and completely. Your identity will be treated with extreme confidentiality while the findings will only be used for academic purpose. You are required to participate voluntarily as no one will be coerced. Kindly spare a few minutes to complete the questionnaire.

Thank you.

Yours Faithfully,

Edwin Gitao



## APPENDIX II: QUESTIONNAIRE (For Principals)

Kindly complete the following questionnaire using the instructions provided for each set of question. Instructions: Please tick as appropriate. Do not write your name on this questionnaire.

### **PART A: Respondent’s Background Information**

1. What is your gender?     Male                     Female
2. What is your age?  
 20-30 years     31-40 years     41-50 years     51 and above years
3. What is your highest education level?  
 Primary     Secondary     Certificate     Diploma  
 Undergraduate     Post Graduate     PhD     Other \_\_\_\_\_
4. Category of school  
 Boys only     Girls only                     Mixed
5. How long have you been a principal in the school?  
 Less than 1 year     1-5 years     6-10 years     More than 10 years

### **Part B: Influence of grants on the implementation of curriculum**

6. Indicate your response based on a 5-point scale by using a tick (√) or X to mark the applicable box. 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

	1	2	3	4	5
The government has ensured that the bursaries are released on time					
The government provides scholarships to the needy students					
Funding grants are provided annually by the government					
The government provides timely and adequate donations to our school					

### **Part C: Influence of provision of teaching and learning materials on the implementation of curriculum**

7. Indicate your response based on a 5-point scale by using a tick (√) or X to mark the applicable box. 1= Available and Adequate, 2=Available but not adequate, 3=Not Available

	1	2	3
Raw materials for Sciences practical			
Textbooks			
Examination material			
Charts			
Chalks			
Stationery			
Exercise books			
Others (Specify)			

**Part D: Influence of provision of technology on the implementation of curriculum**

8. Indicate your response based on a 5-point scale by using a tick (√) or X to mark the applicable box. 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

	1	2	3	4	5
The government has ensured there are technology tools such as laptops, projectors, phones					
The teaching staff have adequate knowledge on technology					
There is an internet connection in the school					
The government provides technology training to the teachers					

**Part E: Influence of provision of teachers on the implementation of curriculum**

9. Indicate your response based on a 5-point scale by using a tick (√) or X to mark the applicable box. 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

	1	2	3	4	5

The pupil-teacher ratio is sufficient					
The government provides training to the teachers and principals					
The staff is adequate					
The government is doing enough in capacitating teachers when a new curriculum has to be implemented					

**Part F: Implementation of Curriculum**

10. Indicate your response based on a 5-point scale by using a tick (√) or X to mark the applicable box. 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

	1	2	3	4	5
Improved KCSE performance					
Improved individual performance					
Learner competencies in application of knowledge, skills and values					

11. Please give suggestions/recommendations towards the influence of government provision of resources on the implementation of curriculum in public secondary schools in Dagoretti Sub County, Kenya.

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THANK YOU FOR YOUR TIME AND COOPERATION!!

### APPENDIX III: QUESTIONNAIRE (For Teachers)

Kindly complete the following questionnaire using the instructions provided for each set of question. Instructions: Please tick as appropriate. Do not write your name on this questionnaire.

#### **PART A: Respondent's Background Information**

1. What is your gender?     Male                     Female
2. What is your age?  
 20-30 years     30-40 years     41-50 years     50 and above years
3. What is your highest education level?  
 KCSE certificate     Diploma in Ed     Bachelors degree     Masters'  
 Others (Specify) \_\_\_\_\_
4. How many lessons do you teach per week?  
 Below 18             19-24             25-30     Above 30
5. How long have you been a teacher in the school?  
 Less than 1 year     1-5 years     6-10 years     More than 10 years

#### **Part B: Influence of grants on the implementation of curriculum**

6. Indicate your response based on a 5-point scale by using a tick (√) or X to mark the applicable box. 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

	1	2	3	4	5
The government has ensured that the bursaries are released on time					
The government provides scholarships to the needy students					
Funding grants are provided annually by the government					
The government provides timely and adequate donations to our school					

#### **Part C: Influence of provision of teaching and learning materials on the implementation of curriculum**

7. Indicate your response based on a 5-point scale by using a tick (√) or X to mark the applicable box. 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

	1	2	3	4	5
The Ministry of Education has been able to provide sufficient raw materials for Sciences practical					
The government provides enough textbooks to cater for all the learning needs of the students					
The examination material are adequate and are provided on time					
A program of events that is adhered to enables provision of required teaching and learning materials					

**Part D: Influence of provision of technology on the implementation of curriculum**

8. Indicate your response based on a 5-point scale by using a tick (√) or X to mark the applicable box. 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

	1	2	3	4	5
The government has ensured there are technology tools such as laptops, projectors, phones					
The teaching staff have adequate knowledge on technology					
There is an internet connection in the school					
The government provides technology training to the teachers					

**Part E: Influence of provision of teachers on the implementation of curriculum**

9. Indicate your response based on a 5-point scale by using a tick (√) or X to mark the applicable box. 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

	1	2	3	4	5

The pupil-teacher ratio is sufficient					
The government provides training to the teachers and principals					
The staff is adequate					
The government is doing enough in capacitating teachers when a new curriculum has to be implemented					

**Part F: Implementation of Curriculum**

10. Indicate your response based on a 5-point scale by using a tick (√) or X to mark the applicable box. 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

	1	2	3	4	5
Improved KCSE performance					
Improved individual performance					
Learner competencies in application of knowledge, skills and values					

12. Please give suggestions/recommendations towards the influence of government provision of resources on the implementation of curriculum in public secondary schools in Dagoretti Sub County, Kenya.


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THANK YOU FOR YOUR TIME AND COOPERATION!!

#### **APPENDIX IV: INTERVIEW GUIDE (For Sub-County Education Officer)**


- i. Mention some of the materials that the government provides to schools in your sub-County
- ii. How would you rate the adequacy of government funding in public secondary schools in Dagoretti sub county, Kenya?
- iii. How would you rate the government provision of teaching and learning materials in public secondary schools in Dagoretti sub county, Kenya?
- iv. How does government provision of ICT affect the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya?
- v. To what extent does government provision of teaching staff influence the implementation of curriculum in public secondary schools in Dagoretti sub county, Kenya?
- vi. What measures are used by your office to check the quality of teaching materials provided in the public secondary schools?
- vii. What measures have been put in place by your office to ensure smooth and effective curriculum in secondary schools in the sub county?

## APPENDIX V: NACOSTI RESEARCH PERMIT

  
**REPUBLIC OF KENYA**  
National Commission for Science, Technology and Innovation  
Ref No: **253920**

  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**  
Date of Issue: **22/October/2022**

### RESEARCH LICENSE




**This is to Certify that Mr. Edwin Thome Gitao of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: INFLUENCE OF PROVISION OF RESOURCES ON THE IMPLEMENTATION OF CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN DAGORETTI SUB COUNTY, KENYA for the period ending : 22/October/2023.**

License No: **NACOSTI/P/22/21308**

Applicant Identification Number: **253920**

*W. Wambui*  
Director General  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

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**See overleaf for conditions**



## APPENDIX VI: LETTER OF AUTHORIZATION

  
UNIVERSITY OF NAIROBI  
FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY & CURRICULUM STUDIES

P.O. BOX 30197  
OR P.O. BOX 92 -00902  
KIKUYU  
17/10/ 2022

dept-edpcs@uonbi.ac.ke

OUR REF: UON/FED/EMPCS/1/7

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**RE: EDWIN THOME GITAU – REG NO. E55/83713/2015**

This is to confirm that Edwin Thome Gitau is a Master of Education student in the Department of Educational Management Policy and Curriculum Studies of the University of Nairobi. He is currently working on his research proposal entitled **“Influence of Government Provision of Teaching Resources on Implementation of Curriculum in Public Secondary Schools in Dagoretti Sub - County, Kenya”**. His area of specialization is Educational Curriculum Studies

Assistance accorded to him will be highly appreciated



SUSAN CHEPKONGA PHD  
CHAIRMAN  
DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND CURRICULUM STUDIES